CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. English Language Programs

1. General Concept of English Language Program

English language is a compulsory subject in Indonesia. Indonesian government tries to enhance English language in order to get best achievment.

Many schools or institutions make change of their learning and teaching. For examples: some schools make activity or English language program that can help students learning English easily. Moreover there are Immerse classes and RSBI, in which all students must use English in teaching and learning process. The role of English language program is very big. The purpose of English language program is to make the students have competence in English and to develop the potential of students and teacher. In fact English language program is activity to get a certain language skill in fun way.

Oemar Hamalik adds that students who do many activities like neural system activities and other activities are able to get knowledge, attitude, interest, etc. The activity has to practice and do regularly in order to get academic achievement well.[1] In teaching of KTSP there are some activities that can be developed to increase students' competence. These activities help students develop their solidarity, leadership, empathy, tolerance, and life skills. The activities can be done in the classroom and out side.[2] So to get competence in learning process is not limited by time, place and space.

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[1] Oemar Hamalik, *Proses Belajar Mengajar*, (Bandung: Bumi Aksara, 2001), p. 32
[2] Ahmad Sofyan, *Panduan Pengajaran KBK Mata Pelajaran Bahasa Inggris Untuk SMA dan MA*, (Jakarta: CV. Sandila Corp, 2003), p. 30

2. Criteria of Language Improvement Program

There are some criteria of the language improvement program:

a. Every program must be oriented to certain purpose. The purpose of the program is to emphasize the behavior change after learning process.

b. Every program must be flexible. The implementation of program must be appropriate with condition and necessity

c. Every program is done efficiently and effectively

d. Every program must be continuous. It means each program relates to each other. [3]

e. The content of the program must be suitable the necessity. [4]

Every program usualy has the criteria, because it will make the program itself be more has quality. All of those criteria are arranged to get the best goal.

3. Systematic planning in Language Program

A Systematic planning is as same as a general problem solving process[5]. Here are some steps in arranging the program:

a. Job description

Job description is much needed because the program will run well. Every person has job based on their role.

b. Job Analysis

The job that has been divided must be detail.

c. Establishment of skill

Every skill related to the cognitive, effective and performance. So teaching must be suitable with skill that will be learnt.

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[3] Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan System,* (Jakarta: Bumi Aksara, 2008), p.62-64

[4]*Ibid* , p. 37

[5] Harjanto, *Perencanaan Pengajaran*, (Jakarta: Rhineka Ilmu, 2003), p. 49

d. Formulation of purpose

The purpose of the program must be coherent with the skill that wants to be developed.

e. Criteria of success in program

Criteria of success in program is we can observe in achievement of the purpose or skill that have been taught.

f. Organization of learning material

The materials that want to be taught have to suitable with the skill.

g. Try out of program

To know the effectiveness of program implementation..

h. Measurement of program reliability

Trying out of program implementation, it can show the effectiveness of program or reliability of the program.

i. Revision of program

Revision of program will be done after try out and measuring.

j. Implementation of program

In implementation of the program must be arranged systematically, has been tested and done in big population.

k. Monitor of program

As long as the implementation of the program need to monitor continuously in order to avoid the mistake.

Based on steps above the writer concludes that an activity or a program needs to be planned seriously. If the program arranged systematically, it would run well.

4. Implementation of English Language Program

In English there are four skills, they are listening, speaking, writing and reading. Related to four skills above, where is the role of English language program? The role of English language program will has very

important role if it placed based on the skill will be taught. Language program is such as fun activity. The activity of language (English language program) is used to first approach in language learning process.

The implementation and general guide for choosing the activity of language:

a. The tutor must decide the clear limitation of activity in order to choose the right activity

b. The activity must be suitable with the teaching level, student's ability, times and the place.

c. The students should feel safe and comfortable with the activity.[6]:

d. The activity must pay attention to language skill, aspects of language (sound system (pronunciation), grammar and vocabulary).[7]

Learning is often accomplished in a passive manner by having instructors or content transmitted to the learners for them to absorb. Whereas active learning involves the learning by being engaged in the instructional process by means of such activities as exploring, analyzing, communicating, creating, reflecting, or actually using new information or experiences.[8] When students ask for advice regarding self improvement, it is suggested that teachers offer ideas with activities and exercises to help the learners maintain and improve upon what they have already acquired. Teachers too can encourage their students to use what they know so that they won't forget everything they have accomplished.

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[6] Umi Machmudah and Abdul Wahab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Arab*. (Malang: UIN Malang Press, 2008), p. 175-177

[7] Abdurrahman Faridi, *Bahasa Inggris Untuk Guru Immerse dan RSBI*, (Semarang: Unnes Press, 2009), p 1 and 7

[8] Active Learning Defined http://www.nwlink.com/~donclark/hrd/learning/active.html#process, 20-10-2010, 15. 20 pm

B. Students' Activeness

1. Definition of Activeness

Learning process will be active if there is participation from the students. Active is "constanly engaged in action". [9] Defining "active learning" is a bit problematic. The term means different thing to different people, while for some the very concept is redundant since it is impossible to learn anything passively. Certainly this is true, but it doesn't get us very far toward understanding active learning and how it can be applied in college classrooms.

We might think of active learning as an approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning stands in contrast to "standard" modes of instruction in which teachers do most of the talking and students are passive.

2. Indicator of Students' Activeness

Bonwell and Eison define active learning as "instructional activities involving students in doing things and thinking about what they are doing." [10]The term "student engagement" has been used to depict students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class. That includes participating in the activities offered as part of the school program and student participation in school reform activities.

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[9] Library of Congress Cataloging in Publication Data, *Western Unabridged Dictionary of The English language*, (New York: Portland House, 1989), p. 15

[10]http://*translate*.google.co.id/translate?hl=id&langpair=en|id&u=http://www.cat.ilstu.edu/resources/teachTopics/active.php, 2.30, 20-12-2010

Students who are active show sustained behavioral involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.

Students who are active in learning process are students' who engage in learning process. The opposite of engagement is disaffection. Disaffected students are passive, do not try hard, and give up easily in the face of challenges. They can be bored, depressed, anxious, or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates.[11]

Here are some indicators of students' activeness:

a. Active interaction with the instructor

Here between student and teacher make good communication. It means that students ask the question and teacher will answer or the students consult about the lesson with teacher.

b. Working at the student's seat

This participation is physic and mental activity of the students, like students active to take a note, do the assignment well, ask and answer the question.

c. Other mental participation

Mental participation is the students always are ready to answer the question from their teacher or friends and express their opinion.[12]

The teacher should find activities because student will take part the learning process if there is a pleased activity. Choosing the right activity based on the skills that will be taught is needed because it will influence

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[11] From Wikipedia, The Free Encyclopedia, http://en.wikipedia.org/wiki/Student_engagement, 20-07—2010, 11.22

[12] Harjanto, *Op. cit,* p. 173-174

students' participation. Abu Ahmadi and Widodo explained that participation is one of ways of students learning.[13] By participating, the student can be active in learning process. Why do students participate in learning process? Because they want to get knowledge, building concept and skill and establish behavior.[14] There is no learning process if there is no interaction with each other. That is the reason; activity is an important principle in learning and teaching process[15]. The students absolutely active in learning process. But it makes different is the level of students' activeness.

3. Categories of Active Learning Strategies

There are four broad categories of learning strategies that one might use in an active learning classroom:

a. Individual activities

b. Paired activities

c. Informal small groups

d. Cooperative student projects

The teachers choice of these will depend on the size of their class, their physical space, objectives, the amount of time they have to devote to the activity, and their comfort level with the strategy.[16]

Students and their learning needs are at the center of active learning. There are any number of teaching strategies that can be employed to actively engage students in the learning process, including group

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[13] Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar*. (Jakarta: Rhineka Cipta 2004), cet 2, p. 156

[14] Sardiman. AM. *Interaksi dan Motivasi Belajar Mengajar Pedoman Bagi Guru dan Calon Guru*. (Jakarta Utara: CV. Rajawali ,1992), p. 28-29

[15] *Ibid*, p. 95

[16] Wilbert J. McKeachie, Center for Teaching and Learning http://*translate*.google.co.id/translate?hl=id&langpair=en|id&u=http://www1.umn.edu/ohr/teachlearn/tutorials/active/what/index.htmlUniversity Office Plaza, Suite 400, 2221 University Ave. S.E., Minneapolis, MN 55414, 3. 12, 20-12-2010

discussions, problem solving, case studies, role plays, journal writing, and structured learning groups. The benefits to using such activities are many. They include improved critical thinking skills, increased retention and transfer of new information, increased motivation, and improved interpersonal skills.

Using active learning does not mean abandoning the lecture format, but it does take class time. Lecturers who use active learning pause frequently during the period–once every fifteen minutes or so–to give students a few minutes to work with the information they're providing. They may ask students to respond to a question, to summarize important concepts in writing, or compare notes with a partner. For some lecture-based classes, using active learning may be a bit more challenging because of class size or room limitations such as fixed seating. Breaking students into groups under these circumstances may not be possible, but other strategies such as individual writing or paired activities are quite possible and lead to good results.

4. **Basic Elements of Active Learning**

There are four basic activities through which all students learn, and specific active learning strategies use one or more of these elements.[17]

a. Talking and Listening

When students talk about a topic, whether answering a teacher's question or explaining a point to another student, they organize and reinforce what they've learned. When they listen, we want to ensure that it's meaningful listening, relating what they hear to what they already know. In a lecture class, students need periodic time away from passive listening in order to absorb what they've heard. And they need reasons to listen, reasons perhaps more immediate than a good grade at the end of the semester. Did the teacher ask a question before the lecture segment that was thought-provoking enough to cause the students to search for the

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[17] Ibid, p. 2

answer in the words that followed? Were they told beforehand that they would have to explain the points in the lecture to a fellow student?

b. Writing

Like talking and active listening, writing provides a means for students to process new information in their own words. It is particularly effective in large classrooms where breaking students into pairs or groups may be prohibitive. It also appeals to individuals who prefer to learn independently.

c. Reading

Students do a great deal of their learning through reading, but they often receive little instruction in how to read effectively. Active learning exercises such as summary and note checks can help students process what they've read and help them develop the ability to focus on important information.

d. Reflecting

In the all-too-typical lecture class, the lecturer stops talking at the very end of the period. Students gather up their notes and books and run for their next class. One can almost see the knowledge evaporating from their brains. They've had no time to reflect, to connect what they've just learned with what they already know, or to use the knowledge they've gained in any way. Allowing students to pause for thought, to use their new knowledge to teach each other, or to answer questions on the day's topics is one of the simplest ways to increase retention.

C. Writing Skill

1. Definition of Writing

Writing activity is the last skill that mastered by language learners after listening, speaking, and reading, because writing skill need to be mastery in all aspect of language.[18] Writing is "production of the writer word that results in a text but the text must be read and comprehended in

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[18] Burhan Nurgiantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra,* (Yogyakarta: BPFE Yogyakarta, 2001) Thirt Edition, p. 296

order for communication to take place".[19] So writing skill are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

Some of linguists were inclined to look at writing as second expression form. Recently we seldom find that good writing as important purpose in language learning programs.[20] Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written ext how to revise text for clearer meaning, how to edit text for appropriate grammar and how to produce a final product.

2. **Types of Writing**

Finnochiaro states that naturally the type of writing system (alphabet, picture) which exist in native language is an important factor in determining to easy of speech which student learn to write.[21]

There are two types of writing:

a. Practical of factual writing

This type deals with facts. We can find it in writing of letter or summaries.

b. Creative of imaginary writing

This type usually exists in literature, such as: novel, romance, and science fiction. [22]

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[19] Marriane Celce and Murcia Elite Olshtain, *Discourse and Context in Language Teaching*. (USA: Cambridge University Press, 2000), p, 142

[20] Furqonul Azies and Chaedar Al Wasilah, *Pengajaran Bahasa Komunikatif. Teory dan Praktek*, (Bandung : PT. Remaja Rosdakarya Bandung, 1996), p. 128

[21] Marry Finnochiaro, *English as a Second Language: From Theory to Practice*, (New York: Regents Publishing Company, Inc, 1974), p, 85

[22] *Ibid*, p.86

According to 2004 curriculum (competency based curriculum) at senior high school, Depdiknas, there are some text types which are taught in eleventh grade:

a. Narrative

It is to amuse/entertain the readers and to tell a story.

b. Hortatory Exposition

It is to reveal the readers that something is the important case

c. Spoof

It is to tell an event with a humorous twist and entertain the readers

d. Descriptive

It is to describe a particular person, place or thing in detail.

e. Analytical Exposition

It is to reveal the readers that something is the important case

f. Report

It is to presents information about something, as it is.

Every genre has different way to teach, depend on the purpose of the genre itself. Students who are writing within a certain genre need to consider a number of factors. They need to have knowledge of the topic, the conventions and style of the genre and the context in which their writing will be read and by whom.

3. Good Writing

Good writing in any language involve knowledge the convention of written discourse in culture as well as the ability to choose the precise words that conveys one's meaning. To write an interesting text and good paragraph, we should know what a paragraph or text is. Paragraph is a group of sentence that develops one main point or an idea. A paragraph has unity when all of sentences are related to the main idea.[23]Most of teachers probably agree in recognizing at least the following general component writing:

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[23] Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Kanisius, 1995), p. 13

a. Content is the substance of writing, idea expressed.

b. Form is the organization of the content.

c. Grammar is the employment of grammatical form and syntactic patterns.

d. Vocabulary is the choice of structure and lexical terms to give a particular tone a flavor the writing. It also called style.

e. Mechanic is the use of the graphic conventions of the language.

In writing a good paragraph, we should concern to three things, they are:

a. Unity

Basically, a paragraph is unified by mutually supported sentences. Unity is that all sentences within a paragraph are related to the main point. Barly Bram said" the unity is synonymous with oneness". This unity means oneness to express the idea in one paragraph, all sentences; all of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph contains of smoothly-connected ideas. Each sentence move naturally. To achieve coherence, the writer needs to use the transition, such as however, although, finally, and nevertheless.

c. Meaning and grammar

Although English is a foreign language (for us, Indonesia), we have responsibility to express our ideas semantically and grammatically. A piece of writing or sentence, or even a phrase, must be semantically acceptable, and meaningful[24]

Students must have good writing ability in order to get a brighter future. There are many professions that need the ability of writing, such as novelist, journalist, teacher and many more. They who master the ability well, is easier to get any of those professions above. Unfortunately,

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[24] *Ibid*, p.20-21

students sometimes think that writing is something difficult. They need to do some efforts to acquire that skill. Maybe some of them think that only some people can write appropriately. So, they have to practice writing again and again in order to acquire that skill. When we write, we produce written message that we want to deliver to the reader. The way we choose the right words is not enough to send a message to other people. Therefore we cannot produce written message automatically without an organized plan.

4. Writing Process

Writing particularly academic writing is not easy. It takes study and practice to develop this skill for both native speaker and new learners of English. It is important to note that writing is a process, not a "product". This means that a piece of writing, whether it is a composition for your English class is never complete; it is always possible to review and revise again.

There are four main stages in writing process, there are planning, drafting, editing and final version.

a. Planning

In the planing stage, you organize the ideas, you generated by brainstorming, the most efficient way to do this is to make an outline[25]. It is a guideline in writing in order to remember what we want to write and throw what we not want to write.[26]

b. Drafting

We can refer to the first version of a piece of writing as a draft. This draft go at a text is often done on the writing assumption that it will be amended later. As the writing process into editing, a number of drafts may be produced on the way to the final version

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[25] Alice Oshima and Ann Hoque, *Writing Academic English*, (California: Addison Wesley publishing company), Second Edition, p. 3

[26] Wisnubroto Widarso, *Kiat Menulis Dalam Bahasa Inggris*, (Yogyakarta: Kanisius, 1992), p. 69

c. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written in ambiguous or confusing. Reflecting and revising are often helped by other readers (editors) who comment and make suggestion. Another reader's reaction to apiece of writing will help the author to make appropriate revision[27]

d. Final version

The last, you are ready to write the final copy to hand in. your instructor will expect it to be written neatly and legibly in ink or types. Be sure that you make all the correction that you note on your second draft. After rereading the final copy don't be surprised if you decide to make a few minor or even major changes. Remember that writing is continuous process of writing and rewriting until you are satisfied with the final product[28]

All the writers, they do not make a draft directly but they always review and revise their writing. For example the famous American writer Ernest Hemingway, spent several hours each day for writing, you can imagine how many times this great writer revised his work

5. **Teaching Writing**

In language teaching, there are four skills that students should master. They are: reading, writing, speaking, and speaking. Through writing, people can express their idea or feeling convey a piece of information effectively. In Islam, reading and writing are taught by Allah to the prophet Muhammad saw as while he got the first revelation. Allah has stated in holy Qur'an:

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[27] Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2001), p. 5
[28] Alice Oshima and Ann Hoque, *Op.cit*, p. 13

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Means: "who taught (to write) with the pen, taught man what he did not know" (Al-Alaq 4-5).[29]

Writing skill is not acquired naturally by students. It has to be learned. When students learn language, their teacher teaches them writing an often as them to write things in their notebooks and their exercise books. Harmer shows that "….writing has to be taught. Spoken language, for a child is acquired naturally a as result of being exposed to, whereas the ability to write has to be continuously learned"[30]

According to Harmer, there are five tasks that teacher can perform in class. Those are demonstrating, motivating and provoking, supporting, responding and evaluating.[31]

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[29] Depag, Al-qur'an dan Terjemahannya (Jakarta: Kanisius, 1995), p,13
[30] Jeremy Harmer, Op. *cit,* p 3
[31] Jeremy Harmer, *Loc cit* p. 41-42

a. Demonstrating

Teacher must tell the students about the material and demonstrate it in front of the class.

b. Motivating

When students find difficulties in writing like " lost for word" teacher can help by provoking the students into having ideas, enthusing them with the value of the task and persuading them what fun it can be.

c. Supporting

This task is closely related to the teacher' roles as motivator and provoker.

d. Responding

When responding, teacher reacts to the content and the construction of students; writing supportively and makes suggestion for their improvement.

e. Evaluating

When teacher evaluates students' writing, teacher can indicate where students make mistake and may award grades in students writing.

6. The Importance of Writing

Acquiring writing may be benefits to human beings. The importance of writing can be seen in or daily life, like teacher and students activities in class, personal letter or office activities. People, especially students, get a lot of knowledge through written materials like books, magazines, and newspapers. Writing proves to be an effective way to communicate.

Writing always is the part f the syllabus of teaching English. Harmer said that "writing can be used for variety of purposes, ranging from being merely a back up for grammar teaching to a major syllabus

strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners".[32]

There are many benefits of writing activities teacher often asks is or her students to write the lesson on the blackboard or students can write some notes that are dictated by the teacher. When someone applies jobs, they write application letters. Those facts shows us that writing has great contribution toward our life

7. Factor which Influences student's writing skills

Writing can be very enjoyable as long as we have the ideas and the means to achieve it.[33] Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write. So that not only students can read what they have written, but other speakers of that language can read and understand it. There are some factors that can influence students writing skill[34]:

a. Limited vocabulary

b. Difficulty in organizing to write about something

c. No motivation to write

d. Lack of confidence in grammar

Those are the problems that mostly faced by students in writing. As a teacher will help the students when get problem. When teacher can play their role, the students will be helped in their writing.

So how we can solve the problems of writing that faced by students, and what should be done by the english language program? There are some tips to resolve these problems:

a. Vocabulary is very important to make a composing. If we have limit of vocabulary we can not finish our composing well. The English

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[32] *Ibid,* p. 31

[33] Sutanto Leo, dkk, *English for Academic Purpose, Essay Writing*, (Yogyakarta: CV Andi Offset,)

[34] Barli Bram, *Op.Cit,*p. *25-62*

Language Program will help the students for getting vocabulary. The English Language Program will teach them vocabulary and how to use it. We can learn the vocabulary by ourself using "the dictionary". The dictionary is an invaluable helper which many beginning writers unfortunately often ignore. Some of us are reluctant to consult it even though we know we can greatly benefit from it.[35]

b. Finding a good topic is one of the hardest parts of learning to write. No matter how many times we've come up with good topics before, we end up with the very same problem the next time we start a piece. The first time before the teacher teach writing, he or she gives brainstorming to the students, about what they should write about. [36]The teacher needs strategy too to give them ideas. Because of strategies will always give students many good topics to choose from. One approach that seems to work well for many writers is the Topic T-Chart strategy. The idea is to make two lists at the same time based on opposites. Here are some examples that will help we find something good to write about and will be motivated:

- **Like-Hate.** Things you like and things you hate.

- **Typical-Unusual.** Typical experiences that happen almost every day and unusual experiences that have happened only once or twice in your entire life.

- **Fun-Have To.** Things you do for fun and things you do because you have to

- **Regret-Proud Of.** Things you regret and things you are proud of. You can use these lists over and over. (You can even use them in different classes and in different grades!) Try a couple of the ones suggested here or make up your own. In just a few minutes, you'll have enough topics to last a whole 1 year!

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[35] Barli *Bram, Op.Cit*, p. 81
[36] Steve *Peha* "*Full Version The Writing Teacher's Strategy Guide*, 1995-2002, www.ttms.org. 16-04-2010, 10.50.

c. When we write, we intend to interact with our readers using written language. As in using spoken language to communicaet, our principle purpose is to make our readers understand. What counts most is to get our messages across. For most most beginning writers whose mother tongue is not English, to express what they intent is sometimes difficult. One of the common problems might be a lack of ability to construct grammatically sentences.[37] So how resolve this problem? The solution is practise to analyse sentense continuosly. Because, if we often practise, we will understand the right or wrong sentence.

D. Relationship Between Students' Activeness in English Language Program and Writing Skill

Active learning is involving students directly and actively in the learning process itself. This means that instead of simply receiving information verbally and visually, students are receiving and participating and doing. The latter grouping is what is meant by active learning. So, in simple terms then, active learning is: engaging students in doing something besides listening to a lecture and taking notes to help them learn and apply course material. Students may be involved in talking and listening to one another, or writing, reading and reflecting individually.[38]

Mostly, it is likely almost similar to say that an active student is a students who participate in the class during teaching and learning process. However, keep in mind that every student has differences in learning style as well as difference in personality.

The methodologist Tony Wright describes four different learner styles within a group. First is "the enthusiast" look to the teacher as a point of

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[37] Barli Bram, *Loc.Cit,* p. 25

[38] Adapted from RM Felder and R. Brent *Effective Teaching Workshop,* North Carolina StateUniversity,1997,http://translate.google.co.id/translate?hl=id&sl=en&tl=id&u=http%3A%2F%2Fcourses.science.fau.edu%2F~rjordan%2Factive_learning.htm&anno=2, 3. 16, 20-12-2010

reference and is concerned with the goals of the learning group. Second is "the oracular" also focuses on the teacher but is more oriented towards the satisfaction of personal goals. Third is "the participator" is tends to concentrate on group goals and group solidarity. Fourth is "rebel" while referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals.[39]

Student engagement requires teachers actively seek create the conditions that foster this reaction. The first step to whole-school improvement in the area of student engagement is for the entire building faculty to share a definition of student engagement. Other steps include clear articulation of learning criteria with clear, immediate, and constructive feedback; show students the skills they need to be successful are within their grasp by clearly and systematically demonstrating these skills, and; demonstrate engagement in learning as a valuable aspect of their personalities.[40] In English language program or the activity of learning English is so many activities that improve our skill in English, not only in oral but also in written too. So here, the students have to participate actively. There, the students will meet with the others students so they can learn each other about English. By participating in English language program or the activity the students will understand the material that the teacher has explained.

In English learning classroom, the teacher aims at developing four skills of his/her the learners' ability to understand, to speak, to read and to write. The ability to write occupies the last place in this order, but it does not mean that it is least important."Reading make the a full man, conference a ready man and writing an exact man," says Bacon. It is an important tool, which enables man to communicate with other people in many ways. Our abilities in language are made perfect in writing. Writing trains ears and eyes and fixes vocabulary, spelling and patterns in our mind. Speaking and reading

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[39] Jeremy Harmer, *The Practice of English Language Teaching,* (England: Pearson Educational Limited, 2001), Third Edition, p. 42-43

[40] http://en.wikipedia.org/wiki/Student_engagement, 20-07—2010, 11.22

form the basis for written work. Emphasis should be paid to written work, which is in no way less important than reading and speaking. As a matter of fact four linguistic abilities are developed simultaneously. They cannot be treated in isolation. Like speaking,writing is also an art, a creative art in which the acquired skills in language and innate interests are made manifest. While it may be argued that learners may not be required to write much, and the skill is mainly for examination purpose, writing nevertheless, helps to learn and practise new words and structures, and since writing is done slowly and carefully, it helps to focus students' attention on what they are learning.[41]

Many ways the teacher have done to teach the students about writing. They use new strategy, method, media etc, but it is not enough because without activeness of students, teaching and learning process will not success. So the influence of students' activeness in Engliah Language Movement Program to their writing is in order to the students get good achievement in their writing skill and increase their enthusiasm and encouregement in learning process.

E. Correlation Study

In this research the writer uses correlation study. Based on Methodology Research, correlation is reciprocal relationship.[42] In Wikipedia, correlation study is a scientific study in which a researcher investigates association between variables.

A correlation coefficient may be calculated. This correlation coefficient is a quantitative measure of the association between two variables. The goal of correlation research is to find out whether one or more variables can predict other variables. Correlation research allows us to find out what variables may be related. However, the fact that two things are related or

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[41] English language Journal by Rita Rani Mandal **,** *Cooperative Learning Strategies to Enhance Writing Skill*
The modern journalll of applied linguistics, Volume 1:2 March 2009
[42] Sutrisno Hadi, *Metodologi Research,* Andi Yogyakarta, Yogyakarta: 2004, p. 299, Third edition

correlated does not mean there is a causal relationship. Two things can be correlated without there being a causal relationship.[43]

There are two kinds of correlation :

a. Parallel correlation is between the first condition and second condition there is no correlation but it can be found the reason why it happened. Example: language achievement and mathematic

b. Cause and effect correlation is sometimes the first condition is called cause and second condition is called effect, but it ca be changed. Example: reading motivation and language achievement.[44]

F. Previous Research

Here are two final projects that as a guideline for writer to arrange the thesis because have similarity in analyzing the data. These final projects are quantitative research.

a. "Using Wall Magazine to Improve Students' Motivation in Writing Descriptive Text. (a Classroom Action Research With 8 Grade Students of MTs Al- Hidayah Getasrabi Gebog Kudus in Academic Year of 2010/2010) by Ely Lia Susanti. In this research it was found that there is improvement of the students' ability in writing descriptive text. It could be seen from the score. The average on pre test was 56, 98, in cycle I got 64, 81, and in cycle II got up to 72,29. Students activeness to write descriptive text also improved. It means that students' motivation in writing descriptive was increased[45].

b. "The effect of vocabulary knowledge on the writing ability of the eight grades students of MTs Al-Khairiyah Bumiharja, Tegal in academic year of 2007/2008", by Dedy. In this research, it was found that there was

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[43] http://www.psychologyandsociety.com/correlationalstudy.html, 1.15, 16- 06- 2010

[44] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT. Rhineka Cipta, 2006.

[45] Ely Lia Susanti(053411032), unpublised thesis under title" "Using Wall Megazine to Improve Students' Motivation in Writing Descriptive Text. (A Classroom Action Research With 8 GRADE Students of MTs Al- Hidayah Getasrabi Gebog Kudus in Academic Year of 2010/2010) . (Semarang: Tarbiyah Faculty, The State of Islamic Studies Walisongo Semarang 2010)

significance correlation and significant effect between student vocabulary knowledge and student's writing ability.[46]

So the writer will take two theses above as a guideline in arranging thesis under the title "The Influence of students' activeness in English Language Movement Programs on students' writing skill"

G. Hypothesis

Based on the statement of the problem above, the hypothesis of the study can be stated as follows:

"There is a positive influence of students' activeness in English Language Movement Programs upon student's writing skill"

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[46] Dedy Riyanto (043411024), Unpublished thesis under title "The effect of vocabulary knowledge on the writing ability of the eight grades students of MTs Al-Khairiyah Bumiharja, Tegal in academic year of 2007/2008". (Semarang: Tarbiyah Faculty, The State of Islamic Studies Walisongo Semarang 2009)