CHAPTER I

INTRODUCTION

This chapter is directed to discuss (a) background of the research, (b) statement of the research problem, (c) objective of the research, (d) significance of the research, (e) scope and limitation of the research, (f) definitions of key terms and, (g) organization of the research.

A. Background of the Research

In Indonesian setting, English is seen as important skill that must be owned or achieved by people. Mastering it will increase person's quality, because English has high power in both education and occupation world. So, having proficiency in English is purposed to confront the competition of life actually in the future.

Based on the important of English as mentioned above, our government has included English into educational curriculum in the schools. Starting from Pre Elementary School up to University levels. It is supported by cited Fikkert and Foster's discovery, in Exley (2005:3) who reported and concluded that Indonesian students scores were loweven though he did not mention how far the limitation of low score, also conducted a research to more than 1000 of four provinces students in Indonesian wide Institute Education of Malang. He mentioned that students scores were not good. The result showed that the students felt confuse and they had problem when they must practice to construct sentences. They also had

problems in listening, speaking or the students reading. It is widely known that majority of Indonesian students fell that English is difficult to learn. Consequently, they can not perform their English mastery satisfactorily.

According to students, almost the possessive phrases of English are contrast to Indonesian. For example, when they want to write " buku saya " in English they must write " my book ", and there are still many others confusing grammatical patterns. From the students problems it can be concluded that English is complicated subject to be studied because of differences culture and linguistic. Some influencing factors are the students less of active and reflective (Exley 2005:3).

As education practitioners and key person in classroom to achieve the learning goal, teachers have to solve these problems. It can be in form of some efforts to teach people (students) and improve people qualities to create advance and wealhty people (UU GD 2009:294). It shows that teachers have responsible to nations through students, teachers are important and have authorities to guide their students (Hamalik 2010:27). Teachers can involve *students actively* (to be active) in studying (Usman 2005:v). Students who are active in learning can optimalize their efforts to achieve the instructinal objectives. Moreever, when the students are learning in the an invited atmosphere, they can maximize their participation. Consequently, they can minimize their difficulties in learning.

The explanations above imply that teaching learning process will be contributive if students are active. However making students active is a part of classroom management that is hard job for teachers (Djamarah 2010:173).

Students' activeness can be supported if, for example, the teacher use suitable methods of learning. How to choose and use the appropriate methods to make students active is not easy. When teachers do not choose the methods will hamper the learning goals (Djamarah 2005:223). While Mulyasa (2004:241), in active learning occasion, when apply new lesson must be conducted with some previous knowledge and experiences. New lesson are provided actively based on exist knowledge to make students active teacher need to create appropiate technologies as the result students studying motivations are increase.

By providing strategies, the students are expected to be able to work or think by themselves and optimize their potency or ideas to study. As a result, they can achieve the success base on their characteristics. Besides, making students active means to keep students focus on learning process. The researcher conducted the research at SMPN 1 Karangrejo because based on the result of interview and observation, English teacher said that a little students were interested in studying English when they were given traditional method. The teacher needed to provide interesting method. According to the teacher, there should be a set of activities or practices. Even though the results of the practices were maximally not successfull, but some of students felt happy and enjoyed the lesson. In this sense, in the process of teaching learning sometimes the teacher provided interesting activities and almost of students reach the minimum pass criteria. Base on the statement above, the researcher concluded that English teacher tryed to conduct active learning in the class (Djamarah 2005:227). The descriptions above imply that students' participation is essential in the process of teaching and learning. Hence, the teacher

has task to create an atmosphere or to facilitate students' to be active. Refering to the importance of students' participation, the study is directed to elaborate teacher's practices to facilitate.

B. Statement of Research Problem

Based on the background of the study above, the researcher formulated the questions as follows :

1. What practices are done by English teacher in facilitating students to be active in studying English ?

2. What are the advantages of each of the teacher's practices toward students' learning ?

C. Objective of the Research

Based on the research question above, this purpose of this study are :

1. To know practices done by English teacher to make students to be active in studying English.

2. To know the advantages of each of the teacher's practices toward students' learning.

D. Significance of the Research

The result of the study are expected contributive for students, next researcher, and readers. For the students the findings can encourage them to be more active in their learning by employing activities as they are suggested by the

teacher. Meanwhile, for the next researcher this study is expected to be beneficial for them as a reference of his or her study about teacher practices in teaching english or other related topics in EFL context. Finally for other readers, they can create active learning by providing many kinds of facilities and to be selective in determining appropriate teaching activities.

E. Scope and Limitation of the Research

This research was conducted to English teaching learning activities at SMPN 1 Karangrejo focusing on the teachers' practices in facilitating students to be active in studying English.

F. Definition of Key Terms

1. Teacher practices

Activities done by teacher in deliver material using method, mediums, or other alternatives ways and conducted by teachers knowledge and action (Mohan 2001:120).

2. Facilitating

Provide service to students what is students need related with English teaching learning.

3. Active

Increasing sequence of work or busy include emotional and intellectual aspects in order to following learning process with the result that students able to

create the learning activities or participative following the teaching learning (Hasibuan 2010:7).

4. Activity

An activity is a collection of people, work items, communications, and processes that represent a collaborative effort to achieve a goal. An activity is a way for you to organize your work and collaborative with others. (Mulyono 2001:26) states activity is "activity or being active". So everything done or activities that occur both physical and non-physical, is an activity.

G. Organization of the Research

The organization of thesis in this research are as follow :

Chapter I is the introduction of the research which deal with the background of the research, statement of research problem, objective of the research, significance of the research, scope and limitation of the research, definition of key term and organization of research.

Chapter II is the review of related literature. It consists of some explanations based on the title and some literature based on the research. It includes the explanation about teacher, teacher activities or strategies to teach English and active learning or studying in English.

Chapter III is the research method or methodology. Its cover research design, subject of the research, data and data source, technique of data collection, technique of data verification, and data analysis.

Chapter IV deals with research findings. This chapter is very important, because in this chapter the researcher will analyze the data gotten.

Chapter V is the discussions of the study.

Chapter VI presents the conclusion of the study and suggestion for the students, the English teachers and the further researchers to make better research. Conclusion is the summary of the research problem based on the research problem. This part is the last chapter of this research.