

CHAPTER I

INTRODUCTION

A. Background of the Study

Education has a very important role for the development and improvement of human resources in Indonesia. Education is a container of high quality of next generation. Education as a process for preparing future generations should be oriented to the future life insights (M. Jumali dkk, 2004: 163). Improving human resource is the main weapon to support the success of education, so that the students are well prepared to fact global change. Education is not something static or fixed, but is a dynamic thing that requires a change or continuous improvement. The change towards better, than the not understand to understand. Changes that occur in the study is shown by the level of participation and success in the learning process.

To respond the change, the teachers are required to undertake reforms in education, especially in the learning process. In addition, teachers have an important role as a carrier of compass direction of learning, motivators and facilitators required to create creative, and innovative ideas. To achieve the above condition, it can be done through the application of methods, models, strategies and approaches appropriate for learning. The success of teaching can be measured by the success of the students in understanding the material after participating in learning activities, as demonstrated by the activity of the

students during the learning process in this case, in the group learning activities and the achievement of learning achieved. The higher the learning materials, student activity during the learning process, in this case in the group learning activities, and learning achievement, the higher the success rate of learning.

This Research which conducted at the SMP Negeri 1 Surakarta is more emphasized on the opportunity to learn in a group activity for student learning activities such as collaboration/cooperate, interaction, and communication students are less likely to even individual in solving various problems of mathematics. However, the learning process that occurs in the classroom is always encountered many obstacles, including the subjects of mathematics, in which the subject is one of those which are considered to be difficult and intimidating for most students. It is because of the formula that must be understood by the students. But this are so many and complicated problem is the duty of a teacher to change the perception of students, from difficult to easy, from fear to fun.

Given that mathematics learning process needs concep of understanding as basic to development of advanced materials. Especially, at RSBI that use English in learning process. It makes teacher must develop method, models, strategy, and approach used to determine how to make understanding easy so that students learning activities increases. Mulyasa (2006 : 221) argues that without the implementation of learning plan, a teacher will encounter in their lessons.

In addition to increases group learning activities and learning achievement, learning objectives also develop the ability to communicate mathematics to students in learning mathematics, which develops students ability to communicate ideas with symbols, tables, diagrams, or other media that supports problem solving in mathematics. Communicating the idea is a bit little difficult but it can train the student mindset to solve problems critically, logically, carefully, and precisely. It is very influential on the cooperation of the students in the group characterized by the interaction between students when learning mathematics in group. Group communication, cooperation, and interaction have less impact on students learning activities.

Based on case above, the researcher conclude that the factors influencing student success in mathematics learning include: 1) student collaboration in solving mathematical problems in particular in the group is still less, 2) students communicate with other friends less actively in the group in completing mathematics problems because they tend to be individualistic, 3) the interaction of students in the group while working on solving the problem, ask questions about the material and the presentation is still dominated by a few students who are smart/capable. Of these factors, teachers as researcher try to solve the problems of learning to bring students in order to have cooperation, communication, and interaction in learning that his performance improved One way in which to Cooperative Learning Community (CLC) approach using peer teaching. This approach make

students are expected to be active in the work, communication, and interaction with their peers in the group and in particular regard mathematics very easy subject and funny, to get better achievement. Effect of lack of cooperation, communication, and interaction in the group, shown by many students who do not meet the minimum criteria of completeness (KKM) in the midterm grade VIID SMPN 1 Surakarta level than the other four classes are shown in the following data, which : class VIIA who pass 21 students the percentage of completeness reached 80,76%, class VIIB who pass the 21 students with the percentage of completeness reached 80,76%, class VIIC who pass the 22 students with the percentage of completeness reached 84,61% , and class VIID students who pass the 18 students with the percentage of completeness reached 69,23%.

The data above shows mathematics learning in class VIID does maximum results because it has not reached the minimum value of mastery both in the classical and individuals. KKM was set at 80 and the classical completeness 80 % of students in a class can be said to have reached KKM (complete). In this study, researcher sought to improve the learning process and enhance student learning activities in a group during the process of learning mathematics. It is expected to slightly increase the completeness criteria can motivate students to be more enthusiastic in learning so the impact on student achievement increases.

B. Identification of Problem

From the above background, some problems can be identified as follows:

1. there is still a lack of cooperation, communication, and group interaction in learning mathematics that require an approach that can enhance the activity in mathematics learning through CLC approach based peer teaching.
2. there are many obstacles and difficulties in the learning process of mathematics.
3. less precise methods, models, strategies and approaches to mathematics teachers in the learning process. Most teachers act as a center of learning process (teacher centered of learning). Dominant teachers make students passive.

C. Formulation of Problem

Based on the above identification of problem the propose alternative, the formulation of the problem is: "Is the application of Cooperative Learning Community (CLC) approach using peer teaching can improve students group activities in mathematics learning in class VIID SMP N 1 Surakarta academic year 2012/2013?"

D. Limitation of Problem

To focus and deeper the discussion of the research and to avoid wide reaching is the researcher focuses his study on:

- a. approach models using the CLC approach using peer teaching.
- b. improving students group activities in mathematics learning by developing a cooperative performance, communication, and interaction with friends to improved academic achievement.

E. Objective of the Research

The Objective of study is to:

- a. Improve students group activity in mathematics learning through CLC approach using peer teaching.
- b. Improve learning outcomes/students achievement in mathematics learning through the CLC approach using peer teaching in order to reach the minimum passing grade.

F. Benefit of the Research

There are two kinds of benefit of the study, they are:

1. Theoretical benefit

Theoretically, this research is expected to contribute to the education can improve student learning activities in groups and improve student achievement in mathematics learning.

2. Practical benefit

In practical benefits of action research are:

For Students :

- a. Improving mathematics learning activities especially in cooperation, communication and interaction for students in solving problems and resulted in an agreement concluded with due respect and respect the opinions of friends.
- b. Improving students achievement in the cognitive, affective and psychomotor after following mathematics learning.

For Teacher :

- a. Improving performant in conducting teaching and learning process
- b. Utilizing a variety of models and approaches to enhance learning, improve processes and outcomes of learning mathematics.
- c. Getting the right model and approach to the learning process on a subject matter or basic competence

For Researcher :

This study is testing the ability of discourse theory gained in college as well as efforts to develop science in mathematics.

For School :

- a. To create of mathematics learning that is active, creative, innovative, and fun in school.
- b. To improve the quality of education in schools in particular the quality of learning.