

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In English teaching there are several factors that influence by the teacher. One of them is purposed to make the students easily to understand in English learning process. The teachers are expected to manage the classroom based on the student's mood, but in fact many of the students feel bored when they study only in the classroom.

They need some new ways from the teacher or the stake holder of school in learning English to refresh and to make easy in understanding the material. From this phenomenon the teacher should be the innovator in teaching English with purpose to make the students easy to understand the material and feel happy when learning in the classroom. The teacher should make the teaching process more effective, so they will get more energy and more time to manage the classroom effectively.

Beside, Zusan in <http://zusansa.blogspot.com/2010/05/meaning-of-moving-class.html> states that moving class is a teaching and learning system which obligates the students to see the teacher in class. This moving class concept is aiming at giving the students a dynamic place and environment to study particular lesson. So, every time the class is over, students leave the class and move to another class according to their schedule. In this way, the students go to the teacher's class, not the teacher who moves. When the

students come, the teacher is ready to teach with all the equipment and requirements needed.

According Nicholls (2002:2), “effective teaching is concerned with how best to bring about desired learning outcomes and change the way students think by involving them in learning activities.” Based on that opinion, the teacher should use a good way to make the students more interesting in learning English language.

According Klein (1987:2), “learning is a relatively permanent change in the ability exhibiting a behavior, this change occurs as the result of successful or unsuccessful experience.” In this definition, learning has main aspect that learning reflects a change in behavior. Learning does not automatically lead to change in behavior.

The management of classroom is very important in using the moving class. According to Usman (2002:10), “the purposes of managing class is served and used class facility in many kinds of practical lesson in the class and teaching to reach good result in English learning in moving class the teacher should have a good management in moving the learning situation from one class to another the classroom. Besides that, some proponents are most interesting in continuing of moving class. For example, it needs visual media or auditory media, so the teacher has to serve the sources of learning and tools of learning.

The implementation of moving class can be implemented in several rooms of school, such as computer laboratory, music laboratory, skill

laboratory and many others. So, by using moving class in teaching learning process, hopefully it will make students and teacher easy to take and give the material. Based on those explanations the writer is interested in conducting a research about *“The Implementation of English Teaching-learning Process for Eleventh Grade Students by Using Moving Class at SMK Negeri 1 Klego in 2012/2013 Academic Year”*.

#### **B. Limitation of the Study**

In this research, the writer has limited the problem to make the research easier. The writer only focuses on analyzing the implementation of teaching English learning process by using moving class for eleventh grade at SMK Negeri 1 Klego in 2012/2013 academic year.

#### **C. Problem Statement**

The writer would like to analyze the following problems:

1. How is the implementation of English teaching learning by using moving class for eleventh grade at SMK Negeri 1 Klego?
2. What are the obstacles encountered at SMK Negeri 1 Klego in eleventh bgrade student of the implementation moving class?
3. What are the attempt conducted in coping with the obstacles encountered at SMK Negeri 1 Klego in the implementation of moving class?

#### **D. Object of the Study**

The objectives of research are as follows:

1. to describe the implementation of moving class at SMK Negeri 1 Klego.

2. to describe the obstacles encountered of at the implementation of moving class at SMK Negeri 1 Klego.
3. to know the attempts conducted in coping with the obstacles encountered of the implementation of moving class at SMK Negeri 1 Klego.

#### **E. Benefit of the Study**

The benefits of the study are as follows:

1. Theoretical Benefit
  - a. The result of the research can be useful in the teaching learning process by using moving class at SMK Negeri 1 Klego.
  - b. The result of the research as the information to show several feedbackss in the hope that of teaching learning process by using moving class at SMK Negeri 1 Klego.
2. Practical Benefit
  - a. There are some benefits from this research for the writer; she gets clear understanding and an experience about the implementation of English teaching learning process by using moving class.
  - b. The result of the study can be a reference to improve the teacher ability and research of the weaknesses in teaching English.
  - c. To other researchers, it can be used as stimulation for other researchers concerning the English teaching learning process by using moving class

## **F. Research Paper Organization**

In order to have the systematic research as the requirement of research study, the researcher presents the research paper organization. The researcher organizes her research into five chapters.

Chapter I is introduction. This chapter includes background of the study, limitation of the study, problem statement, object of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory, which consists teaching learning process, the implementation of English teaching learning by using moving class, conceptual framework, and hypothesis.

Chapter III is research method. This chapter deals with type of the research, object of the research, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is research finding and discussion

Chapter V is conclusion and suggestion.