

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English in this era, teachers has to know and has to manage the classroom condition in the class to make materials more easily understood by the students. Managing the class include the use of method to make the students more easily understand the materials given. In the class the teacher not only reading, explaining and writing materials in the white board then instructed the students to write the material, but the teacher also has to import the students in the process of learning with purpose the students become active in the learning processes in the class.

The teacher must involve learners in teaching learning process with purposes of having interaction between the teacher and the learners in the class. According to Sharma (2009:12) teaching learning process is the heart of education. It depends on the fulfillment of the aims & objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. In teaching learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goals.

The elements of teaching and learning process are the teacher, the learner as well as the good learning environment. It is being considered that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements work together.

The teacher is considered as the element which has the main role in the teaching-learning process. He or she is considered as the so called prime mover of the educational processes, thus he or she directs the flow of the whole process. The teacher is the one who facilitates the whole process of learning. He or she directs its flow and serves as the main control of the teaching learning process and have to manage the classroom activity when students are active in learning.

The students not only listen and write materials from the teacher and do their assignments but they also have to participate in learning process. The students are expected to be active in learning process such as they are always active when teacher gives them opportunity to ask about material that they do not yet understand. One example above can make the class more live and increase the students' activity in the class.

According to Bonwell & Eison (1991) active learning is a process whereby students engage in activities, such as reading, writing, discussion, or

problem solving that promote analysis, synthesis, and evaluation of class content. Cooperative learning, problem based learning, and the use of case methods and simulations are some approaches that promote active learning.

Active learning happens when students are given the opportunity to take more interactive relationship with the subject matter of a course, encouraging them to generate rather than simply to receive knowledge. In an active learning environment, teacher facilitate rather than dictate the student' learning. According to Bonwell & Eison (1991) when active learning is compared to traditional teaching method, students learn more material, retain the information longer, are more likely to get higher grades, report more being satisfied and more likely to persist and graduate. Active learning improves students' outcomes because it promotes students awareness of their own learning and it provides feedback to faculty about what is and not being learned in the classroom.

Active learning also requires the students to involve in working with each other during class. But in fact or in implementation in the school sometimes there are awareness in implementation. Active learning can work poorly in the classroom if students do not understand why they are learning this way. Most of the students may be more accustomed to simply listening to the teacher.

At the level Junior High School, active learning should be prepared by giving information and preparation for the students. Active Learning helps to engage students more directly in the learning process. They are encouraged to read material from books and journal articles during their preparations for tutorials or lectures and then apply it directly to their own research or to the activity being undertaken in class.

SMPN 3 Kartasura implemented active learning method since several years ago. Based on the interview with English teachers, each English teaching learning process always used this method to make materials more interactive to the students. Active learning method is used to increase education quality of school, increase active students when they learning in the class and develop vital skills and knowledge and a positive attitude to learning, learning which engages and challenges children's thinking uses real life and imaginary situations. But in implementing the teaching learning process in SMPN 3 Kartasura there are many problems such as less of preparation in teaching learning, less of students awareness about active learning and less of management condition of the class when teaching learning process are takes place.

The spread of active learning in schools can be impeded by many factors in students, teachers, and schools. One way out of the many problems that can occur is to begin by helping students acquire the capacity for self-regulated learning. Encouragement of innovation, professional development

of teachers, teamwork and organizational learning seem necessary to overcome the many barriers to active learning. Encouragement of innovation, professional development of teachers, teamwork and organizational learning seem necessary to overcome the many barriers to active learning.

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. In active learning process the teacher plays as the facilitator in learning and the students are expected to be active in each activity during learning process. In this case, the teacher creates opportunities for students to engage new material, serving as guides to help them understand and apply information.

From the explanation above, the writer did a research entitled ***The Implementation of Active Learning In Teaching English At SMPN 3 Kartasura At 2012 / 2013 Academic Year.***

B. Limitation of the Study

In this research, the researcher limits the research on the techniques used in active learning at SMPN 3 Kartasura and the problem of implementation of active learning. The researcher wants to know whether the techniques used by the teacher are suitable to achieve the goals and successful or not, especially in English teaching learning process at SMPN 3 Kartasura.

C. Research Problem

Based on the background of the study above, the problem statements are:

1. How is the implementation of active learning in teaching English at SMPN 3 Kartasura at 2012 / 2013 academic year. Based the research problem the writer write some research questions, as follow :
 - a. What are the techniques used in the implementation of active learning?
 - b. What are the procedures of active learning ?
 - c. What are the roles of the teacher in the teaching and learning process?
 - d. What are the roles of the students in the teaching and learning process ?
2. What are the problems of active learning implementation, the problems as follow :
 - a. What are the problems faced by the teacher ?

- b. What are the problems faced by the students ?

D. Objective of the Study

The study is conducted to :

1. To describe the implementation of active learning in teaching English at SMPN 3 Kartasura at 2012 / 2013 academic year :
 - a. To identify the techniques used in the implementation of active learning.
 - b. To describe the procedure of active learning.
 - c. To know the roles of the teacher in the teaching and learning process.
 - d. To know the roles of the students in the teaching and learning process.
2. To describe the problems of active learning implementation, the problems as follow ?
 - a. To describe the problem faced by the teacher.
 - b. To describe the problem faced by the students.

E. Benefit of the Study

In carrying out this research the writer intends to present some benefits to the readers.

1. Theoretical Benefit

- a. This research will increase knowledge and perception about active learning in teaching English.
- b. This research will increase the understanding about learning English and teaching English.

2. Practical Benefit

- a. The learners should be able to make themselves understood using their current proficiency to the fullest.
- b. To help the students develop English skills, the lecturer can use a balanced activities approach that combines language input, structured output and communicative output.

F. Research Paper Organization

The organization of this research is as follows:

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

Chapter II is previous study and underlying theory. This chapter presents, component of learning, notion of active learning, technique of active learning, the roles teacher and students in teaching learning process, problem faced by the teacher and problem faced by the students.

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

Chapter IV is data analysis and discussion.

Chapter V is conclusion and suggestion.