

## CHAPTER I

### INTRODUCTION

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

Seeing on the quality of education is always in the spotlight of various aspects. It is strongly influenced by the quality of learning. Actually, many theories have been proven empirically to improve the quality of learning. Teacher's understanding of learning theory is still a large variety. Most of teachers do not teach based on a particular learning theory, instead, they teach based on learning objectives. Especially when ones want to learn a foreign language, the teachers must know the estimate of learning theory should be used. As it exists, learning principles should be applied also in learning a foreign language.

Studying a foreign language is the same as studying another language. Indonesian government absolutely has decided English language as a compulsory subject to learn in formal school. It is important to say if based on experimentation and research on linguistics, psychological, and pedagogical foundation, foreign language teachers have long been closed to foreign language teaching methodology (Fauziati, 2009: 15). Everyone of them must have good understanding on the underlying principles of teaching methodologies and learning theories.

Learning theory is a foundation of learning process that leads to the formation conditions of learning. Learning theory can be defined as the integration of the guiding principles in designing the conditions for the achievement of educational goals. Many learning theories found basically focuses on behavioral changes after the achievement of the learning process (Suyono & Hariyanto, 2012: 28). It also has a principle relation in language learning to get the quality of education.

Based on reason above, it is very appropriate if some of learning theories are reintroduced at the present, so that teachers can apply them in teaching learning process. As known, there are four major theories of language acquisition and language learning which have a close relation with psycholinguists and applied linguistics, namely: Behaviorism, Cognitivism, Humanism, and Constructivism (Fauziati, 2009: 15). *Behaviorism* says that learning is custom built with a lot of practice (Suyono and Hariyanto, 2012: 12). *Cognitivism* believes that learning is a process that occurs in the brain. *Humanism* emphasizes that humans have emotion and feeling, and it greatly affects the learning process (Brown, 2000: 63). *Constructivism* suggests that learning is not just a process in the brain, or just understanding but learning is an experience (Brown, 2000: 63). To have better learning process of English, teachers must know the language learning principles. It is neither good nor bad. It is neutral.

Absolutely, learning is the mirror of the teaching. There are so many wonderful things about teaching. How to learn was influenced by how to teach. Teaching is a gift because it gives the opportunity to reflect on the life in much informed way. To think about it, everyone actually does the informal and formal research about real, living, breathing of people in every single day. So that, teaching is the mirror of learning. The definition of teaching also can not be put apart from learning. Teaching is educating, guiding, enabling, and facilitating the learners. While learning is a process to gain knowlegdes. It is a process in behavioral changes (Suyono & Haryanto, 2012: 13). Thus, the researcher wants to see as well the application of learning principles in teaching learning process of English in Islamic Boarding School Gontor for girl 3.

Islamic Boarding School Gontor for girl 3 was one of the biggest boarding school which has a specific culture, whether education management, rules and regulations, official languages, or living activities. The researcher feels something curious with the process of English development. So she does an observation relates to the learning principles applied in the teaching learning process of English. At the nature, Gontor is an Islamic Modern Boarding School which upholds the use of two official languages, English and Arabic. To get the language improvement, Gontor leads the students to know English from the basic needs. Since the establishment of Gontor in 1990, Gontor always strive the students to learn two foreign languages. Although it is an

Islamic Boarding School, Gontor does not teach the material which is only focuses on a religious matter, but obviously Gontor also tries to improve language learning in order to stress the students in daily speaking by English and Arabic. With the motto *“By English and Arabic, you can dominate the world”*. That is one philosophy which is always attached the soul of the students as a very high motivation in developing language. In addition to formal learning, to improve language skills, Gontor holds a lot of activities relate to English language development. The writer wants to know is how far learning principles take place in improving language teaching and learning of English in Gontor (Trimurti, 2012: 35).

Teaching and learning languages in Gontor is considered to be very efficient to produce the best possible outcome. For the students, teaching and learning language starts with learning about the vocabulary. Eighth grade students start to study the reading and conversation. In this grade the researcher does in-depth observation. For a teacher, to teach vocabulary also requires considerable skills. Teachers are required to be creative and innovative. They also asked to have the rhetoric and the art of teaching (Wijaya & Dedi, 2012: 5). The following representative points help teachers to be a good teacher: 1. Teachers should make their lesson interesting till students don't fall asleep during the lesson, 2. They should love their job. If they relly enjoy the job that will make the lesson more interesting, 3. They hoped to have their own personality. They come through the lesson not only

as a teacher but a person as well. 4. Teacher asked to have lots of knowledge (Harmer, 1994: 1-2). Language teaching and learning in Gontor not only focus in the classroom, but starting from a dormitory where students live. It is urgent to say that the official class was influenced more by the language activities to improve the language.

The researcher finds some significant point from the phenomenon of the students. Most of students stated that they would learn at Gontor because of their interesting in the language development. Obviously their parents have supported by their great image. To have their children's good language skills, they send them to study at Gontor. With both of languages Arabic and English that are considered to be important by Gontor, parents will be sure and very confident that Gontor will be able to teach the necessary knowledge either in general sciences or religious sciences. However, it needs to be considered that Gontor rapidly developed not only in terms of language, but it covers several aspects, including:

1. Science aspect. It is about the balance between general sciences and religious sciences.
2. Language aspect. It is about the balance between Arabic and English language.
3. Dormitory system. It is the obligation to the whole students to live in the boarding school.

The researcher observes the application of learning principles in her research. To find the effectiveness of this theory at Gontor for Girl 3, there are many reasons why the researcher focuses on eight year grade. Eight year grade are students who are educated and required to speak English well during their daily life. Gontor applies this theory to improve the language teaching learning process. As the learners, eight grades need a lot of ways to improve their language. It is not easy to study a foreign language without an appropriate style, strategy, and theory. When the students of eight year grade asked to speak by English fluently, they have good self confidence to do because they are active learners who involved to do the best in the learning process.

Even though students have many activities to do, they have their own desire to improve their English language skill. Gontor gives them a limit time about three months for preparation whether in English speaking or English writing. In their soul as Gontor educates them, language is the most important aspect in the life of all beings. Human use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn the communication with others, to fulfill their wants and needs as well as to establish rules and maintain of their culture. That is way the students have never been worried to get the English language improvement.

From the reason above the researcher wants to know the application of learning principles used in Gontor. Because the researcher is very be anxious

to know the improvement of language learning in Gontor. That is way the researcher make a research entitle *“Learning Principles Found in Teaching Learning Process of English at Islamic Boarding School Gontor for girl 3 Karangbanyu Widodaren Ngawi East Java”*

## **B. Problem Statement**

Based on the background above, the researcher focuses on what learning principles applied within the teaching learning process of English in Islamic Boarding School Gontor for girl 3. Based on research problem the researcher raises some subsidiary research question as follow:

1. What kinds of learning principles are applied in teaching learning process of English?
2. How are the frequencies of types of learning principles in the teaching learning process of English?
3. What is the dominant theory of learning principles applied?

## **C. Objectives of the Study**

From this research, the researcher wants to achieve some objectives, the general objective and the specific one as follow:

#### 1. The general objective

The general objective is to describe the implementation of learning principles in teaching learning process found in Islamic Boarding School Gontor for girl 3 Karangbanyu Widodaren Ngawi East Java

#### 2. The specific objective

The specific objective is to find out the kind of learning principles applied, the application, and the dominant theory of learning principles in the teaching learning process of English in Islamic Boarding School Gontor for girl 3 Karangbanyu Widodaren Ngawi East Java

### **D. Significance of the Study**

Learning principles found in teaching learning process of English in Islamic Boarding School Gontor for girl 3 has two important things: First, the findings of this study has some contributions for teaching learning process of English. Second, the findings have made us aware that learning principles within teaching learning process of english in Islamic Boarding School Gontor for girl 3 still has some weaknesses.

The result of the study reveals that learning principles applied for teaching learning process of English in Islamic boarding school Gontor for girl 3 less than the maximum indeed there is a dominant theory applied. Therefore, the teachers may need further to understand and grasp the learning principles until they can apply it thoroughly in the process of teaching



language. The more the teachers understand the theories of learning principles the more the student find the great image in their learning, because learning is the mirror image of teaching. So the making of good language teaching and learning depend on learning principle applied. Finally, teachers should learn more theories of learning principles to find the best during their teaching.

#### **E. Benefits of the Study**

Herewith, the researcher expects that this research would give several benefits, both theoretical and practical:

##### 1. Theoretical benefits

- a. This research can give new perspective in language learning
- b. This research can emphasize the language development by learning principles

##### 2. Practically benefits

###### a. For the teacher

- 1) They get knowledges to improve English language strategy in language teaching
- 2) They can improve professionalism and abilities in teaching, especially in teaching english

###### b. For the school

- 1) The school can get betterment on teaching and learning English

- 2) The school can find solutions for student's learning problems especially in english
- 3) The school can get improvement on student's achievement in english

#### **F. Research Paper Organization**

This thesis is organized in five chapters. The first chapter presents the background of the study, problem statement, objectives of the research, significance of the study, benefits of the study and research paper organization. The second chapter presents the review of related literature which contains the previous studies and underlying theory. The third chapter presents type of research, setting of the study, object of the study, subject of the study, research method, research procedure, technique of data collection, and technique of data analysis. Fourth chapter presents the research finding, discussion of research finding, the implication in foreign language teaching and the graphic of teaching learning model. The last chapter is fifth which presents conclusion and suggestion.