

## **CHAPTER I INTRODUCTION**

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

There are several essential elements in language teaching which should be covered to establish a good condition and situation of the learning process itself. One of so many important elements is teachers should be familiar with the basic learning principles. The principles should be dealt with so many approaches and theories in language learning. It is done to make learners' progress in their achievement.

Learning principles encompass a number of significant aspects which enhance students' performance during the teaching and learning process. Teachers should understand that teaching is not merely teaching. It does have more things which should be given more concern, especially, on the process itself.

A successful language teaching does depend on some important components. Teachers should apply some basic principles in order to construct effective learning. Teachers should have prior knowledge about classroom situation, the learners' social background as well as the pedagogy competence. Besides, teachers are supposed to have various techniques and methodologies in conducting the teaching and learning process.

A great variety of teaching methods and techniques are known and used in the fields of universal education and language teaching. Although all of them seek to make learners' and teachers' efforts successful, each of them does it in a slightly different way, namely, by concentrating on various components of the learning process. If we are talking about teaching methods and techniques, then, we should initiate the discussion with the approaches of language learning which cover some basic learning principles.

Dealing with learning principles, the researcher should relate it with the four major learning theories, namely, behaviorism, cognitivism, humanism and constructivism. All of the four major learning theories were emerged by the well-known scholars who dedicate themselves with language teaching and acquisition. In behaviorism, as Yoppi (2013) stated that the behaviorist methods led the students to hear then speak what they have heard in order to create the understanding of target language through behavior. In other words, behaviorist teachers mainly focus on repetition. They asked the learners to produce exactly the same thing as the teachers do.

In teaching process, teachers should provide adequate opportunities for the students to widen their knowledge through some appropriate activities. This activity is included in cognitivism principle. What should be emphasized here is learners have their brain to store and process the information they obtain rather than just making habits.

During the process of teaching and learning in classroom, we frequently find that there are lots of learners involved in teaching and learning process tensely. They are worried of the teachers' threatening. Learners are reluctant to say or express something due to the excessive feeling of frightened of making mistakes. The classroom are not fulfilled with enjoyable situation, as a consequence, learners might be sitting under the teachers' pressure when they are about to express something freely. Such condition might neglect the humanist principles in teaching English.

On the other hands, some teachers create a very amicable atmosphere of teaching and learning process. The teachers act as the facilitators and welcome for critics and suggestions. Teachers and students are working together to solve the problems which emerge during the lesson. Teachers do not keep the distance with the students. Teachers create such sociable situation that every student takes benefit and pleasure during the lesson.

Swain in Krashen (1985) believes that in addition to comprehensible input, "meaningful output" cannot be underestimated: the learner must actively participate in the production of the language. The learner must engage in the language, solve problems with it, create one's own ideas in "home-made" sentences, and negotiate meaning in the target language. Here, the process of teaching is based on constructivism principle where the center

of the learning process is learners. Learners may have interaction one to another to build the knowledge they have already had.

Some previous similar researches have been taken as the references. It is done to ensure the position of this research. Yopi Ariyanto (2013) wrote about the learning principles reflected in English textbook. He analyzed the frequency of four major theories which are applied in the textbook. The second is Zhang's work about the application of humanistic competence by using TJP (Teaching by Joint Presentation). This study is aimed to activate students' humanistic participation of critical thinking and self-directed learning in class. The third study is Raharjo's work about the implementation of constructivism theory which is represented in the method of E-learning. He conducted the research in ASTRI Budi Luhur Jakarta at the second semester of 2010/2011.

The next study is Olson and Land (2007) who conducted a research on a cognitive strategies approach to reading and writing instruction for secondary school language learners. It focuses on what experienced reader and writers do when they construct meaning from and with texts. The fifth study was conducted by Linda R. Kroll in 2004. This case study investigated how students and teachers construct ideas of development, knowledge, learning and teaching. These researches depicted how constructivism theory helps them to integrate their own ideas of learning and teaching.

Thus, this research is ensured for its position which focuses on the learning principles which the teachers apply during the teaching and learning process in classroom. The research will center on the variety of classroom activities deals with the basic learning principles which the teachers create in teaching English. Fauziati (2009: 15) states that there are four major theories of language acquisition and language learning. They are behaviorism, cognitivism, humanism and the last is constructivism. The researcher would like to investigate the application of those four major theories of language acquisition and language learning in the English classes.

This research is considered important as good language teachers should be underpinned with the understanding of learning principles which are related to the application of each theory of language learning in the real English language teaching. They are behaviorism, cognitivism, humanism and constructivism. Those four major theories are prominent theories of language learning which teachers might apply during the process of teaching and learning.

Thus, the understanding of learning principles should strengthen the teachers in conducting various teaching methodologies in order to obtain successful language teaching and learning process.

The research will be conducted in one of senior high schools in Ngawi. Ngawi is a small city in East Java. It is the border area which separates East Java and West Java. Ngawi is the main gate to enter East Java province

since there are intersections that connect Surabaya-Madiun-Bojonegoro-SoloJogja-Bandung-Jakarta. Further information, the population in Ngawi has increased nearly 840.000 for the last five years.

This research will take place in one of so many favorite senior high schools in Ngawi. The researcher chooses SMAN 2 Ngawi as the location of the research since it is the most wanted senior high school in the city. It is located on JL. *Raya Klitik Tromol Pos 7* Ngawi. The school is well-located and built side by side with another high school in the city. It is surrounded by the view of paddy-field so that it makes the air circulation goes well.

SMAN 2 Ngawi was first established in August, 1<sup>st</sup> 1963. It was first named as SMPP (*Sekolah Menengah Persiapan Pembangunan*). Then, is was changed into SMAGA (SMA Tiga) and in 1994, as the government regulation, it is then changed into SMUDA (SMU Dua) and up to now, the school is named SMAN 2 Ngawi.

During 1964 up to now, there are ten times principal's position shifting. Each principal must have had his own rule and view in accordance to the improvement of the school quality. Each principal is hoped to create a new change and paradigm to achieve a better future for the school, teachers as well as the students.

Why SMAN 2 Ngawi? SMAN 2 Ngawi had once been a pilot project international standard school in the city. As the rule of the government repealed the project, then it was no longer the pilot project international

standard school. However, SMAN 2 Ngawi still places the highest rank of senior high school in Ngawi for its achievement, input and quality of the human resources.

Therefore, the researcher believes that teachers at SMAN 2 Ngawi have high capability in pedagogy and knowledge of the field. Furthermore, the researcher is certain that teachers at SMAN 2 Ngawi have a number of teaching methods which are applicable in teaching process. Thus, the researcher has no doubt in taking them as the object of the research.

There are twenty-seven classes in SMAN 2 Ngawi, consisting, the first nine class are from grade X, the second nine are from grade XI and the rest are from grade XII. In addition, there are also seven English teachers in SMAN 2 Ngawi. They are three male teachers and the others are female ones. This research will focus on the application of learning principles for teaching English at SMAN 2 Ngawi. Thus, the researcher will conduct the research in those three grades, which consists of twenty-seven classes.

Within the nine classes, each class consists of thirty up to thirty-two students. As a result, there will be around two hundred and seventy students in each grade. The classroom is comfortable enough for the thirty students to study. Each meeting will be conducted in one and a half hour. There are five meetings in a week so there will be seventy five hour English classes in a week.

As what the researcher has discussed above, he would observe the application of learning principles for the teaching English at SMAN 2 Ngawi. The teachers might conduct the teaching process not only in classroom but also in some other places which facilitate both teachers and students to accomplish the task. The process of teaching and learning is also sometimes conducted in language laboratory, especially, when the teacher is about to carry out a listening class. Indeed, the school is facilitated with language laboratory, chemistry lab, physics lab, computer and technology lab, multimedia lab as well. Each laboratory is completed with LCD projector.

Based on the consideration above, the researcher is interested to investigate the application of learning principles for the Teaching English at SMAN 2 Ngawi, what kind of classroom activities based on each learning principle applied for teaching English at SMAN 2 Ngawi, and what is the teachers' purpose of using each classroom activities based on each learning principle. Thus, this study should be entitled, **"THE APPLICATION OF LEARNING PRINCIPLES FOR THE TEACHING OF ENGLISH AT SMAN 2 NGAWI (A NATURALISTIC STUDY).**

## **B. Problem Statement**

Good language teachers should understand about language learning principles. They should know how to apply the language learning principles for the teaching English. These learning principles were emerged by the



scholars who dedicate their life for the language learning. Thus, the researcher is interested in conducting a study in application of learning principles for the teaching English.

Good language teaching should cover at least one language learning principles. Teaching English at SMAN 2 Ngawi has been conducted in line with the curriculum. However, the researcher is interested in explaining the question “how do the teachers at SMAN 2 NGAWI apply the learning principles to teaching English?”

### **C. Research Questions**

Considering the principles and the English teaching, the researcher formulates the research problems as follows:

1. What type of language learning principles applied to teaching English at SMAN 2 Ngawi?
2. What kind of classroom activities based on each language learning principles applied to teaching English at SMAN 2 Ngawi?
3. What is the teachers’ purpose of using each classroom activities based on each language learning principles?

#### **D. Objectives of the Study**

Based on the formulation above, the objectives of this research are:

1. to classify the types of language learning principles applied to teaching English at SMAN 2 Ngawi.
2. to describe the kinds of classroom activities based on each language learning principles applied to teaching English at SMAN 2 Ngawi
3. to explain the teachers' purpose of using each classroom activities based on each language learning principles.

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

By conducting this research, the researcher hopes she could give the contribution in the language teaching theoretically and practically.

The result of the research can be used as a point of view in teaching English. It would extend the theory of the application of language learning principles in teaching English.

Practically the result of the research would help teachers to enrich themselves with various method of teaching based on the language learning principles. The teaching methods should be elaborated more. The four principles are good references to find the best method for teaching English suits with the material.

The English teachers (especially herself) should improve teaching techniques based on the language learning principles. The improvement may

be in the items of the task, the variety of the tasks, or the class management.

English teacher could apply the language learning principles in the learning process so they are able to make their teaching to become more interesting. Teachers may bring it together with the language learning principles and their learning styles.

#### **F. Thesis Organization**

Chapter I is introduction. It explains the historical background why the research is conducted. In this chapter, the problems, objectives, as well as the benefits of the study are also formulated.

Chapter II is previous study and related theories. It charts the similar research which had been conducted as well as theoretical framework discussing the notion of learning principles for language teaching. It also elaborates the discussion of the major theories of language acquisition and language learning and the last is language classroom activities.

Chapter III expands the analysis of application of learning principles for teaching English in SMAN 2 Ngawi as well as what kind of research methodologies which the researcher employs in conducting the research.

Chapter IV elaborates further the results of the research in the application of learning principles for teaching English in SMAN 2 Ngawi, the

type of language learning principles, kinds of classroom activities as well as the teachers' purpose in conducting the activities.

Chapter V unites previous chapters into set of conclusion and suggestion.