CHAPTER I

INTRODUCTION

This chapter deals with background of the study, limitation of the study, problem statement of the study, objectives of the study, and benefits of the study.

A. Background of the Study

There are several important components of teaching learning process. One of so many important components is principles of learning. Teachers should understand principles of learning in conducting teaching learning process. It is beneficial for them to create effective teaching and learning. Teachers understanding about learning principles could be seen from their ways in conducting teaching learning process. The ways which they use during teaching learning process may reflect certain learning principles.

Theory of learning is a base of teaching learning process. It leads to form good atsmosphere of teaching learning process. Many theories of learning principles are proposed to improve quality of teaching learning process. The theories proposed by the expert of education and psychology. There are four theories of language acquisition and language learning namely: Behaviorism, Cognitivism, Humanism, and Constructivism (Fauziati, 2009:15).

Behaviorist theory is originated from Pavlov's experiment which indicates that stimulus and response work together (Fauziati, 2009:16). Brooks (in Fauziati, 2009: 18) has defined learning as "a change in performance that

occurs under the conditions of practice". Based on this definition, for behaviorist learning is the result of programmed practiced within connection of stimulus and response. In behaviorism, the learner is viewed as physical being that can learn through responding the stimulus.

Guey, C., et al. (2010:107) stated that cognitivist mainly deals with the cognitive processes involved in learning, inclusive of inductive, deduction, rule finding, law discovering, and pattern recognition among others. In cognitive theory, the mind is viewed as an agent in the thinking learning process (Chastain in Fauziati, 2009:34). In other words, learning is a cognitive activity involving the mental processing of information and thoughts (O'Malley & Chamot in Lavasani & Faryadres, 2011:191). Based on those views bove, learning for cognitivist is a mental process controlled by learners mind. In cognitivism the learners are viewed as rational beings.

Lei (in Khatib, et al., 2013:45) stated that the humanistic approach, on which humanistic education is based, emphasizes the importance of the inner world of the learner and places the individual's thought, feelings, and emotions at the forefront of all human development. Humanistic education views that students as whole-person in which emotions, feelings, and thought are important aspects in their education. It could be stated that humanistic education is a perspective in education concerns about students' needs, motivations, and values of individual learners.

Holzer (in Fauziati, 2009:60) states that "the basic idea of constructivism is that knowledge must be constructed by the learner. It can not

be supplied by the teacher". Two important notions encompass the simple idea of constructed knowledge. The first is that learners construct new understandings using what they already know. They come to learning situations with knowledge gained from previous experiences. That prior knowledge influences what new or modified knowledge they will construct from the new learning experiences. The second notion is that learning is active rather than passive (Hoover in Mvududu & Thiel-Burgess, 2012:110). Learners negotiate their understanding in light of what they encounter inthe new learning situation.

Approaches, methods, and techniques are the reflection of learning theory. They are important aspects in language teaching and learning process. Anthony (in Brown, 2001:14) defined approach as a set of assumptions dealing with the nature of language, learning, and teaching. Anthony defined "Method" as an overall plan for systematic presentation of language based upon a selected approach (Brown, 2001:14). Nunan in Thornbury (Simpson, 2011:185) stated that methods are usually based on a set of beliefs about the nature of language and learning. Method implies some orderly way of doing something (Orlick, et al., 2010:4). Technique according to Anthony is the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well (Brown, 2001:14). Based on Anthony's model, approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices

are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described (Richards & Rodgers, 1986:15). Based on the definitions above, it could be assumed that the technique is derived from method in which consisted of series of steps used in the classroom learning activities, while the method is derived from certain theories of language and theories of language learning.

There are hundreds of language-teaching techniques. Claire (in Brown, 2001:130) outlined 167 activities for teaching children ESL. Shoemaker and Shoemaker (in Brown, 2001:130) also gave 78 interactive techniques. Crookes and Chaudron (in Brown, 2001:133) noticed that there are three broad categories of techniques such as controlled techniques, semi controlled techniques, and free techniques. On the other hand Brown (2001:130) proposed several rubrics to classify techniques namely: (1) from manipulation to communication, (2) mechanical, meaningful, communicative drills, (3) controlled to free techniques. Teaching techniques could be investigated to know what principle implemented in teaching learning process. For example Role Play technique belongs to Communicative Language Teaching (CLT). Role Play engages students to learn in social activity. Learning in a social activity is one of principles of constructivism.

The writer carried out the research at SMP N 1 Bodeh Pemalang based on the following reasons; (a) this school has excellent program namely "Model Class". The program is started in 2011. This program in Pemalang

district is only conducted at SMP N 1 Bodeh Pemalang. The goal of this program is preparing the students to enter qualified senior high school; (b) the program is conducted based on students' interest, so the students of Model Class consist of different level of capability, but they are enthusiastic to improve their skill in English by joining this program; (c) the program can improve achievement of students and school in English subject.

Model Class is conducted for class 7.1, class 8.1, and class 9.1. The program conducted after regular class at 13.30 till 15.30 p.m. The program conducted in order to improve student's skill in English especially speaking skill. To achieve the objectives of this program, the school makes partnership with English Center in Kajen Pekalongan as consultant. The English Center provides materials, learning program related to goal of this program. Besides, to give opportunity for students in practicing their speaking skill, the school provides program namely English Travelling. English Travelling for first and second grade is conducted in local area such as Pekalongan and Semarang. The students practice their speaking skill at Dafam Hotel in Pekalongan and Rumah Bahasa in Semarang. The third grade practice their speaking ability with tourist at Prambanan and Borobudur temple, English Weekend conducted in certain places such as tourist place in which they are able to practice their speaking ability among each other's.

This program can improve students' skill in English. It is proven that students of Model Class in academic year 2014 – 2015 achieve many trophies from English contests such as English Speech, Story Telling, English Song,

English Subject, and English Play in Pemalang district. The achievement of this Model Class can improve the grade of SMP N 1 Bodeh Pemalang.

Based on the explanation above and the achievement of SMP N 1 Bodeh Pemalang, the writer was interested in English teaching learning process at this school. The writer is interested in conducting a research entitled "*Learning Principles Reflected in English Teaching Learning Process at Model Class: A Naturalistic Study at SMP N 1 Bodeh Pemalang in Academic Year 2014-2015*"

B. Limitation of the Study

This study focused on learning principles reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang. The study investigated the tasks or instructions reflect principles of behaviorism, cognitivism, humanism, and constructivism.

C. Problem Statement of the Study

The problems of the study are as follows:

1. What kinds of learning principles reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang?

2. How is the frequency of each type of learning principles reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang?

3. What is the dominant learning principle reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang?

D. Objectives of the Study

Based on the problem statement, the objectives of the study as follows:

1. To describe the types of learning principles reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang.

2. To find out the frequency of each learning principle reflected in English teachinglearning process at Model Class of SMP N 1 Bodeh Pemalang.

3. To find out the dominant learning principle reflected in English teaching learning process at Model Class of SMP N 1 Bodeh Pemalang.

E. Benefits of the Study

The writer expects that the study is useful in giving contribution in language teaching learning practically and theoretically as follows:

1. Practical Benefits

The results of the study were useful for teachers in improving their abilities in English teaching learning process through various types of techniques, approaches, and methods based on language learning principles. The results of the study supported them to conduct English teaching learning process in interesting and interactive ways, therefore the student joined English classroom enthusiastically. The results of the study could be references in finding effective technique or method for English teaching

learning. Furthermore, the school could gain the improvement on student's achievement in English.

2. Theoretical Benefits

The results of the study can be beneficial for researcher and the teachers in extending point of view about English teaching learning process. On the other hand, the results of the study can be useful for others as reference in carrying out a research in process of English teaching learning. The English teachers can achieve the result of the study for their profession in emphasizing the development of English teaching learning process.

F. Research Paper Organization

The research paper organized into five chapters in order to make the readers understanding the content of this paper easily. Chapter one is introduction that presents background of the study, limitation of the study, problem statement of the study, objectives of the study, benefits of the study, and research paper organization. Chapter two is review of related literature that presents previous studies, theoretical review, and theoretical framework. Chapter three is research method that presents setting of research, type of research, subject of research, object of research, data and data source, technique of data collection, data validity, and technique of analyzing data. Chapter four is research findings and discussion.Chapter five is conclusion, pedagogical implication and suggestion.