

## CHAPTER 1

### INTRODUCTION

In this chapter the researcher discusses introduction. It consists of six sub chapters namely background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study and research paper organization.

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

Remedial teaching is a remedial program that can help students who have learning problems. According to Kunandar (2014) remedial teaching is derived from the word remedy , meaning that the drug, fix or help. While, according to Kartono et al (2016) Remedial is learning that nature cure, treat, and improve learning outcomes of students from low and under the criteria determined by the teacher or school. A emphasized by Huang (2010) and Tseng (2008) remedial is considered a type of clinical teaching where a child receives both diagnosis and treatment to achieve the learning target succesfully,.

Remedial has become an important in education. According to Juan and Bridget (2008) remediation plays an important role in higher education, furthermore, about its effectiveness can increase maximum results of underprepared students. Diah anggraeni (2014) said, remedial is important to be implemented. Through remedial, students can obtain knowledge or learning material that is not understood beforehand. Remedial can also provide a second opportunity for students who have not reached the set minimum limit. Therefore remedial is important in education because it can help improve the results and understanding of students who have not been able to capture material that has not been understanding beforehand into reaching the drinking limit.

Students who have not reached the minimum, there are usually various reasons in achievements. According to (McLaughlin & Vacha, 1992;

Olivares, 1993) learning difficulties typically include a weak knowledge base, underdeveloped skills, poor problem-solving abilities, the inability to organize information, poor motivation and a negative attitude toward oneself. Additionally, Neelu and Umeed (2016) the socio economic condition of the family and physical and psycho social status of the student cause low achievement. In other, Mutiara Zella (2016) differences in intellectual abilities, physical abilities, family background, habits and learning approaches are striking between a student and other students, which results in progress and student achievement in one class the results are not the same. Therefore held remedial to improve student scores less well and can increase understanding and deepen knowledge gained.

In English Department of Universitas Muhammadiyah Surakarta, remedial teaching is a remedial program held during holidays of semester. Requires one full month there are 14 meetings, namely the first 2 weeks are carried out mid test and the next 2 weeks the final test. Usually, in the remedial semester, there are 2 lecturers, the first lecturer before mid test and the next lecturer before the final test. on his own assessment of the lecturer who teaches on the course.

Furthermore, remedial teaching have benefits for students. As Bettinger and Long (2005) suggest that remedial classes have beneficial effects for students. According to Humphrey et al (2013) said that one great advantages of remedial education is that it provide low achievers with protection from being fallen behind ordinary students. it also gives them enough support which enhances self estemm and allows them to keep up with progress that their classmates have or achieve. In addition, Selvarajan & Vasanthagumar (2012) remedial is delivered appropriately, as research indicates, can positively influence significant improvement in the use of language in students.

Besides the advantages, there are also disadvantages from remedial. According to Dana Trujilo (2013) Remedial often is disliked by the academy and viewed as a resource drain of both faculty time and monetary

funds. Tenoraja J Siomoes (2016) also explained Because of the large number of students who need remedial and educational courses significant financial costs associated with this effort, there is a growing debate about effectiveness of remedial education programs, especially at the four-year college level.

Elmetwally (2012) added, The effectiveness of the remedial course is influenced by students towards the English language. Even though remediation helps under-prepared students to gain the skills necessary to excel in college, a large number of reasons are stacked against it. Remediation has a high cost which parents, guardians or sponsors are not convinced they need to shoulder. In today's fragile financial climate, there are growing concerns about the cost of maintaining repair programs, given its unproven success (Panjang & Boatman, 2013).

Actually, there are many researchers that focuses on remedial teaching. However, looking at the previous research, there seems to be very little is known from the perspective of students. As Suranto (2010) Perception is an internal process which has been recognized by individuals when selecting and regulating stimuli from outside. These stimuli are captured by the senses that a person has, then spontaneously the feelings and thoughts of the individual will give meaning to those stimuli. Simply stated, it can be said if perception is an individual process in understanding relationships or contact with the world around. Therefore, the perception is to know about one's life experience and the existing responses to a topic that will be discussed, therefore it is important to know about students' perceptions on remedial semester.

Based on the rational above, the researcher is interested to research this study, because the writer wanted to know how the student's perception, whether student's response are good or bad regarding remedial, while in the previous research not much discussed about the students' perspective. That is why the writer must know the evaluation but from another perspective that is from a student. Therefore the researcher

choose Muhammadiyah University Surakarta as the research subject. The author will conduct a research entitled "STUDENT'S PERCEPTION ON REMEDIAL TEACHING IN DEPARTMENT OF ENGLISH EDUCATION AT UNIVERSITAS MUHAMMADIYAH SURAKARTA".

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

The researcher focus on students perception and the problems faced by students (if there any) in Department of English Education at Universitas Muhammadiyah Surakarta.

### **C. Problem Statement**

Based on the background of the study, the research can be formulated the problems as follow

1. How are the the students perception about the remedial teaching in Department of English Education at Universitas Muhammadiyah Surakarta
2. What are the problems (if there are any) faced by the students in remedial teaching of English Education at Universitas Muhammadiyah Suarkarta.

### **D. Objective of the Study**

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

1. To find out: how the students perception on remedial teaching in Departement of English Education at Universitas Muhammadiyah Surakarta.
2. To find out: the problems (if there are any) faced by the students on remedial semester of English Education at Universitas Muhammadiyah Surakarta.

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

The benefits of the study in this research, as follow;

### 1. Theoretical benefits

The researcher hopes that the research can add to the broad knowledge and insight regarding remedial teaching especially at Universitas Muhammadiyah Surakarta.

### 2. Practical benefits

#### a. Teachers

The researcher hopes the research can provide knowledge and understanding of teacher in the learning evaluation system about remedial semester.

#### b. Students

Researcher hopes to help students to improve their learning outcomes and be more active in learning about the remedial semester.

#### c. Other researchers

For other reseachers, the writer hopefully it can be a reference material for developing his writing about remedial

## **F. Research Paper Organization**

This research is arranged systematically. It consist of five chapters and each sub chapter is divided into further divisions. The writer sets up the order of the paper as follows:

Chapter I about introduction, this chapter consist of baground of the study, limitation of the study, problem of the study, objectives of the study, and benefits of the study.

Chapter II is review of related literature. This chapter explain about previous study and underlying theory. Theory on this chapter description about remedial semster.

Chapter III contains about research methodology it containing research type, object of the research, participants, data and source of data, method of data colleciton, technique of data analysis, and credibility of data.

Chapter IV describes research finding and discussion. This research which will describe analysis about student perception on remedial semester and the problems (if there any).

Chapter V is conclusion, consist of implication and suggestion. In this chapter the researcher concludes the result of research.