

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Knowledge**

The essence of education is learning as a process of human interaction between the learner (students) and the educator (teacher). The interaction complexly inter-wined between the various aspects involved in the learning process. From the student's point of view, interaction assures that the process will run and can produce the expected output if the students have interest, motivation, and ability to learn. When students are actively involved in the learning process, then the output will be qualified. From the teacher's point of view, the learning process will ensure the output if the teachers are qualified in mastering the material, the method of presentation, establish an intimate relationship with the students, as well as the ability to make the students interest with them. With those abilities, then the learning process becomes more interesting, educate, and joyful.

According to Permendikbud Number 58 (2014), English was included in to subjects group A. Subjects group A as mentioned in verse 1, is a curricular program which aims to develop competencies of attitude, competencies of knowledge, and competencies of skill of the students as the foundation and strengthening of capabilities in the life of society and nation. It means that English as a subject matter in the class must be taught to develop the knowledge and skills of the students in English. The main goal of

English Language learning is to gain knowledge of English and to be skilled in English. Four skills in English consist of listening, reading, speaking, and writing; but we should not forget the other sub-skills that are no less important such as pronunciation, vocabulary, and grammar.

English is an international language that has a central role in today's era of globalization. Almost all aspects of human life such as business, education, social, economic, political, entertainment and a variety of other fields involving English on it. So nowadays English is assumed as the needs and requirements in almost all aspects of life.

English learning program in Indonesia has been integrated with a wide range of subjects in schools from an early age like Preschool or Kindergarten and Elementary School. Meanwhile, in Junior High School and Senior High School, English is set as one of the subjects tested in the National Exam (Ujian Nasional). Nowadays the result of the National Exam is used as a required for further education. So, English in Junior High School and Senior High School has become one of the subject matter that becomes the concern in the curriculum.

English in Indonesia have been taught from an early age to the university level, but in reality, it does not guarantee that students in Indonesia skilled in English and be able to communicate in English fluently. That is because many factors influence the acquisition of language skills of English as a second language or commonly called L2 (Second Language). Brown

(2008: 2-3) stated that factors that influence the acquisition of L2 include: The characteristics of the learners, linguistic factors, instructional processes, age and acquisition, instructional variable, context, and purposes.

In Indonesia, English is regarded as a foreign language because, in daily life, it is very difficult to find student who communicate using English. English has only been studied as one of the subjects taught in schools and courses. It means that the English instructional process in Indonesia is still delivered through formal way and less applicable.

The first language (L1) factor will certainly influence second language acquisition. The first language or mother tongue can be a nuisance in learning L2. That is because usually a learner unconsciously or not, they transfer the elements of the first language when using a second language, as a result, there was a so-called interference, code-switching, code-mixing, or also mistake (error). In this case, the mother tongue which is Bahasa Indonesia has a very different structure from English. Indonesian speakers will be difficult to transfer most of their linguistic knowledge in English. Of course, to be able to speak English well, continuous exercise and practice are needed.

The problems mentioned above demand the English teachers to be more competent and creative to design an effective English learning program to fulfill the objectives and purposes of learning English. Bachrudin Musthafa

(2008) in the 7th International Conference of "Mutu dan Kualifikasi Guru Bahasa Inggris di Indonesia" stated that:

The competent English teacher is a teacher who understands and could use English effectively to communicate, to understand how are the learning styles and learning needs of students, to understand how to design teaching tasks that can support student learning, and understand how to motivate and support students to develop their interests.

It means that the English teacher should understand the learning styles of their students so that they can decide the most appropriate methods, techniques, and learning media that is following their students' needs. They also need to be creative to design the English learning program that can support and stimulate the students to develop their interests in learning English as a fun subject. So the main goal of English learning will be reached.

In fact, many English teachers still teach the English language using conventional methods. The English language learning process in the class sometimes still centered on the teacher (teacher-centered). The teachers sometimes do not provide the opportunity for students to build and construct their knowledge, for example in teaching vocabulary, the teachers mostly still using the traditional method or commonly it called Grammar Translation Method. Another problem is sometimes the teachers less in using English to deliver the lesson. They also do not encourage and motivate students to practice and use English as a tool of communication in the class. So, the main goal of learning English becomes difficult to be achieved.

On October 6th, 2015, the researcher interviewed an English teacher in Junior High School Muhammadiyah 1 Yogyakarta. She said that there are so many problems in teaching English there, for example, there is no motivation from the student in learning English especially in the regular class. The students assumed that English is difficult and fearsome. From interview at October 6<sup>th</sup> 2015, the researcher found that the students also feel ashamed to use English. The teacher also said that the other problem is the student in the other class, that is ICT class, just want to learn English if the teacher delivers the lesson through English game if there is no game they did not want to learn English. It means that they do not want to learn English if it delivered through formal ways.

The next problem is the facilities that support the English language learning process such as language laboratory can not be used properly. The language laboratory that is used in listening practice can not be used because of the extensive damage. The condition of the language laboratory is 90% in damage. So, in listening practice, the teacher only uses a laptop and speaker in the class, with such a situation certainly the listening practice will not run effectively. The problems mentioned above need to be evaluated more deeply to find the best solution to improve the quality of English learning program.

Yogyakarta as "Kota Pelajar" (the city of students) certainly has so many choices of best schools. In this city, the majority of the citizen is Moslems, particularly Muhammadiyah. It is because Yogyakarta became the birthplace of one of the largest Islamic organization in Indonesia,

Muhammadiyah established by KH Ahmad Dahlan in 1912 in Kauman, Ngupasan, Gondomanan, Yogyakarta. Until now, the Central Board of Muhammadiyah is still headquartered in Yogyakarta. Those facts gave rise to a tendency to some of the students' parents to choose Muhammadiyah schools for their children.

Some Muhammadiyah Junior High Schools in Yogyakarta become the most favorite private schools in Yogyakarta City. The parents of the students there believe that that school is qualified enough to produce the best output, but based on data from Dikpora D.I.Yogyakarta (2015) the researcher found that the average English score in Junior High School Muhammadiyah 1 Yogyakarta on Nasional Final Exam 2014/2015 is 57.07 and Junior High School Muhammadiyah 5 Yogyakarta is 49.50. This score was categorized as low and needs to be increased more. This case builds up the question that there must be things that are wrong in the implementation of English learning programs.

The learning program should be evaluated to figure out the problems in the implementation of the learning program. The evaluation will provide the information to the principals and the English teachers to be used as a reflection and consideration for determining school policy as an effort to improve the school quality. The good evaluation not merely limited to the learning process but also about the other component in the learning program including the context, input, and output.

Therefore, the researcher felt it was important to conduct evaluative research of English learning program in some of Muhammadiyah Junior High Schools Yogyakarta in the form of scientific research, entitled **An Evaluation of English Learning Program in Muhammadiyah Junior High Schools Yogyakarta.**

## **B. Description of the Program**

The program in this study refers to English learning in Muhammadiyah Junior High Schools Yogyakarta. Here the researcher will explain briefly about the English learning program in Muhammadiyah Junior High Schools Yogyakarta.

Muhammadiyah Junior High Schools Yogyakarta are private schools. These schools stand under Muhammadiyah organization, the old age of the schools are certainly show that Junior High Schools of Muhammadiyah in Yogyakarta are mature school, both in terms of age as well as from the academic side.

In Junior High School Muhammadiyah 1 Yogyakarta there are twenty-one classes. In seventh grade there are seven classes, eighth grade are seven classes, and ninth grade are seven classes. Each grade consists of three programs of classes, they are ICT class, Excellent class (Kelas Unggulan), and Regular Class. ICT class is a special class that has specific advantages in the mastery of information technology and better communication, learning programs implemented in ICT class is done with a special design and different strategies, because students in the classroom is equipped with

computer equipment (notebook), where it will support the students better understanding of the concept and the application, because the students always have the speed in accessing resources, process and then apply the overall learning. Excellent class (Kelas Unggulan) is a class that is prepared to produce the student with high academic achievement, this class designed by the school through selection by the average score of a particular subject.

In Junior High School Muhammadiyah 3 Yogyakarta there are twenty-four classes. In seventh grade there are eight classes, eighth grade are seven classes, and ninth grade are nine classes. Seventh grade consists of one IT class, one bilingual class, and six regular classes. Eighth grade consists of one IT class, one bilingual class, and five regular classes, ninth grade consists of one IT class, one bilingual class, and seven regular classes. As well as Junior high school of Muhammadiyah 1 Yogyakarta, the IT class program in this school was intended to have specific advantages in the mastery of information technology and better communication, learning programs implemented in IT class is done with a special design and different strategies, because students in the classroom is equipped with computer equipment (notebook), where it will support the students better understanding of the concept and the application, because the students always have the speed in accessing resources, process and then apply the overall learning. Meanwhile, the bilingual class in this school was intended to create a class where the teachers and the students were focused to create a bilingual environment through integrating all subjects with English.



In Junior High School Muhammadiyah 5 Yogyakarta there are sixteen classes. In seventh grade there are four classes, eighth grade are four classes, and ninth grade are four classes. In this school, all classes are regular classes.

English as one of the subjects tested in the final exam (Ujian Nasional) is certainly getting more attention than the subjects that are not tested in the final exam. English has four academic hours of meeting in a week in each grade. The curriculum used especially in eighth grade during this research is a blend of KTSP and Curriculum 2013. The textbook used by the teachers and students in Muhammadiyah Junior High Schools Yogyakarta is "Interactive English" book from Yudhistira Ghalia Indonesia, supported by Student Worksheet (Lembar Kerja Siswa) from MGMP as the drills and exercise sheets for the students.

### **C. Problem Restrictions and Formulations**

#### **1. Problem Restrictions**

In order to limit the problems of English learning program in Muhammadiyah Junior High Schools Yogyakarta and to make this evaluation research to be more focus, the evaluation research is limited its subject, this study restricted to the evaluation of the implementation of English learning program in three Muhammadiyah Junior High Schools Yogyakarta, they are Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta. The focus of this evaluation research is restricted to the purpose of English learning implementation in Muhammadiyah Junior High Schools

Yogyakarta, the characteristics of students, the qualification of the English teachers, and school facilities and infrastructure, the process of English learning implementation viewed through the learning activity, and the result of English learning which included cognitive aspect which is the students' achievement based on midterm test (UTS) score, and affective aspect which is students' interest in English learning.

Based on the problem identification mention above, the problems restricted to:

a. The English learning process in Indonesia is still delivered through formal ways. The formal form of English learning will make the students feel uncomfortable to acquire and comprehend the English lessons

b. There are still many English teachers who teach English using conventional methods. The conventional method of English teaching will make the students get bored easily and this method did not let them construct their knowledge

c. The English teachers less in using English to deliver the lesson in the class

d. There is no motivation from the students in learning English because they assumed that English is difficult and fearsome

e. English is one of the subjects tested in National Final Exam (Ujian Nasional) but the fact is the achievement of the students in English is still low

f. The facilities that support the English learning process such as language laboratory can not be used properly.

This evaluation study is restricted to the English Language learning program in Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta. The evaluation research involved seventh grade and eighth grade in each school. The evaluation conducted in the first semester of the academic year of 2016/2017.

Those restriction above has chosen because the aspects mentioned above is the most important components of English learning program. The reason of the researcher to restricted it to Junior High School Muhammadiyah 1 Yogyakarta, Junior High School Muhammadiyah 3 Yogyakarta, and Junior High School Muhammadiyah 5 Yogyakarta because Muhammadiyah Schools is one of the most popular private school in Yogyakarta but the result of National Exam (UN) was still low. So, the researcher feel the urge to find the reason through this evaluation research. Those three schools have chosen because they represented the characteristics of Muhammadiyah Junior High Schools Yogyakarta.

## **2. Problem Formulations**

Based on the statements mentioned in the background, description of the program and problem restrictions, the problem of evaluation can be formulated as:

1. How is the quality of context in the English learning program in Muhammadiyah Junior High Schools Yogyakarta?

2. How is the quality of input in the English learning program in Muhammadiyah Junior High Schools Yogyakarta?
3. How is the quality of the process in the English learning program in Muhammadiyah Junior High Schools Yogyakarta?
4. How is the quality of the product in English learning program in Muhammadiyah Junior High Schools Yogyakarta?

#### **D. Objectives of Evaluation**

Based on the statements mentioned in the background, description of the program, problem restrictions, and problem of evaluation, the objectives of the evaluation are to determined the quality of:

1. Context that supports the implementation of the English learning program in Muhammadiyah Junior High Schools Yogyakarta.
2. Input in English learning program at Muhammadiyah Junior High Schools Yogyakarta.
3. Process in English learning program at Muhammadiyah Junior High Schools Yogyakarta.
4. Product in English learning program at Muhammadiyah Junior High Schools Yogyakarta.

#### **E. Benefits of Evaluation**

This evaluation study provides some benefits as the following:

1. For the information to the principals of Muhammadiyah Junior High Schools Yogyakarta. So that the information can be used as a reflection

and consideration for determining school policy as an effort to improve the quality of the school.

2. For the information to English teachers in Muhammadiyah Junior High Schools Yogyakarta as self-reflection and motivation to improve themselves to become professional English teachers.
3. For the information for further evaluation or studies, as an input to conduct further evaluation or studies either in the same field or other fields with wider coverage.