

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Research**

Education is one of the basic requirements in life besides food, place, cloth, and health. It becomes the focus of the policy made in our country. The Indonesian Government has a great attention in education starting from the beginning of the nation that can be seen on the Preamble of the 1945 Constitution. The Preamble of the 1945 Constitution has mandated that the Government of the Republic of Indonesia protects all its citizens and territorial integrity and promotes public welfare, enhances the intellectual life of the whole nation, and takes part in world peacekeeping, based on independence, enduring peacefulness, and social justice (The Preamble of the 1945 Constitution).

The 1945 Constitution of Indonesia, Article 31, Section 3 on education, mandates that the Government organizes and runs one national education system that strengthens the faith and piety to God the Almighty and the moral character as a means to enhancing the intellectual life of the nation.

In July 2003, the Republic of Indonesian Government enacted Act Number 20 Year 2003, a new Law on the National Education System. Act Number 2 Year 1989 on the National Education System is no longer appropriate and it needs to be changed and adjusted in order to implement the

principles of the democratization of education (Act Number 20 Year 2003, whereas). The law has its foundations in the 1945 Constitution of Indonesia, Article 31, Section (1), which states that every citizen shall have the fundamental right to education. The law creates a legal framework for the major educational goal, policies, and plans.

In Indonesia, English as a foreign language has been taught in every level of education as one of the compulsory subjects. In addition, English plays an important role as one of the subjects included in the national examination. Indonesian Curriculum sets English as a means of communication both in spoken and written forms. Because of that, it is important for Indonesian citizens to learn and master English as a means of communication.

In order to enhance the success of learning, some efforts should be put together in the English teaching learning process. First, the students' positive attitude toward English should be set up; second, teachers' English proficiency and teaching skills should be developed; third, the English teaching and learning materials should be created based on students' needs and last but not least teaching aids should be developed. The environment affects the success of the teaching learning process as well.

In that process, the participation of both teacher as an educator and the students as the learners is needed. In other words, in the teaching and learning process, the teacher and learners need to be involved. The most important

thing in the teaching and learning process is the process of learning which occurs in the students' mind. In addition to receiving the learning materials from teachers, students are expected to actively participate in the activities. The teacher should prepare some activities to support the teaching and learning process, such as reading, discussing, working in groups, and doing the school task, so that the students can be more physically and mentally involved.

In order to improve the quality, efficiency, relevance, and the competence improvement at basic and secondary levels of education, both nationally and internationally, the implementation of international standards of education has been proclaimed for the state schools as well as for the private ones. In the implementation of international standard of education, the government gives some foundations, such as;

1. Act Number 20 Year 2003 on the National Education System, Article 50, Section (3), which states that the government and local governments organize at least a unit of education at all levels of education, to be developed further, as a unit having international standards of education.
2. The Government Regulation Number 19 Year 2005 on National Standards of Education, Article 61, Section (1) which states that the government along with the local governments organize at least a unit of education at basic and secondary levels of education, to be developed further, as a unit having international standards of education.

3. Act Number 17 Year 2007 on the Long-Term Plan of National Development Period 2005- 2025 (Rencana Pembangunan Jangka Panjang Periode 2005-2025).
4. The Strategic Plan of National Education Department Year 2005-2009, which states that in order to improve the competence of the nation, the international standard school should be developed at the regency/city levels through the consistent cooperation between the government and the local government.
5. The Minister of National Education Regulation Number 7 Year 2007 (Permendiknas Tahun No.7 Tahun 2007), on the Guideline of the Quality Assurance of International Standard School/Madrasah at all levels of education, which states that the implementation of international standard schools begins with the pilot project phase and continues to the autonomy phase. The pilot phase consists of two stages. The first stage is the development of the human resource competences, modernization of the management, and organization. The second stage is the consolidation.

As stated in the regulation above, the implementation of the international standard school has begun with the pilot project phase. The schools that have implemented the international standard at the pilot project phase are called the designated schools of international standard. The designated school of international standard is a national school with the national curriculum, which is adapted, so it can produce graduates whose competences can be claimed nationally and internationally. Hopefully, the

students have competences to answer the global challenges, speak in other languages, especially English, and use the technology of information and communication.

SMA N 7 Purworejo is one of designated international standard schools in the Purworejo regency. It was the well-facilitated school in Purworejo, which was completed with many facilities in order to improve the quality of teaching and learning process.

SMA N 7 Purworejo had a digital library, a language laboratory, chemistry, physic, and biology laboratories, and other facilities, such as LCD projectors, laptops, and a computer laboratory. This school was also facilitated with hot spots (internet networking) that can be accessed freely in the school areas. All of these facilities were provided to improve the quality of the teaching and learning process.

There are some similar characteristics in the teaching and learning process in many schools in our country. The teaching and learning activities are still teacher-centred. Teacher dominates all the teaching and learning activities. He only teaches during the lesson and the students are not given opportunities to improve their skills. The teaching and learning process is usually LKS-based activities, in which all of the activities focus on activities in the LKS. This kind of situation in the teaching and learning process makes most students dependent students. Those students only learn the materials

given by their teacher, although some of them join the English courses outside the school.

This kind of situation was also found in the teaching and learning activities in SMAN 7 Purworejo. The learning activities were still teacher-centred and LKS-based, which eventually made the students always depend on their teacher. In order to enhance the success of learning, some efforts to overcome these problems should be done. One of them is by improving the students' language skills through autonomous learning.

The research was done by facilitating and giving the students opportunities to improve their self-investment in English learning through self-discovery activity. Improving the students' self-investment affected the improvement of learning achievement on the language skills that could be seen in the improvement of vocabulary, grammar, and pronunciation which were integrated in the four skills, such as listening, speaking, writing, and reading. Therefore, the efforts to improve students' language skills through autonomous learning were necessary to be done in order to solve the problems of teacher-centred and LKS-based activity.

## **B. Identification of the Problem**

Based on the description in the background above, there are many factors affecting the success of the teaching and learning activities, such as teachers, students, method, technique, and learning materials.

## **1. The Teacher**

The English teaching and learning activity in SMA N 7 Purworejo was still teacher centred. The teacher almost dominated all the teaching and learning activities. He only presented the lesson and the students were not given opportunities to improve their skills.

## **2. The Students**

These are some factors related to the students;

- a. Some students had low motivation to learn English. Most of the students considered English were difficult; as a result their achievement in English was low.
- b. Most of the students were afraid of making mistakes in English learning activities; some of them chose to be passive during the learning process.
- c. The students seemed to be passive students since they had no investment on the materials that had been discussed.
- d. Most of the students were dependent students who only learnt the materials from their teacher.

## **3. Method**

The English teaching and learning activities in SMA N 7 Purworejo were monotonous and LKS based activities. The teacher almost dominated all the teaching and learning activities, he only taught the lesson based on the LKS and the text-book.

#### **4. Learning Materials**

The problem related to the learning material was that the materials that students learnt at school did not support the students to be autonomous learners and did not give them opportunities to practice their language skills.

#### **C. Delimitation of the Problem**

As mentioned in the identification of the problem above, there are many factors affecting the success of the teaching and learning activities. This research chooses students, materials, and techniques factors to be investigated deeper because those three factors are related to each other. In line with the topic, the study focuses on improving the students' language skills in English learning activity through the autonomous learning.

Tomlinson (1998: 11) states that many researchers have written about the value of learning activities which require the learners to make discoveries for themselves. Therefore, the learning activities will be more meaningful when the students can find the concept of their learning by themselves.

This research gives some materials and activities that facilitate and give students opportunities to improve their self-investment by finding the concept of the learning by themselves in English learning activities. Because there are many problems in the English teaching and learning process, this study is limited in the case that the learning process is still teacher-centred.



The problem of this research is limited to the effort to improve the students' language skills in English learning activity, in order to enhance the success of the English teaching learning activity. The improvement of the students' language skills affects their learning achievement on the language skills.

#### **D. Formulation of the Problem**

Based on the limitation of the problem above, the research questions are formulated as follows:

- a. What factors cause the students' low language skills mastery?
- b. What are the students' languages skills like?
- c. How should the English lesson be carried out to improve the students' language skills?
- d. How effective is the autonomous learning in improving the students' language skills?
- e. Can the autonomous learning activities give maximum improvement to the students' language skills?

#### **E. Objectives of the Research**

This research is intended to reach the following objectives:

- a. To describe factors that causes the low students' language skills mastery.

- b. To describe the students' language skills in English learning activity.
- c. To develop a plan of action based on the factors that cause the low students' language skills mastery.
- d. To implement the plan of action and reflection based on the result of the action.
- e. To describe the significance of autonomous learning activities to improve the students' language skills.

## **F. Significance of the Research**

The researcher expects that the research will have some advantages.

### **1. Theoretically**

This research hopefully will be able to give a contribution in the implementation to the theory of teaching and learning process, especially in order to improve the students' language skills in English learning process.

### **2. Practically**

- a. For the students of SMA N 7 Purworejo, this research can be applied as a means to improve their self-investment which in turns will improve their language skills in the English learning process and facilitate them to be the autonomous learners.

- b. For the English teachers of SMA N 7 Purworejo, the research hopefully can be used as a means to improve the students' self-investment and language skills, to motivate them, and to reduce their boredom in following English teaching-learning activities.
- c. For other researchers, the research can be used as a model and reference to conduct similar researches.

### **3. Research and Development Program**

This research hopefully will be able to give some contributions to the research and development program to improve the students' language skills in English learning activity.