

CHAPTER I INTRODUCTION

1.1 Background of Study

The success learning process can be seen from the active learning process from the students, there have some strategy to make the students active in the class, and students follow all of subjects from the teachers, hope students more active in the learning process. In line with the theory from Bell and Kahrhoof (2006:1) said that “Active Learning is a process wherein students are actively engaged in building understanding of facts, ideas, and skills through the completion of instructor directed tasks and activities. It is any type of activity that gets students involved in the learning process”.

The active learning strategies consist of some activities and all of the activities involve by the students and the teacher. Some of the activities such as: do all of the activities as in the role playing, giving and receiving in their task or conversation when the teaching learning process. This way will make teacher and students more close, because the students have different experiences. As state with this theory, Shinn (1997:3) said that “Students come from different backgrounds and have varied experiences and abilities. Good teaching is not only dependent on teaching strategies or their effectiveness but it also depends on individual needs and adequacy of the content, the selection of an appropriate teaching approach is one of

the most important processes to have teaching success and student achievement"

The teaching success there are from the strategies, the needed from students then content of the subjects when teaching learning process go on. Teacher will make some strategies to teach English subject in basic skills. According to Aydogan (2014:673) "Language educators have long used the concepts of four basic language skills: listening, speaking, reading, writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling".

The basic skills have the main part in teaching learning process, because of when the teacher teach the subject of listening, the student listen more carefully and speak all of the content from the listening subject. From this way the teacher will have the result that the student understand about the content. Then when the teacher teach the reading subject, one of student read the text and others writing all of the content from reading text. The basic skills in English subject have the dependency in the teaching learning process. Temple and Gillet (in Aydogan 2014:673) said that "Listening cannot be separated from the expressive aspects of oral communication. It is impossible to "teach listening" separately from speaking, or to set aside a portion of the instructional time for listening instruction and ignore it the rest of the time. Listening is as much a part of group discussions, dramatic play, or puppetry, for example, as the dialogues and actions created. When children develop their communicative powers they also develop their ability to listen appreciately and receptively". In line with the theory from Aydogan (2014:673) "Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a

highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way”.

English subject as the foreign language in the Indonesian country but the English subject that is one of the main subjects at the school and university because the English as the International language, the learner will increase their interest to learning English language as the motivation to learning English subject. Aydogan (2014:673) said that “The constructivist theory of language learning, foreign language learners build their own learning through experience, interaction and reflection as they constantly interact with new educational situations”. According to Ministry of Education and Research (2013:10) “English as a school subject becomes a tool, a way of gaining knowledge and a path to personal insight. It will enable pupils to communicate with others on personal, social, literary and interdisciplinary topics. The subject shall help build up general language proficiency through listening, speaking, reading and writing, and provide the opportunity to acquire information and specialized knowledge through the English language.

The language acquisition for students that are more effectively from the informal situation or relaxed atmosphere, this way more easy to make the students acquire some new words of the foreign language, then students also have study from their experience in other places. In the learning process students are given

words that are easy to remember with more explanation. Krashen (in Harmer 2007:50) said that “Saw the successful acquisition by students of a second language as being bound up with the nature of the language input they received. It had to be comprehensible, even if it was slightly above their productive level. He called this comprehensible input 1 + 1 (that is, information the students already have plus the next level up), and the students had to be exposed to it in relaxed setting. This input is roughly tuned (rather as parent-child language is subconsciously moderated) and is in stark contrast to the finely tuned input of much language instruction, where specific graded language has been chosen for conscious learning. Roughly tuned input aids acquisition, Krashen argued, whereas finely tuned input combined with conscious learning does not.”

When we come to high school we will see the teacher using active learning strategies this way expected for students acquire the foreign language in the learning process. From this phenomenon in this research the researcher will analyze active learning strategies on English as a foreign language, whether the strategies active or not for the students. The researcher will analyze it from the subject at SMAN 2 Langsa.

1.2 The Problem of Study

Based on the explanation about background of the study above, the problem of study are:

1. What kinds of active learning strategies on English subject at high school level?
2. How is the implementation of the active learning strategies on English

subject at the framework of English as foreign language?

1.3 The Purpose of Study

Based on the explanation about background of the study above, the purpose of study are:

1. To find out what kinds of active learning strategies on English subject at high school level.
2. To find out the implementation of the active learning strategies on English subject at the framework of English as foreign language.

1.4 The Scope of Study

In this research, the researcher has limited the research only from the English teachers and students at SMAN 2 Langsa, about the key of the success implementation in active learning strategies process.

1.5 The Significant Study

The researcher believes that this study has some benefits especially to the researcher, the readers, educational fields, and another researcher. They are:

1. To the researcher, the result of this study expected to increase the researcher's knowledge and experience about the active learning strategies in teaching English subject and the researcher get much information and knowledge about the active learning strategies.
2. To the readers, this study expected gives an interpretation about the active learning strategies on English as a foreign language and the readers will get

the information and more knowledge about the active learning strategies more detail.

3. To make some advantages for educational field, especially in teaching English subject because this study explain about the active learning strategies in teaching English subject more detail.
4. To another researcher, the result of this study expected can give reference in similar aspects to the future study and the researcher hope that those who want to study about the active learning strategies on English as a foreign language or other language will find this helpful and will find what they seek without too much effort. With this in mind, there are certain limitations of this description the researcher is aware of.