

CHAPTER I

INTRODUCTION

This chapter presents a brief explanation of the entire content of this study. It includes with the background of this study which that describes the reason why this study is conducted , problem identification of this study, problem limitation of this study, research problems, research objective and significant of this study.

1.1 Background of the Study

In this era, the education has an important position in our environment. Every single thing of education is important, especially in teaching English. English is vital in the world as an International language. In fact, English is differently used in every country as their first language, second language or foreign language. English as being an important subject that must be teach in schools. English is a critical important aspect of all constructing communication with all countries. This policy allows government to make good quality of education, especially in teaching English. Well , the skill of English has a priority in life.

English as a foreign language is not often used in the classroom. In this case, the Indonesian students are usually speak Indonesia language or their mother language and the students used it while English learning. This condition give affects for Indonesian student's mastery. The Indonesian students have lack of understanding about English and students' mastery is unsatisfied. The poor performance is affection from the factors; students' characteristics, teacher and English aspects.

In this case, the students are passive than active and shy while perform in the classroom. In the outline, some students look not participate in the class although the teacher give a time to participate. This condition caused of the learning strategies that are usually used by the students. They only write or make a note. This is outcome for the teaching and learning in which create teacher-centered approach.

Teachers play an important role of the process in the class, especially in English teaching. In fact, teacher qualification also supports the students in learning process. Every strategies that used by teacher in teaching English, it will give effect to the student in accepting the knowledge. Teacher could be a good leader in the classroom if planning the communicative to show actual language used by student. In this case, teacher should develop quality of student's education. Attention of that, teacher settings refer to the teaching method in English lesson. The Introduction of English in High schools is a principal part in which must do a good delivery to the students. However, there are a number of problems with this action appear. This situation concerns should be directed to the teacher quality as the key factor in the classroom. As known, most of English Teachers are teach students according what they know and tend to use teachers centered instead of students centered in classroom, in which teachers are the main source in English language learning.

Realizing that English is an International language, the Indonesian government decides that English one of the required subjects from junior high school to University. The Education will be a good foundation for every

country. A good foundation of education that come from how the approach that applied in every school. In generally, Indonesian government gives authority to all schools to design, implement, and evaluate their own curriculum. This is known as *Kurikulum 2013*. The curriculum 2013 is developed using competency-based curriculum. Furthermore, Curriculum 2013 also to implement curriculum with competency as base of the course to up the process interactively in students experience of learning and aid them to evolve their potential (Quillen,2001). Based on that statement, curriculum 2013 is the important thing for the potential of education in Indonesia. The power in development of educational is already make by Indonesian government. In this case, Indonesian government set national standards for education in the curriculum.

1.2 Problem Identification

Considering the background above, teaching English faces some problems.

The problems can be identified in the following sections.

1. The English learning process conduct by using not an innovative approach
2. Teachers use a dominant role; teacher-centered.
3. Students get bored while learning process, because of the teaching style of the teacher.

1.3 Problem Limitation

From those problems identified above, the problems which become the focus in this study are teacher rarely used non innovative approach,

students often get bored in English lesson, students' learning motivation , students' preparation in learning and student's mastery of the content in learning. To give a limitation of this study, the scope is only investigating EFL Junior High School teachers' perception. The perceptions are about the implementation of Student-Centered Learning models. Sample of this study is only for EFL Junior High School Teachers who used the approach, that name; Student-centered learning. The research study is conduct to Junior High School in Tabanan town.

1.4 Research Problem

From the background above and problem identification, the research questions proposed as follows:

1. What is EFL Junior High School teachers' perception on the use of Student-Centered learning Model in the English lesson?

1.5 Purposes of the Study

Based on the question in research, the aim as mentioned bellow :

1. To investigate EFL Junior High School teachers' perception on the use of Student-Centered Learning Model in the English lesson.

1.6 Significance of the Study

The result of this study is expected to be significant theoretically and practically.

1. Theoretical Significance

Theoretically, It is expected to be a reference that EFL Junior High School teachers' perception is positive on the implementation of Student-centered learning models in the English Lesson. Furthermore,

the result of this study that make in the interest of other researcher hopefully could be used as the information when they research other topic with this study.

2. Practical Significance

The practical significance includes teachers, students and researcher as follows;

1) For English Teachers

The result of this study will help increase and develop teachers' teaching style in English lesson, especially for Junior High School students. Teacher can implement the same method and create many activities using Student-Centered Learning Model. This research will be one ways for developing teacher's professionalism and it also improve teacher's awareness of students' needs for learning.

2) For Students

The finding of the study will motivate students in which to help them in improving English and to command that language through lesson . This study will give the student a new atmosphere with more communicative activities or task to their interest in Learning English. The students will participate actively during the learning process.

3) For other researchers

This research will reference to the other reader in doing similar research in which the problem that happened in English is same. This research will conduct further research about the implementation of

Student-centered learning model based on curriculum 2013 in the English lesson.

