Chapter One

Introduction

Background of Study

An active learning is an important thing for students in the learning process. According to Modell (1996) "an active learning environment is the way in which students engage in the process of building and testing their own mental models from information that they are acquiring" (p.69). Besides, the researcher thinks that an active learning can bring positive effect for students and lecturers in the learning process. The possible positive effect of an active learning is that students are able to be more motivated when they speak in class. Moreover, an active learning can make students become more enthusiastic and confident when they are speaking in the learning process.

Students are expected to practice the English as frequent as possible, both in the classroom and outside the classroom. The practice of English by students is expected to make speaking English as a habit for students so that this activity can make students more familiar with English. Besides, the practice of English language can make student more active in their classroom activities.

However, there are some problems that become obstacles for students to get the success in the speaking English. Exley (2005) said that "alongside these descriptions, four of the teachers, Dennis, Paulina, Regan and Will, were up front in describing their Indonesian students as 'passive, shy and quiet " (p.5). The researcher also faces similar problems with the opinion. The researcher faces passive students in the learning activities when the researcher in the speaking

class. Based on the researcher experiences in the speaking class, passive students had some characteristics that obstruct the learning process. The examples of characteristics of passive students are shy and staying quiet in the learning activities.

Moreover, there are some students who did not participate and contribute in classroom activities. This problem is seen when the lecturer was doing discussion or asking question to students, most of the students did not give any response toward lecturers' question. Sometimes, lecturer should wait several minutes for the students to respond, but students remain silent. Therefore, this problem wastes a lot of time in the learning process.

Then, there were some students who were nervous when saying something or giving opinion to their lecturer in the classroom. This problem happened when the students were trying to give explanation or opinion to their teacher in the classroom. Actually, students were seen to have a passion to deliver their idea to the lecturers, but they looked nervous. Therefore, it made their explanation was not delivered well. Other problem was that sometimes the students looked like to have idea to deliver in the classroom activity, but the students seemed to be afraid to state it. Therefore, this problem made the students hold themselves to deliver their ideas.

The researcher also faced some students who were active when the students discussed topic discussion with their classmates in the learning process. These students look enthusiastic during discussion with their classmates rather than their lecturer. This problem was clearly shown after the lecturer grouped the

students into a circle and did discussion with the topic at the time. Lecturer let the students take discussion with their friends without disturbing them. Lecturer used this way to make the students able to share their ideas to each other related to the topic. The discussion between students was really interesting. Almost all of students shared their ideas, gave opinion and suggestion to their friends using English. After students did the discussion, students were expected to get some ideas from their friends to be discussed together with the lecturer. Unfortunately, there were only few students who speak up with the teacher.

Additionally, there were some students who are active in certain topic in the learning process. As usual, the lecturers give different topics for every meeting in the learning process. Some students were more enthusiastic at some topics, but were not for other topics that lecturer gave in the course. There were some topics preferred by the students yet the other topics were not. Therefore, students were only active for the topic that they preferred. It means that students will be passive for some topics that they do not prefer.

Based on some explanations above, the researcher feels that there were some problems in English language learning process at English Education Department of Universitas Muhammadiyah Yogyakarta. Therefore, the researcher is interested in conducting a research on "Students' Passiveness in speaking English at English Education Department Universitas Muhammadiyah Yogyakarta".

Research Questions

Based on the problems that researcher faced in speaking English at English Education Department Universitas Muhammadiyah Yogyakarta, the research questions of this research are:

a. How is the students' passiveness in speaking English at English Education Department Universitas Muhammadiyah Yogyakarta?

b. What are the causes of students' passiveness in speaking English at English Education Department Universitas Muhammadiyah Yogyakarta?

Purposes of the Research

Based on the research questions above, the purposes of this research are:

a. To reveal the students' passiveness in speaking English at English Education Department Universitas Muhammadiyah Yogyakarta.

b. To find out the causes of students' passiveness in speaking English at English Education Department Universitas Muhammadiyah Yogyakarta.

Significance of the Research

There are several advantages of this research; they are divided into five parts:

For the researcher. The researcher can get new knowledge from this research. The knowledge that researcher got are very important to improve writing research in the future. On the same hand, the researcher can understand the characteristics and causes of passive students. Therefore, the researcher can differentiate between passive students and active students in the learning process letter when the researcher becomes a teacher.

For the other researcher. Other researchers who will make same title with this research can see the references of this research as their additional references.

For lecturers. Lecturers can improve their teaching strategies to become good instructor in English teaching process in the future since there are a lot of characteristics of students in the classroom. Therefore, lecturers should prepare materials that they will teach properly.

For passive students. Passive students are expected to realize that the causes of their passiveness were not only come from their lecturers, but also come from themselves. Therefore, passive students are expected to find the new strategies to overcome their passiveness in speaking English.

For the institution. The policy made by institution has big influence for lecturers and students. The institution can improve every establishing policy such as curriculum because lecturers will teach students based on the curriculum. Therefore, the institution can improve every policy and curriculum from generation to generation. Finally, the institution will be better for the future.

Outline of the Research

The first chapter of this research introduces some sections. The beginning of the first chapter explains background of this research. The researcher explains the reasons of selecting the title of this research in the background of this research. Besides, researcher also includes limitation of this research which explains the problem that being focused in this research. After that, this research provides research questions that are answered by the research purposes of this research.

The last section of the chapter one explains the significance of this research. The second chapter explains about some previous researches which are correlated to this research. The second chapter explains the characteristics of students' passiveness, causes of student' passiveness and strategies to overcome students' passiveness. The chapter three focuses on the methodology that was used by researcher to collect the data of this research. The fourth chapter shows and discusses the findings of this research after researcher distributed the questionnaire to the respondents. Finally, the fifth chapter presents conclusions and suggestions of the whole research.

Operational Definition of Variable

Based on this research entitled "Students' Passiveness in speaking English at English Education Department Universitas Muhammadiyah Yogyakarta", there is an important term to define operationally in this research: Students' Passiveness.

Students' passiveness. Students' passiveness is students' specific behavior in which they remained silent and less active in the learning process. Passive student are students who are less to speak English in their learning process. Additionally, passive student is the contrary of active student. Students become passive because of some reasons, the reasons may come from themselves, their learning environment, or the nearest people.