

## Chapter One

### Introduction

In this chapter, the research describes the background of the study. The researcher also adds the statement of the problems, delimitation of the problem, research questions, the objective of the research, the significances of the research and organization of the chapters are also explained in this part.

#### Background of the Study

English is categorized as a foreign language in Indonesia. This results in consequences that the English language is barely used daily in Indonesia and it is only used in certain events. Therefore, the people in Indonesia are not used to speaking English. A survey conducted by The English Proficiency Index in 2017 showed that “in terms of proficiency in English, Indonesia ranks 39 out of 80 countries with a final score of 52.15”. This result indicates that the English proficiency of Indonesian citizens is relatively low compared to those of other countries.

Since elementary school, students have learned English; however, English is categorized as a local learning subject which indicates that not all elementary schools provide English lesson in their curriculum. On the other hand, in higher level education such as secondary schools, English is categorized as a compulsory subject indicating that the students are required by the government to learn English. The English subject in secondary schools is considered as one of the most significant subjects. In comprehending English subjects, students should master the basic skills of English, namely listening, speaking, reading, and writing used joyful learning strategy. Therefore, there should be strategies to overcome the problems such as conducting *PAKEM* or *Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan* (literally translated as active, creative, effective, and joyful learning) as one of the teaching approaches in English classroom.

In English mastery, there are various challenges to be overcome by teachers, such as times, the quality of the learning and teaching at class, the quality of media to support students in learning, and classroom size. Songbatumis (2017) stated, “There are various challenges in teaching English, including lack of English exposure, classroom size, and shortage of English teachers”. Therefore, one of the challenges in learning English is caused by a big number of students in a classroom. In Indonesia, the class population, including the English class, consists of around 30 to 40 students. Sulistiyo (2009) explained, “English teachers must teach students in large classes, often with more than 50 students”. Class with large population will likely raise various problems; for example, the class will be crowded and there will be insufficient time for students to practice resulting in passive and silent class. Moreover, the process of transforming knowledge will also not run well.

Applying PAKEM in English teaching can increase students’ interests using various methods that aim to create enjoyable learning environments. Budiyanasyah (2009) explained that PAKEM is derived from a concept that a learning should be focused on the students and should be fun to motivate students to keep learning independently without feeling depressed or scared. Ernawati et al. (2019) concluded that PAKEM enables students to do various activities to develop skills, attitudes, and understanding with a focus on learning by doing.

Based on this explanation, the researcher is conduct a research focusing on the teacher reason in implementation of PAKEM in teaching English and the activities at Senior High School in Pematang.

### **Identification of the Problems**

The obstacle on the research site is the teacher do not know what approach they use in teaching. But after the researchers conducted interviews and observations, several teachers carried out *PAKEM* approach without knowing it. Because of these aspects. The lack of knowledge about *PAKEM* approach causes they assume that they do not use *PAKEM* in

teaching and learning process. Then, after being explained by the researchers, they realized that all time they had been using *PAKEM* approach.

### **Delimitation of the Problems**

This research will focus on the implementation of *PAKEM* approach in English teaching. Therefore, this research will focus on investigating the implementation of *PAKEM* in teaching English and the students' activeness at class. In addition, the participants will be limited for Senior High School in Pematang.

### **Research Questions**

The research will be conducted to examine the implementation of *PAKEM*. The research questions are formulated as follows:

1. What are the English secondary school teacher's reason in implementing *PAKEM* in teaching English?
2. What activities are used by the English teachers in implementing *PAKEM*?

### **Objectives of the Research**

The research objectives are formulated to find out :

1. The reason of *PAKEM* conducted by the English teachers.
2. The activities used by the English teachers in implementing *PAKEM*.

### **Significances of the Research**

There are four significances of this study. This study is expected to provide valuable contributions for the researcher, the students, the teachers, and the future researchers.

### ***The Students***

This study will discuss the teacher's reason of *PAKEM* approach in increasing students' enthusiasm in learning; therefore, students are expected to be supported in increasing their language skills with an enjoyable environment and suitable teaching media.

### ***The Teachers***

This study might help teachers to identify the use of *PAKEM* by considering its effectiveness to increase student's language skills to be taught in class later. The teachers can also create a suitable activity for their students' learning using *PAKEM*. By being aware of this research, teachers can comprehend the *PAKEM* problems that are encountered by their students and can instruct how to use *PAKEM* optimally during the teaching and learning process.

### ***The Future Researchers***

The future researchers are expected to consider this research as their reference related to their study later. Future research in the same field can take some benefits from the findings of this study in order to compare the results and establish a *PAKEM* teaching strategy that works effective for the students. Additionally, the results of this study can be used by other researchers as a theoretical overview for additional studies on the same subject and could even serve as recommendations for future studies. Therefore, by conducting this research, it also encourages other researchers to do similar research in a related field.

### **Organization of the Chapters**

This study will consist of five chapters, namely introduction; literature review; methodology; result and discussion; and conclusion. Chapter one discusses the research introduction including background of the research, statement of the problems, delimitation of the problems, research questions, objectives of the problem, significances of the research, and outline of the research. Chapter two discusses the literature review while chapter three

discusses the research methodology. Afterwards, chapter four will discuss the result and discussion. Last but not least, chapter five will present a conclusion and recommendation of the research.

