

## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

Education is the process of leading an individual from ignorance to knowledge through teaching learning process (TLP). This process is a kind of integral activity between students who learn something, and the teacher who teaches. Learning by Dimiyati and Mudjiono (1999: 7) is an action and a complex behavior of students. Furthermore, Sardiman (1994: 24) defines learning as a process interaction between human beings with their environment that may be tangible personal, facts, concepts or theories. Thus, it can be concluded that the classroom activity is any activity carried out in the process of interaction (teacher and students) in order to achieve learning objectives. Activity is meant here the emphasis is on students, because the presence of student activities in the learning process will impact the creation of active learning situation. Furthermore, as a teacher we can use learning approach to makes good activities for the students. There are two ways that can use; Teacher-centered learning and Students-centered learning.

Dupin-Bryant (2004) defines learner-centered learning teaching style as “a style of instruction that is responsive, collaborative, problem-centered, and democratic in which both students and the instructors decide how, what, and when learning occurs” (p.42). On the other hand, teacher-centered learning teaching style as “a style of instruction that is formal, controlled, and autocratic in which the instructors directs how, what, and when students learn (p.42).

However, in fact, there are many teachers in EFL classroom who lack to pay attention to their talk during the classroom interaction. Many of them more often ask the question just to check the students understanding of the lesson, but not to guide the students to express their perceptions in the learning process. Giving inappropriate feedback also happened so that makes the students fear to state their perceptions. This phenomenon often occurs in most of English classes in English foreign language countries, included Indonesia.

Actually, the student perceptions are important and needed on the classroom. The teacher can use the information or comments based on their perceptions to find for ways of improvements. As the result, the students' English capability will hopefully be increased.

### **B. Reasons for Choosing the Topic**

This research will be done based on the following reasons:

1. Realising the students' perception on classroom activities is important, because it can reinforce teachers' decision-making on how to handle classroom situations.
2. Research on students' perception on classroom activities can be used as a reflection by the teacher to evaluate their learning and teaching process.

### **C. Problem of Research**

Based on the research background mentioned before, the problem of the research can be stated by the following questions:

1. What are the English classroom activities used by the teachers?
2. Which classroom activities are good to implement based on student perceptions?

### **D. Aims of Research**

This study is aimed at:

1. Finding out the English classroom activities used by teachers.
2. Finding out which classroom activities are good for students.

### **E. Clarification of terms**

1. Perception

Perception is the way people notice things, especially with the senses. In addition, perception is an idea, a belief or an image people have as a result of how to see or understand (Hornby, 2006: 1079)

According to Schmitz (2009), perception is the process of selecting, organizing, and interpreting information. Perception constitutes the process that is used by people to manage and interpret impressions of their senses to give meaning to their environment.

People that have perception on an object can be positive or negative ways.

## 2. English Classroom

Based on Nunan & Bailey (2009: 15), a classroom is a place in which teachers and learners are gathered together for instructional purpose. It means that English classroom can be defined as the gathering, for given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the purpose of English language learning (Van Lier, 1988: 47 cited in Nunan & Bailey, 2009: 15). This definition encompasses everything tutorial session between teacher and learner in the English lesson.

## 3. English Classroom Activities

Classroom activities is the activities that have been design to support teachers to teach the students' to build their perceptions, communications and their comprehension. The more classroom activities in detail are:

### a. Teacher Centered Learning

Huba and Freed (2000) described teacher-centered learning as students passively receive information, emphasis is on acquisition of knowledge, and teachers' role to be primary

information giver and primary evaluator. There is no room for students' personal growth.

b. Student Centered Learning

Student Centered is the perspective which focuses on the learners experiences, perspective, backgrounds, talents, interests, capacities, and needs. It creates a learning environment for all learners. (McCombs & Whistler, 1997, p.9)

Wolk (2010) said that in student-centered learning, students play a significant role in designing their own curriculums. The teacher plays the role of a facilitator or guide who helps students achieve their goals.

Many studies have described aspects of teaching practice which are related to effective classroom learning and student outcomes (Brophy and Good, 1986; Wang, Haertel and Walberg, 1993).

**F. Contributions of the Research**

Because the topic of this research has important implication for teaching and learning English, thus it hopes that this research will give meaningful contribution towards the improvement of English achievement.

The contributions of this research are as follows:

1. It gives descriptions about the practices used, the considerations used to select appropriate teaching methods, and the problems faced by teachers in English classroom.
2. It can be used as a reference to evaluate relevance classroom practices from students' perspective.
3. It can be used by both teachers and students to reflect upon their learning and teaching, hence enhancing their understanding of teaching and increasing its' outcome.
4. It is expected advantageous for other researchers who have the same concern and hopefully continue the problems that found in this research by deeper study.