

# CHAPTER I

## INTRODUCTION

### A. BACKGROUND OF STUDY

Knowledge is not a thing which can be simply given by a teacher at the front of the room to students in their desk. Piaget as cited in Gray asserts that learning occurs by an active construction of meaning, rather than by passive reciepnce<sup>1</sup>. It requires that learners must be active to gain their own idea to get the knowledge. In this case, instructor must provide practicing and learning device which can stimulate learners to be active to obtain their ideas of learning with their own way.

Those statements deal with belief that a main principle in children educational psychology is that teacher does not only give knowledge to the students but also students must build the knowledge by themselves in their mind. Such principle is well-known as constructivism. Constructivism is a theory of learning which posits that students learn by actively constructing their own knowledge<sup>2</sup>. It explains that students find, check and transform new information with its rules and revise unnecessary thought. Twomey Fosnot defines constructivism by reference to four principles: (1) learning, in an important way,

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<sup>1</sup> Gray, Audrey (2007), *The Road to Knowledge is Always under Construction': A Life History Journey to Constructivist Teaching*. SSCA research centre. University of Saskatchewan.

<sup>2</sup> Gray, Audrey (2007)

depends on what we already know, (2) New ideas occur as we adapt and change our old ideas, (3) Learning involves inventing ideas rather than mechanically accumulating facts, (4) Meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas<sup>3</sup>. Therefore, Students in order to understand and acquire knowledge, they must work in problem solving, inquiry-based learning, drawing conclusion and conveying their knowledge in collaborative learning environment so that students can formulate and test their ideas. In this case, the teacher can provide amenity by giving student an opportunity to find and apply their own idea, and the teacher teaches them to be aware and instructs them to use their own strategy for learning.

Nowadays, it has been so common to see the word “constructivism” in several published or unpublished research papers (It appears in 28 files archived at US Department education’s World Wide Web site. Also, the keyword constructivism summoned 240 journal articles at Eric Gopher site)<sup>4</sup>. It is the most recent principle having been applied in teaching English. It can be seen in the curriculum frameworks based on the nationality standard and English syllabuses. However, the implementation in the class is different. The teachers play a major role in the classroom. They adopt teacher-centered learning proces and traditionally force students’ understanding through explanation. Furthermore, the

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<sup>3</sup> Twomey Fosnot, C. (1989). *Enquiring teachers, enquiring learners: A constructivist approach for teaching*. New York: Teachers College Press. Page: 79

<sup>4</sup> Yildiz, Erol. 2006, *the implementation of constructivism in language teaching for Turkish learners*. (unpublished/magister thesis of selcuk university, Turkey ) page:30

teacher does not create situation in which learning process occurs. In addition, constructivism learning needs situation in which learning will occur. It can be done by taking students to the context of real life and giving them appropriate learning material.

From the constructivism view points, Learning material takes a special place in the constructivist language classroom as a powerful tool for children's to learn by doing. It can be in the form of picture, video, digital audio, handout, role card, etc. the main purpose of all these materials is to create a clear situation or context that present the main point of the new linguistic knowledge and that make it possible for learner to induce the use and meaning of the new language item<sup>5</sup>. Those materials can be assembled and developed in the form of student worksheet. Student worksheet can be used to practice the newly constructed knowledge. Also, it provides simulation which can be used as interactive language practice and create virtual world where the learners practice and get new information.

Nowadays, student worksheet plays a minor role. It can be seen from preliminary observation at SMP Praja Mukti Surabaya, during PPL program that the researcher had, that the use of student worksheet is only as an assessment tool rather than its functions as learning practice which is to activate student to learn and to assist them to find and build learning concept based on observation and

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<sup>5</sup> Yildiz, Erol. 2006. Page 70

data description which are gained from the activity<sup>6</sup>. This mal-function influences students' perception. It makes students afraid to practice with the student worksheet. It shows that most of students rely the use of student worksheet on the teacher. They can not practice their independent learning through student worksheet. Student worksheet should be useful as an alternative learning material in addition to text books that are sometimes difficult to obtain.

Therefore, this paper focuses on utilizing student worksheet to reinforce students' learning using constructivism theory. Student worksheet will be developed to support the process of constructivism learning. Through student worksheet, students will be brought to learning situation in which they encounter something new and relate it with the previous knowledge and get new information by themselves. Development of student worksheet is aimed to facilitate students of having direct learning experience and to assist students formulating the concept relating to the real life. Therefore, it can improve student understanding to the lesson that has been taught. The successful learning will be acquired if it is supported by factors which support the success.

This research will be conducted for the second grade of junior high school students. The second grade of junior high school corresponds to Threshold basic 1 level. They need to develop a high level of competence and knowledge in a variety of subjects in order to prepare themselves for a rapidly changing

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<sup>6</sup> Departemen Pendidikan Nasional. 2008. *Pedoman pengembangan bahan ajar*. Departemen Pendidikan Nasional, Direktorat jendral Pendidikan Dasar dan Menengah, jakarta.. Page 13

environment and the increasing demands of our modern technological society. The design and development of the material are based on the specifications of the Curriculum Framework for the Teaching of English in Junior High School.

The research will be developed and held in SMP Praja Mukti Surabaya. It chooses the second grade as the subject study. The second grade of junior high school students must have communicative competency, competency to understand and create a variety of texts and supporting competency, namely linguistic competence (the use of grammar and vocabulary, sound, writing), sociocultural competence (using expression and speech act which is acceptable in many contexts of communication), strategic competence (overcome the problems that arise in the process of communication)<sup>7</sup>. SMP Praja Mukti Surabaya is the national standart school. The students are motivated to compete and they are more willing to try new things, and challenged the teachers to develop methods and models of learning.

According to the statements mentioned above, the researcher do research under the title: “*UTILIZING STUDENT WORKSHEET FOR CONSTRUCTIVISM LEARNING IN TEACHING ENGLISH AT SMP PRAJA MUKTI SURABAYA*”.

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<sup>7</sup> Badan standard nasional pendidikan, (2006) *standart isi untuk satuan pendidikan dasar dan menengah*, Jakarta, page: 124

## **B. STATEMENT OF THE PROBLEM**

Based on the background of the study, there are problems of study which can be formulated as follow:

1. Does the utilizing student worksheet for constructivism learning in teaching English at SMP Praja Mukti Surabaya affect success in English teaching?
2. What are students' responses toward the utilizing student worksheet for constructivism learning in teaching English at SMP Praja Mukti Surabaya?

## **C. OBJECTIVE OF THE STUDY**

In general, this study is organized in development research which aims to develop English teaching material in the form of student worksheet which can be used by students in the classroom or as an instrument of independent learning outside of the class. Particularly, it has the objectives related to the formulation of the problems which carry out.

They can be stated as follows:

1. To find out whether the utilizing student worksheet for constructivism learning in teaching English at SMP Praja Mukti Surabaya affect success in English teaching.
2. To analyze students' response toward the utilizing student worksheet for constructivism learning in teaching English.

#### **D. SIGNIFICANT OF THE STUDY**

The study is expected to be significance for:

1. The availability of reliable student worksheet for constructivism learning which fulfills valid, practical, effective criterion based on the specifications of the Curriculum Framework.
2. For students, it assists students in obtaining alternative teaching materials in addition to text books that are sometimes difficult to obtain.
3. For the teacher, it can be used as an alternative instrument to enrich English inventory.
4. Other researchers, it can be used as references or input material for other researchers who do experimental research, especially in implementation of constructivism learning.

#### **E. LIMITATION OF STUDY**

This study is majored on preparing student worksheet for constructivism learning and applies it in teaching procces to see the effectiveness of the implementation. The student worksheet will be prepared based on the education unit level curriculum as the required base of the specifications of the Curriculum. Some consideration and limitation for this study include:

1. Students

The development is directed toward the second semester of second grade students of junior high school academic years 2012-2013.

## 2. Subject Matter

It is generally suitable to prepare student worksheet for constructivism learning to any lesson. However, in this research, the implementation of the solution we will build upon the teaching of one unit which takes place in the annual plan and the recent student workbook “English Framework 8B” of the 8<sup>th</sup> classes. The unit includes:

**Table 1.1**  
Description of Subject Matter

Unit	Title	Lesson	Function	Structure
3	Recount	Phone message	Opening, extending and closing phone call	Can I speak to .....? Hello, this is Linda speaking... Etc
		Past continuous	Telling past events	S + was/were + V-ing
		Recount text	Telling past experience in chronological order	Title Orientation Events Re-orientation

## F. DEFINITION OF KEY TERMS

The definitions are intended to avoid the ambiguity in understanding some terms used in this study. These are the following definitions:

### 1. Utilizing

Utilizing is use something especially for a practical purpose<sup>8</sup>. It is derived from the word utility which can be inferred implementing something with tool. Tool used in this research is the student worksheet

<sup>8</sup> Oxford learner's pocket dictionary, 2000, oxford university press; New York



## 2. Student worksheet

Student worksheet is papers containing tasks for students. This paper includes some instruction and guidance to finish some assignment<sup>9</sup>.

## 3. Effectiveness

Effectiveness is supporting the goal or to know the achievement of student. In this case is the effectiveness refers to the improvement of students' achievement.

## 4. Student worksheet preparation

It is preparation process which aims to make student worksheet which is based on constructivism theory as explained above.

## 5. Constructivism

Constructivism is a view of learning based on the belief that knowledge is not a thing that can be simply given by the teacher at the front of the room to students in their desks. Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge.<sup>10</sup>

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<sup>9</sup> Departemen Pendidikan Nasional. 2008. *Pedoman pengembangan bahan ajar*. Departemen Pendidikan Nasional, Direktorat jendral Pendidikan Dasar dan Menengah, jakarta. Page 8

<sup>10</sup> Gray, Audrey (2007), *The Road to Knowledge is Always under Construction': A Life History Journey to Constructivist Teaching*. SSCA research centre. University of Saskatchewan.

## **G. RESEARCH REPORT WRITING ORGANIZATION**

Chapter I is introduction. It overwhelms the background of the study of this research, Problem of study, objective and scope of the study, scope and limitation, definition of key term and research report writing organization.

Chapter II is review of related literature. It reviews the understanding theory related to the study including: language teaching, psychology and language teaching, learning theories, constructivism, the application of constructivism learning in English language classroom, role of teacher and student in constructivism learning, assessment in constructivism classroom, learning device, student worksheet, requirements of developing student worksheet, stages for developing student worksheet, worksheet credibility aspect and the previous studies.

Chapter III is methodology. This part focuses on a description of the research design, hypothesis, research variable, population and sample, research procedure, data collection technique, research instrument, and data analysis.

Chapter IV is research finding and discussion. It discusses and analyses the data and finding obtained from the research.

Chapter V is conclusion and suggestion. This is the most important part in which it concludes the research done and gives the suggestion to the reader.