

CHAPTER I

INTRODUCTION

1.1 Background

Teaching and Learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between student's ratings of the "amount learned" in the course and their overall rating of the teaching and the teacher and the course. Those who learned more gave their teacher higher ratings (Franklin, 2001). This same criterion was also put forth by Thomas Angelo, when he said; "teaching in the absence of learning is just talking teacher effectiveness is again about student learning.

Teaching is crammed full of well researched ways the teachers can present content and skills that will enhance the opportunities for student to learn. It is equally filled with suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills and /or content that is being taught. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just "a method" or simply the method with which the teacher was most comfortable.

"Research indicates that students are most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on the matters are not direct measures of instructors or course effectiveness, they are legitimate indicators of student satisfaction, and there

is substantial research linking student satisfaction to effective teaching (Franklin, 2001).

Learning methods greatly determine the success of students in studying. Method as a way or path that must be passed to achieve a certain purpose. Mastery of the substance is not enough, if the method that used incorrectly. This is one of the things that cannot be done left by educators is how to understand the position of method as one of the components that take part in success learning activities. Teachers as educator are expected to be able to manage the entire process of teaching and learning activities effectively. Therefore teacher must have sufficient knowledge of the principles of learning as a basis in designing teaching and learning activities, one of which is about choosing the right method in the learning process.

In the learning process, the teacher must have a strategy, so that student can learn effectively, hitting the expected goals. One of the steps to have that strategy is to master the presentation techniques, or usually called teaching methods. According to (Slameto, 2010:65) teaching method is a way or path that must be passed in teaching. Teaching methods are used motivate students to able to use their knowledge to solve a problem faced or answer a question that aims to enable students to think and express their own opinion in the face of everything problem. The used of the method is very influential on growth and the development of creativity and interest in student learning in all eyes lessons that will be taught, especially in English.

According to Sudjana (2001:10) that the group learning method defined as a systematic and planned procedure for organize learning activities within and through in groups order to achieve the learning objectives that have been set. By

working method the group learning process carried out will open up great opportunities for students to interact or share in sharing knowledge and experience with others student. Based on the author has experience while studying at **SMP Bina Karya Tuapakas**, and also sees youngers siblings who attend several junior high schools who still use the usual teaching methods only focus on work assignments and students are told to take notes so that there are several methods that the teacher does not use in the process. Teaching so makes student bored in participating in learning.

Based on the description above, the researcher wants to do research by Title **“The Various Teaching methods applied by English teachers at SMP Bina Karya Tuapakas and SMP Satap Bitan”**.

1.2 Research Problem

Based on the background of the study, the writer stated the research problem as follow:

1. What are the various Teaching Methods applied by English teachers at SMP Bina Karya Tuapakas and SMP Satap Bitan?
2. To there any differences or similarities of methods applied ?

1.3 Aim of Study

According to the problem above, the writer stated the aims as follows:
To find out Various Teaching methods applied by English teachers at SMP Bina Karya Tuapakas and SMP Satap Bitan.

1.4 Significance of Study

1.4.1 Implication

The result of the study will support the theory by (Sugihartono 2013:81-84) mention various teaching methods: Lecture Method, Exercise Method, Question and Answer Method, Field Method, Role Playing Method, Discussion Method, Recitation Method, Experimental Method, and Project Method.

1.4.2 Application

1. For Teacher

This research provides theories, example and data related to learning method used to solve problem in the teaching and learning

2. For research

This research can provide guidelines for the next research to develop the use of learning method when the learning process.