

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation, and the definition of key terms.

A. Background of the Study

English is an international language that has become the most popular language in the world. It is used almost in all aspects of international life; such as in trade, business, art, sciences, diplomacy, education, travel, technology, culture, and many others. These reasons explain why English is a compulsory subject in all levels at school in many countries. Consequently, Indonesian people have to learn English because of the role that it plays in the international communication.

English is considered as the first foreign language In Indonesia, and it is taught formally from elementary school up to the university level. There are four skills in English. They are listening, speaking, reading, and writing. Each of skills is compulsory to learn by the students. Therefore, the English teachers should have rich methods of teaching to support and get the target of teaching learning process.

Method is the practical realization of an approach. The originators of a method have arrived discuss about activities, roles of teachers and learners, the kinds of material which will be held, and some models of syllabus organization

Method is a part of the important learning component, beside purpose, teacher, students, media, circle, and evaluation. It is difficult to get the teaching and learning target if the teacher does not use a good suitable method in their teaching.¹

Teachers can use so many methods in their teaching to improve the students' understanding of English lesson. One of the methods is joyful learning strategy. Joyful learning is a learning system that seeks to generate interest, the full involvement, and the creation of meaning, understanding, and values happy on students.

Joyful learning is the approach used by the teacher; in this case, the teacher makes the students more receptive to the material that presented with the pleasant atmosphere, without tension in creating a fun sense. The Creation of pleasure that related to the condition of spirit is not to create a noise atmosphere in the learning process, but the excitement here means to arise students' interest, there is the full engagement and the creation of meaning, understanding (mastery over the material that was studied), and the value of a happy student.

¹Thoifuri, Menjadi Guru Inisiator, (semarang : RaSAIL Media Group, 2008), 55.

The researcher would like to know how the joyful learning strategy applied in teaching, and here the researcher takes the research in MTs An-Nahar. In the last Two years, the English teachers in MTs An-Nahar have been using a joyful learning in the classroom activity; this school makes learning variations to increase their students' ability, spirit, and interest. Some reasons why the schools using joyful learning strategy in the learning process are many students said that their teachers are funny and fun at the classroom, beside that their teacher can control their emotion when learning in the class and the teachers can make variety of teaching strategy.

In this research, the researcher writes how the efforts of implementing joyful learning in English teaching process at Mts An-nahar Pogar-Tunglur. The researcher chooses joyful learning in English proses at junior high school, because, it is one of the important lessons that tested in the final exam.

Based on the reasons above, the researcher is interested in presenting the title *"The effort of Implementing Joyful Learning in English Teaching Process at MTs An-Nahar Pogar- Tunglur- Badas Kabupaten Kediri"*

B. Research Questions

Based on the background, the problem is formulated in the following sentence:

1. How is the implementation of joyful learning in the English teaching and learning process in MTs An-Nahar Kabupaten Kediri?

2. What is the supporting factors and inhibiting factors in the implementation of joyful learning in English teaching and learning process at MTs An-Nahar Kabupaten Kediri?

C. Objective of the Study

The objective of the study is to know about the implementation of joyful learning in English teaching process at MTs An-Nahar Kabupaten Kediri and the supporting and inhibiting factors of joyful learning in the teaching process in to the students at MTs An-Nahar Kabupaten Kediri.

D. Significance of the Study

By conducting this research, the researcher expected that this research is useful:

1. For students
 - a. To make them more interested in learning.
 - b. To improve their motivation in learning English lesson.
2. For the teachers
 - a. To know the implementation of joyful learning in English teachings process at MTs An-Nahar Kabupaten Kediri.
 - b. To know the supporting factors and inhibiting factors of joyful learning in English teaching process to the students in MTs An-Nahar Kabupaten Kediri.

3. For the researcher

- a. The researcher knows how the English teaching process in Mts An-Nahar Kabupaten Kediri.
- b. The researcher knows inhibiting factors and supporting factors in teaching learning proses
- c. The researcher gets the experience of the implementation in English lesson especially to the students in MTs An-Nahar Kabupaten Kediri.

E. Scope and Limitation

In this research, the researcher describes the implementation of joyful learning in English teaching process in MTs An-Nahar Kabupaten Kediri. The analysis is focus on the teaching learning process, learning method, supporting factors and inhibiting factors in the implementation of joyful learning in English teaching process at junior high school students' grade. To get data, the researcher uses questioner, observation, and interview.

The limitation dealing with the class observation is important to reveal. The subject of the study is the students and the English teacher in MTs An-Nahar Pogar Tunglur Badas Kabupaten Kediri in academic year 2013-2014.

F. The Definition of the Key Terms

In this section, the researcher will explain clearly. The meaning of the key terms which written in the title of this research:

Joyful learning: Joyful learning is one of strategies to make enjoyable situation in the class, it means that the teacher must have art of teaching which use learning media or we can change interaction pattern, it means that how to make a satisfactory learning.²

² John Best, *Research in Education*, (USA: Prentice, 1981), 154