

## **CHAPTER I**

### **INTRODUCTION**

This chapter describes an introduction consists of the background of study, the problem of study, objective of the study, objective of the study, benefit of the study, scope and limitation, definiton of key terms, and previous study.

#### **A. Background Of Study**

In the era of developing learning systems in the classroom, efforts to renew learning methods and adaptation to the development of learning methods are very important to do. Educators are required to continue to adapt learning methods in order to improve the quality and results of learning and are relevant to the needs of students in receiving knowledge. In accordance with the opinion of Selwi zalwi (2010) In preparing educational plans there are many factors that must be considered so that student learning outcomes can be achieved in accordance with predetermined provisions. The components that must be considered include: (1) objectives, (2) materials, (3) methods, (4) learning equipment, (5) evaluation. Of the five components above, it can be said that teaching methods will affect student learning outcomes. In the educational process, the method has a very significant position to achieve learning objectives. In addition, the teaching method is one tool that has an important role in the success of education. By using the learning method, the factors for preparing educational plans will be greatly assisted because the method provides an easy way for teachers to apply learning in class. In addition, art in educating also includes expertise in conveying education or teaching, and is a

means of achieving goals supported by teaching aids which are a unanimity in the education system.

The role of students is also a factor in the success or failure of learning activities. As stated by Intan Cahyaning Aprilia (2018) that the determining factors for the success of the teaching and learning process are students as actors in learning activities. Without awareness, willingness and involvement of students, the teaching and learning process will not be successful. Thus in the teaching and learning process, students are required to have an independent attitude, meaning that students need to have awareness, willingness and motivation from within the students and not solely because of coercion or pressure from the teacher or other parties. The existence of an independent attitude in students, then the learning objectives will be successfully achieved as expected. But the success of the learning process cannot be separated from the role of a teacher.

Learning methods will be adjusted in every development of the era. Following the flow of technological and scientific developments. So that renewal in the learning sector in the classroom will be something that educators and students will face. As the opinion of Ajeng Nuzulia (2017) One of the renewal efforts in the field of education is updating methods or increasing the relevance of learning methods. Learning methods are said to be relevant if they are able to lead students to achieve educational goals in general. So that the methods in learning do not become boring and uninteresting for students who need them. Adaptation is important to make relevant learning methods

developed in every changing era play an important role in making educators continue to innovate in imparting knowledge to students.

Mulyasa (2011: 107) states that "Using the right method will also determine the effectiveness and efficiency of learning. The effectiveness of learning efficiency can be seen from the running of the educational process in the classroom. If the learning process in class feels interesting to students and feels easy for educators, it means that the method provided is appropriate and appropriate for the needs of students in learning and the needs of teachers in giving lessons. Learning needs to be done by providing innovation that is centered on students' ability to master the material, and places more emphasis on student interaction. The use of various methods will greatly assist students in achieving learning objectives. Apart from not only learning methods that must be prepared by educators, learning methods have a very important function for learning outcomes that must be mastered by educators. So that students can master the material easily, while teachers can provide material clearly.

The learning method is also one of the main keys in achieving three aspects of learning such as cognitive aspects, namely all student activities that make students able to connect or consider an event in learning, affective aspect which means all activities related to mental attitudes, feelings, and awareness. students, and psychomotor aspects, namely all student activities related to movement behavior, physical coordination and student skills. Zakiyah Drajat (2004) argues that to achieve the three aspects of learning (cognitive, affective,

and psychomotor), there are many methods that teachers can use in the learning process. One method that is often used is the assignment method. The assignment method or giving assignments is a way in the teaching and learning process when the teacher gives a certain task and students do it, then the task is accountable to the teacher.

Nana Sudjana (2009) argues that in this method the teacher gives a set of tasks that must be done by students, both individually and in groups. The teacher can give written and unwritten assignments. Assignments can be anything related to the maturation of students in mastering a material, depending on the objectives to be achieved, such as research assignments, assignments to prepare reports (oral/written), motor tasks, laboratory assignments and others. The assignment method is an alternative learning so that students do not only learn in class, but can also study outside the classroom or outside of school.

A.M. Sardiman. (2005) also argues that the selection of learning methods carried out must refer to the characteristics of the material and also the characteristics of the students who carry out the learning process. In addition, the selection of learning methods sought is a method that can arouse students' interest and motivation to carry out learning activities. One method that can be applied is the assignment method. Giving assignments is a good motivational tool. By giving assignments to students, students will have the desire and demand to carry out learning activities, namely the need to complete the tasks given. The process of giving assignments to students must be carried

out in a planned manner, namely the format of the assignments given must be designed and arranged systematically with the specified achievement goals must be clear.

Adiatman (2011), revealed that giving assignments carried out by the teacher aims to see the extent to which students' comprehension after learning is given, as well as a reference for assessing students' abilities to the material that has been taught in class. Added by Iqbal (2015), giving assignments is a method of presenting material with the aim of students doing learning activities and can be done anywhere as long as it can be done. Also giving this assignment is an alternative to further refine the delivery of specific learning objectives. This is due to the dense subject matter that must be conveyed while learning time is very limited in class. With so many educational activities in schools in an effort to improve the quality and frequency of lesson content, it is very time-consuming for students to carry out these teaching and learning activities. It seems that giving assignments to students to complete at home, in the laboratory or in the library is suitable in this case, because with this assignment it will stimulate students to do exercises or repeat subject matter that has just been obtained at school or at the same time try the knowledge they already have, as well as get used to students fill their free time outside of class hours. By itself has tried to deepen the understanding of the subject matter. The author chose the research object at Al Huda Vocational School kediri, because it was indicated that there had been a significant decrease in the provision of learning material assignments since the pandemic. So it is possible that

problems arise in how teachers maintain the management of assignments to students, especially in English lessons in class.

From all the descriptions above It can be considered that the method of giving assignments is not the same as homework (PR). Homework is a structured task given by the teacher to students to work on at home with a specified time, whereas assignments do not have to be done at home, but can be done in the laboratory, library, school or other places related to the subject matter provided (Rofiqah et al., 2017). So it can be concluded that the method of giving assignments is a way of learning interaction between teachers and students in the form of presenting learning material in the form of certain assignments for students to complete as a form of learning activity, and then reporting as a result of the task without being tied to place.

## **B. Statement of the Research Problem**

Based on the background of the study, the statement of research problems are:

1. How do the teachers of Al Huda Vocational School Kediri prepare assignment method?
2. How do the teachers of Al Huda Vocational School Kediri select the types of assignment method?
3. How do the teachers of Al Huda Vocational School Kediri evaluate the result of assignment method?

### **C. Objective of the Study**

Based on statement of the research problem, the main objectives of this study are:

1. To be able to find answer how do the teachers of A Huda Vocational School Kediri prepare assignment method
2. To be able to find answer how do the teachers of Al Huda Vocational School Kediri select the types of assignment method
3. To be able to find answer how do the teachers of Al Huda Vocational School KediriI evaluate the result of assignment menthod

### **D. Benefit of the Study**

1. Theoretical Benefits

Theoretically, The results of this study are expected to improve the world of education and become a valuable reference source, especially in terms of the capacity of teachers to utilize good strategies in giving English assignments in class.

2. Practical Benefits

The results of the study will be used to inform senior high school teachers about the significance of using assignment method in the learning process so that teachers may improve their professionalism and help students learn more effectively.

### 2.1 For the Teacher

The results of the research will be used to inform teachers about the importance of using assignment method in the learning process so that teachers can improve their professionalism and help students learn more effectively.

### 2.2 For the Student

The results of this study are expected to be useful for students to increase participation and activity in the classroom so as to improve the quality and student learning outcomes.

### 2.3 For the School

The results of this study are expected to be useful for students to increase participation and learning activities after interaction in the classroom so as to improve the quality and student learning outcomes.

### 2.4 For the Researcher

The results of this study can help researchers gain a better understanding of how to improve their quality as undergraduate education candidates and gain practical learning experiences with method for assigning assignments to students after class interactions.



## **E. Scope and Limitation**

To avoid general discussion, the scope should be limited so that the research can be oriented and easy to understand. The scope of this research is to analyze the strategy of giving assignments to students after class interaction, the English teacher at Al Huda Vocational School Kediri is the subject of this research.

## **F. Definition of Key terms**

The researcher demonstrates the definition of some key terms with relation to the title of this study in order to avoid confusion and make the reader understand what the researcher writes.

### **1. Assignment Method**

Assignment method is a strategy given to students by providing assignments/directive questions that must be completed by students. The assignment given is a task regarding the material that will be discussed at the next meeting.

### **2. English for Language Classes**

English for language classes is

Classroom interaction is a reciprocal and meaningful interaction that takes place in the classroom between the teacher and the students. Students improve their language skills through interaction.