CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, objective of the study, hypothesis, significance of the study, scope and limitation of the study, and definition of key terms. The reseacher discusssed in the following explanation as the introduction of the thesis.

A. Background of the study

The education is one of the important things in human that cannot be left. As a process, there are two different assumptions about an education in human live.[1] First, an education means a process that happened intuitively or happened naturally. In this case, an education is not a process that be organized regulerly, planned, and uses methodes that be learned and based on the rules has been agreed by a community.

The second, an education means the process and action which is aimed to the certain purpose, programmed and based on the role. It is indication that people realize how important to make the education trained and organize the human as their aspiration.

Everybody have much dreams in their life. It makes the competitions so much to get everything what they want. It is not easy, we have to know how to survive, know about theory of compete and will be a winner. Here, the

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[1] Fatchul Mu'in, *Pendidikan Karakter* (Yogyakarta: Ar-ruzz Media, 2011), 287.

education has a role. According to Herbert Spencer, the education is the human preparation in order to make their life as a perfect life.[2]

Terminologically based on an Indonesian dictionary, education means a process to change our attitude and behaviour in effort of maturation educationally and training.[3] Moreover, just as in Indonesian Law No. 20 year 2003 about national education system, pasal 1 ayat 1, said :

> *"Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara."*[4]

Now, the reader has known that general purpose of the education is trained people in order to knowledgeable, smart, and have a conception and skill to face many problem in this life. The process of education be related to activities which is consists of a process and purpose, such as empowerment, enlightment, conscientization, giving motivations and inspirations and changing attitude.[5]

But, the reader knows that the process and output of the education is not appropiate with our aspiration. For example, the education just produced

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[2] Haryanto Al-Fandi, *Desain Pembelajaran Yang Demokratis dan Humanis*, (Yogyakarta : Ar-Ruz Media, 2011), 97.

[3] W.J.S. Poerwadarminta, "Kamus Bahasa indonesia", dalam *Desain Pembelajaran Yang Demokratis dan Humanis*, ed. Nur Hidayah (Yogyakarta : Ar-Ruz Media, 2011), 98.

[4] Depdiknas, "Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional", dalam *Desain Pembelajaran Yang Demokratis dan Humanis*, ed. Nur Hidayah (Yogyakarta : Ar-Ruz Media, 2011), 98.

[5] Fatchul Mu'in, *Pendidikan Karakter* (Yogyakarta: Ar-ruzz Media,2011), 290.

people who loss potential theirself, people who deprave the others and people who make a system which do not humanize the others.

How important the education for us. So, the reader should give a good education for our children in order to they can accept well and apply their knowledge in their life. The teacher can make up the learning process if he knew the teaching strategies well.

In order to make the learning process done effectively, a teacher should know the real learning process itself and teaching strategies. The comprehension of teaching based on teacher's perception itself. If the thinks that learning means getting knowledge, so teaching means giving of informations. If he thinks that learning is the effort to get skills, so teaching means training of skills. If he thinks that learning means the activities to process informations, so teaching means the effort to optimize of learning process.[6]

Alexander Sutherland Neill one of pedagogist that has good teaching strategies. Neill lectured widely and published twenty-one novels in his lifetime as well as working as headmaster of his beloved *Summerhill*. His school became famous around the world for its pioneering of freedom and self-government for children and Neill became well known for his radical psychologists such as Freud, Stekel, Reich and Homer Lane.[7]

Because of that matters, the reseacher interesting to organize the research about Neill's teaching strategies. The researcher has read some novel

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[6] Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa* (Bandung: PT Remaja Rosdakarya,2009), 6.
[7] Alexander Sutherland Neill, *Summerhill School* (New York: S.T Martin's Griffin, 1992), ix.

of education, the researcher thinks Neill's novel is very intersting. This novel has sold over four million copies. Because Neill tells us about his experience as long as he studied until he was a headmaster of *Summerhill*. Neill has a good vision for children. According to Neill, the education at the other school in his era is not appropriate for children. It cause, so many children want to study in *Summerhill* but Neill just accept approximately one hundred.

Neill thinks children that study in school will be a good personality, not worse. A matter of fact, there are many problems about in school such as naughtiness, students, teachers, curriculum etc. And it is not cause of children but their teacher. Just because of teachers, people can see a worse or a good education in a school.

Because some statement above, the researcher wants to discuss about teaching strategies that different the others. In this teaching strategies all elements in education based on what have to do. And it gives good effects for the students. In this part, the reseacher take a tittle "The influence of teaching strategies on students' characteristic change in Alexander Sutherland Neill's novel *Summerhill School*"

B. Statement of the Problem

Based on the background of the problem, the researcher formulates the statement of the problems as follow:

1. What are the students' characteristic before Alexander Sutherland Neill implemented his teaching strategies?

2. What are teaching strategies of Alexander Sutherland Neill in *Summerhill School* novel?

3. What are the impacts of teaching strategies of Alexander Sutherland Neill on his students' character in *Summerhill School* novel?

C. Statement of Objective

Based on the statement of the problem, the statement of this study as follow:

1. To describe the students' characteristic before Alexander Sutherland Neill implemented his teaching strategies.

2. To describe teaching strategies of Alexander Sutherland Neill in *Summerhill School* novel.

3. To describe the impacts of teaching strategies of Alexander Sutherland Neill on his students' character in *Summerhill School* novel.

D. Significance of Study

The researcher has a great expectation that this thesis will make little contribution to the readers and the researcher also expects that the result will also be useful for herself to be applied in her learning process. The researcher expects that this study can be useful for next research.

The significance of the study gives valuable contribution in the field of psychological education. Especially, this study is useful for the teachers to be able to solve the problem of their student's character. This study is also

needed to give more information about the teaching strategies Alexander Sutherland Neill in *Summerhill School* novel.

E. Scope and Limitation

The scope is this research in this novel is literature. A literature consist of some categories, in this thesis, the researcher studies to analyze the novel one of the literature. Because the literature is too wide analyses, the reseacher has scope in this research. It is background of Alexander Sutherland Neill that make he has a principle is different than the others.

The researcher wants to make this research more effective, she makes limitation in this research. It makes effective to understand the essential of research by the reader. The reseacher focuses on analyze Alexander Sutherland Neill's teaching strategies. And especially for the impact of teaching strategies for students' in Summerhill.

F. Definition of Key Terms

Definition of key terms in this study will clarity the intended meaning employed in this analysis. There are :

1. Teaching Strategy

Strategy is the art and science of directing and controlling the movements and activities of the army. If strategy is good, we can get victory over our enemies. In teaching this term is meant those procedures and methods by which objectives of teaching are realized in the class.

Stone and Morris have defined teaching strategy in the following words, teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies.[8]

2. Summerhill

Alexander Sutherland Neill founding an international school in Dresden Jerman in 1921. Untill 1923 he stayed in Dresden. Because there is a politic disorder Neill carried the school to Tirol Austria. But its government and Austrian did not accept Summerhill. He just stayed seven months. Then he moved to England in 1924. He founding Summerhill in Leiston in Suffolk.

Summerhill is a democratic, self-governing school in which the adults and children have equal status. The daily life of the school is governed by the school Meetings, usually held twice a week in which everybody has an equal vote. The school's philosophy is to allow freedom for the individual - each child being able take their own path in life, and following their own interests to develop into the person that they personally feel that they are meant to be. In Summerhill there is not class, there are only some rooms of students' activities. If the students want to learn lessons, they have to meet the teacher in teacher's room.

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[8] S. Tazi and K. Zreik, "What is Teaching?", *ICHSL.6*, 2008, 49.