

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

As an international language, English has been learning by all nations, especially Indonesia. Some try to develop English by using several ways, stage is usually the most likely to learn the English language is easier when in school, with instruction and guidance from teachers can make it easier to understand the English language with easy. The study of English occupies an important role in our educational curriculum since English is an instrument to communicate in oral and written. And the use of English had been practiced from the learner beginner (play group) the teacher gives little by little vocabulary about English language and will be continued in next grade.

The importance of teaching English is the process in the classroom because the teacher will know the potential of the student. Classroom is the place where teachers can build learner training into regular classroom practice in order to develop learner independence in their . Independence learning is also known by a number of other terms: learner autonomy, independent learning, lifelong learning, learning to learn, thinking skills (Sinclair, 2001). All these terms refer to a concept where learners are involved in their own learning process. By being involved in this process, they start to make meaningful connections with the world outside the classroom. Independent learning strategies build student skills in becoming self-directed, motivated and independent learners.

They provide opportunities for to make decisions about their learning and to investigate topics of interest in more depth and generate new thinking or make discoveries about a new topic. In order to be effective independent learners, must also master time-

management and self-monitoring strategies. The process of independent learning enhances ' motivation and learning because they are active participants in controlling their learning.

One accepted understanding of independent learning is that it ranges across a continuum. At one end, there are dependent learners who have had little opportunity to develop independent learning skills, and at the other end of the continuum, there are learners who are self-directed, self-motivated and capable of learning without a teacher.

One definition of independent learning or 'autonomy' in learning is "...the ability to take charge of one's learning" its mean that the independent learning is responsibility to with theyr learning or subject . H. Holec, 1981 Independent learning is usually developed throughout a learner's time at school or college to give learners more responsibility for work or learning. It helps learners to make informed choices and to take responsibility for deciding what they need to do in order to learn. To do this and to be motivated to learn independently, learners need to feel confident about taking and acting upon decisions, appreciate the value of reflecting on learning, decide whether learning has been effective or whether they need to try another approach.

Independent learning is at present significant topics in educational research. The bulk of this research deals with independent learning in junior. The focus of this research is the interpretation of independent learning by 13- to 15-year-old student because Independent learning is focus on learning and not teaching it means that learners make decisions about their learning rather than relying on their teachers to do it for them. Independent learning is not only about 'isolated' or about 'unaided' learning, or operating without the help of teachers. It is as much about sharing ideas and problems and working together to resolve those problems. Talking things through and explaining ideas to each other can help learners to clarify issues and understand concepts more fully.

A group working together as by an individual can just as easily demonstrate the characteristics of independent learning. People often assume that independent learning means that a student needs to work alone. Working alone does not automatically develop independent learning skills in , equally importantly, independent learning can also take place in the classroom. (Broady & Kenning, 1996). Self-learning is an active learning that is driven by the intention or motive to master something of a problem, and built with sufficient knowledge or competencies that have been owned. Determination of competence as learning objectives, and the path to the timing of learning, a place to learn, time to learn, how to learn, learning resources, and evaluation of learning outcomes, conducted by the learners themselves. A drive for independent learning within and beyond the classroom certainly means a change in role from the teacher. With more emphasis on learners taking responsibility for their learning the teachers' role becomes one of leader rather than controller of learning.

The researcher though and choose junior high school are the subject because the in there was relative busy with their age is mean that the emotional control of the student at this level is dominated by feel to know new something especially in lesson and in this case student and teacher was influence each other. There are key elements of independent learning may comprise factors which are internal and external to learners. The external elements are the development of a strong relationship between teachers and students and the establishment of an 'enabling environment'. The internal elements are the skills that individual students have to acquire. The skills that students need for independent learning are cognitive skills, metacognitive skills and affective skills. Cognitive skills include memory, attention and problem solving. Metacognitive skills are skills associated with an understanding of how learning occurs, while affective skills are skills that are related to feelings and emotions.

The strong relationship between teachers and trust and a mutual responsibility for learning, which is based on teachers providing explicit messages about learning, teachers being attentive and responsive to students' interests and needs, and schools developing a greater consistency in their approach to learning. To understand the relationship between teachers and students it seems important to consider students' experiences in their family and local community since this allows students to relate learning occurring in school to their everyday lives, thus serving as a powerful motivator for students to engage in their own learning.

The 'enabling environment' includes the physical environment and material resources. Importantly it also includes social interaction and support from teachers and peers. There is an implicit assumption in the literature that information and communications technology (ICT) has a useful role to play and can be an important part of the enabling environment.

The successful promotion of independent learning will require careful attention to the learning environment, focusing on both the relationship between teachers and students, and the wider physical environment and resources within it, including ICT. This has implications for the scope and content of any guidance offered. For independent learning in classroom and teachers are cooperate to increase student competent of course this process will be done when the teachers and in the classroom or during class. From the reason above, the researcher want to see the way and the problem faced by independent learning by conducting a research entitle" the analysis of independent learning in English classroom eight grade at junior high school" hopefully result of this research will improve knowledge of teaching in the classroom and also give benefit to the education in this country.

## **1.2 Problem Statement**

Based on the background of the study above, the researcher formulated the problem as below:

“How is students’ independent learning in English classroom eight grade at junior high school”

### **1.3 Purpose of the Study**

The researcher has objective dealing with the problem statement above is Describing independent learning in English classroom for eight grade student at junior high school.

### **1.4 Significant of the Study**

#### 1. Theoretical benefit

The purpose of the study is to improve teaching learning process in the classroom especially in independent learning in English classroom.

#### 2. Practical benefit

The result will help the teacher to promote their student in independent learning and in solving their problem or the difficulties in English classroom

### **1.5 Scope and Limitation**

The researcher is going to analyze independent learning in English classroom at eight grade of junior high school, in addition the researcher is also going to study about how the teacher can promote independent learning in classroom and the researcher will be study in process of teaching in the class and the teaching process will be divided into three section they are pre-teaching, while teaching and post teaching.

### **1.6 Definition of Key Terms**

Some key terms in this research are analyzed independent learning in English classroom for eight grade student at junior high school.

- Analyze is the process of breaking a complex topic or substance into smaller parts to gain a better understanding of it.
- Independent learning is a process by which someone takes the initiative either with or without the help of others, in making the diagnosis of their learning needs.
- English the study of English language and literature, often as a school subject.
- Classroom is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions.
- junior high school are the learners in 13 – 15 years old,they are studying English in the classroom.