

CHAPTER I INTRODUCTION

This chapter presents some aspects supporting the topic of the research. This chapter gives an overview of research background, research questions, research objectives, research significances and organization of thesis.

A. Research Background

Students' activeness is one of the main principles of learning. Teachers can present and provide learning material, but students themselves process and digest it according to their will, talents, abilities and backgrounds.

Active learning is a common and generally effective way to develop students' knowledge, skills, and attitudes.¹ When a teacher and instructional activities clearly provide students agency in their learning the classroom is to be engaging in active learning.² Solving problems and applying critical thinking skills are examples of active learning activities that students engage in to improve their understanding of the subject matter and meet learning objectives.³ Active learning is an effort to develop the potential or abilities of students both in knowledge, skills and attitudes that aim to achieve leaning goals. Learning objectives can be achieved if students can actively participate in learning both physically and mentally. Active learning is very important and needs to be considered by educators because it affects student learning outcomes, so educators must use appropriate learning methods so that students can participate in the learning process.

The procedure of instructing and learning is an activity that is agreed between the teacher and students to goals of the

¹ Grijpma, JW., Croix, A de la., Meter, M., Kusurkar, RA. "Changes in Student Appreciation of Small-Group Active Learning: A Follow-up Q-Methodological Study". *International Journal of Research Open* 3 (2022).

² Lombardi, Doug., Shipley, Thomas F., and Biology Team, Chemistry Team, Engineering Team, Geoscience Team, and Physics Team View all authors and affiliations. "The Curious Construct of Active Learning". *Psychological Science in the Public Interest*. Vol.22, Issue 1 (2021).

³ Deani, Amira,. Pranowo, Dwiyanti Djoko. "Active Learning Materials for English Online Classes Based on Genre-Based Approach". *Al-Ishlah: Jurnal Pendidikan*. Vol.14, 3 (2022).

objectives of good learning activities. One way to implement good learning activities is to involve students in the learning process. As Allah says in Surah An-Najm verse 39-41 in the Quran:

وَأَنْ لَّيْسَ لِلْإِنْسَانِ إِلَّا مَا سَعَىٰ ﴿٣٩﴾ وَأَنَّ سَعْيَهُ سَوْفَ يُرَىٰ ﴿٤٠﴾
ثُمَّ يُجْزَاهُ الْجَزَاءَ الْأَوْفَىٰ ﴿٤١﴾

“And that man hath only that for which he make the effort (39) and that his effort will be seen (40) and afterward he will be repaid for it with fullest payment (40)”.⁴

Imam Ibnu Katsir said in his work that the interpretation of the verse above that reminds us of the importance of endeavor. If you want to be smart you should really study, if you want to be rich you have to really do the work, if you want to be successful you have to really try. A human being will not get anything but the reward of his efforts and the reward of his deeds, not only related to rewards in the afterlife but also related to success in the world.⁵ From this verse it can be concluded that people who are willing to try and be serious, one day will get results commensurate with their efforts. Therefore, if the students play an active role in learning activities, such as actively asking and actively expressing their opinions, students will achieve the desired results.

Most teachers use the lecture method, where the main source is the teacher while students are not actively involved in the learning process. Overall, students' activeness is still relatively low. This is evidenced by students not asking questions, their activities are only limited to listening, taking notes and answering teacher questions, and students are only silent when asked whether they understand or not. This learning method is considered less effective because students only listen to the material conveyed by the teacher, so that students are less active in participating and developing their abilities and skills in the learning process. Learning activities can be marked by

⁴ Departemen Agama RI, “Alquran Kemenag”.

⁵ Dr. Abdullah bin Muhammad bin Ishaq Al Syeikh, Tafsir Ibnu Katsir Jilid 7 (Bogor: Pustaka Imam Asy-Syafi’I, 2004).

student responses when learning activities take place, both in the form of questions and responses. In order to increase the activeness of student learning, educators must be creative in creating a process of learning activity with an atmosphere that builds student activity.

So far there are several studies that examine the activeness of English learning. Nurmaya Ningsih's research explains that there is an influence of the English teacher's strategy on the activeness of English learning for students at MAN Kota Mojokerto. Hasria S research explains that there is an influence of the Co-Op Co-Op Strategy on the activeness of reading English learning at MTsN 2 Sidrap. Roy Wahyuningsih and Ahmad Fatkurrohman Huda research. Explains that there is an influence of the Learning Model Start with a Questions (LSQ) on the activeness student learning of fifth grade students at SD Pinggir Nganjuk Regency.

Although there are several studies on low English learning research, this problem is still found in schools, this also occurs at State Islamic junior high school Kudus. Based on the data of pre-observation with English teachers at State Islamic junior high school Kudus, there are still students who are passive and have low learning activity. This can be seen from several symptoms such as: some students do not want to answer questions from the teacher even though they have been given an explanation of the material; some students do not dare to ask questions or are embarrassed by the teacher about material that has not been understood from the material that has been explained by the teacher; some students do not want to express their opinions; some students do not dare to practice materials or answer questions in front of the class; and some students do not complete assignments, whether they are homework assignments or school assignments.⁶

The activeness of students' English learning has not been maximized because of the discrepancy in using learning methods in class. Teachers need to take appropriate steps so that the learning process in the classroom achieves the desired goals.

⁶ Results of Observations Carried Out at State Islamic Junior High School Kudus

Students who are more engaged in their studies are also more likely to use the appropriate teaching strategy. Based on the above, it is assumed that student low English learning activity can be overcome by the small group learning method. This is because the small group learning method can encourage students to participate more actively in learning English in class.

When learning in groups, students experience a sense of collaboration towards a shared objective. This is in line with the Quran's teachings, which demand that people assist one another in a positive way. As Allah says in Surah Al-Maidah verse 2 in the Quran:

.. وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ
وَاتَّقُوا اللَّهَ ۚ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ﴿٢﴾

“And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah; indeed, Allah is severe in penalty (2)”.⁷

Imam Ibnu Katsir said in his work that the interpretation of the verse above is that Allah commands his faithful servants to help each other in doing good that is virtue and abandoning evil things this is called piety. Allah prohibits them from helping in wrongdoing and helping in committing sins and things that are forbidden.⁸ From this verse it can be concluded that Allah SWT wants his people to cooperate and support one another for the greater good. In the same way that learning is a process to get the desired results from the experience of interacting with other people and the environment. By learning in groups, students are expected to interact with others in their group in order to obtain new experiences.

Small group learning is a part of the learning method that evokes active student learning. This method is done by dividing or forming students into several groups. This method

⁷ Departement Agama RI, “Alquran Kemenag”.

⁸ Dr. Abdullah bin Muhammad bin Ishaq Al Syeikh, Tafsir Ibnu Katsir Jilid 2 (Bogor: Pustaka Imam Asy-Syafi’I, 2004).

emphasizes student playing an active role together with their group members by discussing their opinions to solve or resolve a problem.

The research entitle The Influence of Small Group Learning Discussion Towards Students' Activeness in English Learning conducted by Khairunnisa shows that students' activeness is measured by sitting close to teacher.⁹ Meanwhile in this research, students' activeness is in the form of visual activeness, oral activeness, listening activeness, motoric activeness, writing activeness, drawing activeness, mental activeness, and emotional activeness. This research can add insight into the use of the Small Group Learning Method as an appropriate method in increase students' activeness in English learning.

From the description above, the researcher would like to research the effect of small group learning method towards the student activeness in English learning of eighth graders at State Islamic junior high school Kudus.

B. Research Questions

1. Is there any effect on the use of small group learning on the students' activeness in English learning of eighth graders at State Islamic junior high school Kudus?
2. How extend the effect on the use of small group learning on the students' activeness in English learning of eighth graders at State Islamic junior high school Kudus?

C. Research Objectives

The objectives of the research are :

1. To prove that the use of the small group learning method has an effect on the students' activeness in English learning of eighth graders at State Islamic junior high school kudus?
2. To know how extend the effect on the use of small group learning on the students' activeness in English learning of eighth graders at State Islamic junior high school kudus?

⁹ Khaerunnisa. "The Influence of Small Group Learning Discussion Towards Students' Activeness in English Learning at MTs. Darul Ihsan Salohe". (Thesis Islamic Institute of Muhammadiyah Sinjai).

D. Research Significances

The significances of the research are:

1. Theoretical Significance: this study can provide the development of teaching and learning processes in English using the small group learning method on students' activeness.
2. Practical Significance
 - a. Students at State Islamic junior high school Kudus are able to increase their activeness in English learning through the small group learning method.
 - b. Teachers can apply the small group learning method to increase student activeness in English learning at State Islamic junior high school Kudus.
 - c. For researcher, they can add insight into the use of the Small Group Learning Method as an appropriate method in increase student activeness in English learning and provision for teaching later become a teacher.
3. Pedagogical Significance: this research can further improve teacher's competency in the English learning process, such as understanding students, designing lessons, implementing and evaluating student learning outcomes.

E. Organization of Thesis

This organization of thesis is useful to provide a clear and not deviating picture of the subject matter in a systematic thesis. This thesis is as follows:

1. The Complementary Pages
This section includes cover/title page, approval page, statement of work's originality/declaration, abstract, *abstrak*, motto, dedication page, acknowledgements, preface, table of contents, list of tables, and list of appendices.
2. The Body Includes:

Chapter I	is introduction. This chapter describes the research background, research questions, research objectives, research significances, and organizations of thesis.
Chapter II	is review of related literature. In this chapter there are theoretical description, review of

previous study, theoretical framework and hypothesis.

Chapter III is research methodology. This chapter will describe the research method, research population/sample, research participants/subjects, instruments and data collection technique, classic assumption tests, data analysis technique.

Chapter IV is research findings and discussion. In this section, there are two major point, they are research results and discussion.

Chapter V is conclusions, implications and recommendations. As the final chapter will briefly present the conclusions and implications obtained from the discussion and also contain recommendations for future research and current practice.

3. The Closing Page

And the final section contains references, appendices, and curriculum vitae.

