

CHAPTER I INTRODUCTION

1.1. The Background of the Study

RSBI is an educational program established by the Minister of National Education under:

(a) Law No. 20 of 2003 article 50, paragraph 3, which states that the Government and / or Local Governments conduct at least one unit of education at all levels of education to be developed into an international educational unit,

(b) Regulation No.19 of 2005, section 61, paragraph 1 which states that the Government jointly with the local government should develop at least one unit of education in basic education and at least one unit of education in secondary education to be developed into an international educational unit,

(c) Ministry of Education Strategic Plan 2005-2009 Chapter V page 58, about the SBI should be developed at the Regency / City through cooperation between government in consistent with the Government of Regency / City, to develop the international level of elementary junior high school, high school and vocational school.

(<http://sbi.sman5bekasi.blogspot.com> cited in <http://gurupembaharu.com>)

The goals of RSBI are to improve the education quality. The main problem for RSBI Schools is how to improve teachers' and students' ability to use English in teaching and learning process. Teachers as facilitators and students must use English and be able to use the application of computer technology and able to master the learning skills to understand, explain, write, and present topics in English.

RSBI schools in teaching and learning process must be more effective than monolingual class because bilingual schools are designed for those who speak **English as a second language**. This concern is one that the writer had experienced during her Integrated Teacher Training Program. During the experience students are

not well acquainted with English text as they did not fully interest in applying this language to enhance learning.

Based on experiences (PPL) in SMA Negeri 1 Berastagi, When the students have to finish biology task using English text, they seem to pay not enough intention and interest because of less ability in understanding sentences and lack of proper vocabulary to understand Biology text. Besides that, unfamiliar words and lack of background knowledge is also mention as some obstacle of learning using English on instructional process.

These problems have confirmed by interviewing with Mrs.F.Ginting as Biology teacher in XI Grade Science Program. She is said that not all of students can get the learning outcome on human reproductive system topic in academic year 2010 / 2011 still low 65. Basically, students can achieved and enthusiasm when the teaching learning process is done. But, when the test is done not all of students got the KKM on this topic. More than 50 % students have score under KKM, while the minimum score is 75.

Due to the problem of academic English and Biology and effective method to overcome such problem, we can bring the idea of testing for a media from learning method that can provide both anxiety and achievement for biology topics. One approach on teaching using Foreign Language is task based approach. Based on Gusti (2011) this task based learning is what Bilingual class should apply in teaching and learning process.

Games help the teacher created context in which the language is useful and meaningful. Language games have many benefits for participants as well. The application of language games in classroom brings about a sound competition among the students. In a similar way, it can reduce inhibition among shy and weak students calling them to participate in the games.

Scramble Learning Tool is the learning model which invites students to find an answer to a question or a pair of a creative concept by arranging the letters are arranged at random so as to form an answer or a pair concepts in question (Komalasari, 2010)

Scramble learning tool syntax:

1. Teachers convey the subject matter. Teachers' gives an outline about Human Reproductive System topic.
2. The teacher prepared question cards that have been made to the learning process.
3. The teacher set up with the answer card number is encrypted so that children can arrange the right answer in front of class.
4. Teachers form students' groups.
5. The teacher shared about the clues to each group in the question card.
6. The teacher gives students the chance to answer the question and arranged the letters in front of class and spelled the answer directly.
7. Teachers evaluate the students' assessment.
8. Teachers and students' gather to conclude what they have learned about the topics.

Human reproductive system need to be taught used the joyful models to increase the students' attention. The scramble learning tool can improve the students' ability for example in improving vocabulary, spelling, and remember using English language.

Through the scramble learning tool expected to improve the students' comprehension in the concepts of human reproductive system and improve the students' learning outcomes when the test / exam conducted.

Based on (Franklin and Lewis, 2003 in Williams 2007) scramble had been used as a review tools prior to exam. It was improve students' learning as well as

motivate students to better prepare and generally to become more interested in the subject. A literature search into this area of scramble as motivation and review item reveals numerous articles in support of these educational models. First year Biology students believe that the scramble is useful aids to their learning and these findings encourage us to continue with their use and develop more.

Based on the analyses about the teaching of Biology used the English language to young learners and the roles of the teachers in the teaching, the researcher is very much interested in implementing The Effect of Scramble Learning Tool to Improve Students Learning Outcomes in Scientific Biological Term Mastery (including spelling ability, vocabulary development) on Human Reproductive System Topic for Students' Grade XI Science Program at SMA Negeri 1 Berastagi, Academic year 2011/2012.

1.2. The Problem Identification

Based on the elaboration of the background of the study above, the problems of study are formulated as follow:

- a. English is not students' main language.
- b. Lack of proper vocabulary.
- c. Human Reproductive System topics filled with foreign terminology.
- d. Less ability in understanding sentences in Biology textbook.

1.3. The Research Scope

The scope of the study will be limited to the effect of scramble learning tool, especially for the topics of Human Reproductive System, for students learning outcomes including spelling and vocabulary abilities scores. Other details are mentioned below:

- a. Done at SMA Negeri 1 Berastagi
- b. Conducted Grade XI Science Program at SMA Negeri 1 Berastagi, Academic year 2011/2012.
- c. Conducted to observe students learning outcomes, spelling ability and vocabulary development using scramble learning tool.

1.4. The Research Question

- a. Is students' learning outcomes taught by scramble learning tool are higher than taught by conventional method?
- b. Is students' vocabulary taught by scramble learning tool are higher than taught by conventional method?
- c. Is students' spelling taught by scramble learning tool higher than taught by conventional method?

1.5. The Objective of the Study

Based on the problem of the study, the objectives of the research are:

- a. To see the effect of scramble learning tool on students' leaning outcomes in Human Reproductive System topics.
- b. To see the effect of scramble learning tool on students' vocabularies in Human Reproductive System topics.
- c. To see the effect of scramble learning tool on students' spelling in Human Reproductive System topics.

1.6. Significance of the Study

- a. Researcher, to provide the information that can be used for improving teaching and learning process on English for Bilingual students.
- b. Teachers,
 - 1. To provide information about a model on task based approach in helping students' learning problems.

2. To provide some feedback for teachers and educators in term not only improving but also classroom activities and student's outcome in Biological topics.
- c. Students; to help students to improve the learning outcomes, spelling ability and vocabulary development to master Biology textbook.

1.7. Operational Definition

1. Scramble is a learning tool that explores the students' ability to work together in groups and practice the student's skills in preparing the letter and then combine into a word using the English language.
2. Learning outcomes is the mastery level that achieved by the students' in teaching and learning process accordance with the purpose of education. Learning outcomes can be obtained from the students learning values.
3. Vocabulary is the total number of words which make up a language.
4. Spelling is the process of converting oral language to visual form by placing graphic symbols on some writing surface.