

## CHAPTER I INTRODUCTION

### 1.1. Background of study

Biology is one part of natural science that discuss about living things. Natural Science as the science in education world used to develop and increase the skills, attitude and scientific value for students. So students get deep understanding about the surrounding natural. Teacher has an important role to reach the goal of education. Especially for biology, the teacher must use the learning strategy that involve the students become more active in learning to increase the learning outcome.

In teaching and learning process, generally teacher applies lecture method. The learning process takes place just in one way, where the teacher explains the lesson and students just listen and note the lesson. In this learning activity tend to be dominated by teacher and students are not active. Actually, students are exposed to learn more active, not only rely on the teacher to get subject matter but also are expected to have a high curiosity to develop the learning materials obtained from school.

Ecosystem is one of biology topics. It consist of facts, concepts, and pricnciples, related to the surrounding natural environment and consist of text description. Such characteristics of biology topic need the deep understanding of students and implementation. But, students just know the lesson without recall again the lesson when they found it in field or daily life. It is caused by the use of learning method which is less precise for conveying the subject matter.

If the lecture method is applied in biology lesson, it will make biology is often described as an object of study which is difficult to be understood and mastered because of much emphasis on rote learning of facts and concepts.

Conversely need to avoid the rigid learning atmosphere, filled with tension, terms with orders and instruction that make the learner become

passive, listless, bores quickly, and experienced fatigue (Ajarini, 2008:1). This condition also can influence the learning outcome of students.

Dimiyati and Mudjiono (2002, in Prasetyani, 2010:1) argued that the learning process is more effective when students participate actively in the process learning. Students will be able to understand the lessons from their experience and it will enhance learning outcomes. Therefore, the task of teachers is not simply pass on information to achievement of learning goals, but also creates learning experiences of students. Teachers should strive to make the classroom activities can provide opportunities as possible for the student experience. Students activity in learning process can develop learning capacity and potential of students in full, then the students can obtain good learning results.

Teacher should be able to find methods and techniques that can support these roles, so the teaching and learning activities can be organized effectively. According to Mastuti, (2009:2), the selection of a method need the attention to some things like the material presented, the purposes of learning, the available time, the students number, and the condition of students in learning as well as matters related to the students success in the learning process.

This research is conducted in SMA Negeri 2 Kisaran. SMA Negeri 2 Kisaran is one of the Pioneering International School in Kisaran. There are adequate facilities that support the teaching and learning process include: libraries and laboratories in the school. But, it cannot be said complete because the number of facilities of laboratory and LCD is still limited. Subject of this research is students of SMA Negeri 2 Kisaran at class X<sub>3</sub> which has number of students are 32 with details 14 are male and 18 are female. In this class has 16 sets of student desks and chairs that facing to the balckboard.

Based on the interviews with a biology teacher class X<sub>3</sub> SMA Negeri 2 Kisaran, Mrs.Sihotang, she said that, the learning outcome of students is not satisfactory yet. It was shown from student's average score

of biology in 2010/2011 achieve 70, there are only 8 students from 32 students that reach the value above of Criteria of Minimum Completeness with Criteria of Minimum Completeness is 72. From the observation result, the existing problems obtained in the classroom are: 1) Teacher oriented to spend the material than the meaningful learning process in learning process, 2) Conventional method is generally applied. Although the teacher uses the teacher-centered method but teacher sometimes have to involve the students participated in the learning process. Almost all students designated by teacher to answer questions just quiet and were surprised when appointed. The use of lecture method in the class X<sub>3</sub> is less precise because most students are more quickly saturated and bored, so the students' enthusiastic and attention to the biology class is reduced. 3) Class X<sub>3</sub> is a class where the students are passive for asking question and express their own opinion. It is only dominated by certain students. Almost students tend to be quiet to listen and record the teacher explanation. it causes the students learning participation has not been visible. Class X<sub>3</sub> used as subjects in the study because there were problems in the classroom that need improvement.

Based on the identification of the problems above, there are serious problems that should not be allowed to continue because it will greatly affect the successful of achievement of learning objectives, especially for biology. Therefore, it is necessary to develop learning method that capable in involving the student's participation as a whole and increase the learning outcome of students.

One method that can be developed to increase the learning outcome of students and make the students become active in learning process in the school is SQ3R (Survey, Question, Read, Recite, Review). This method is relevant to the characteristics of ecosystem topic where consist of facts and concepts. This method is used to help students to remember what they read, and can help the learning process in classes conducted by reading a book.

Reading allows us to communicate with others through writing. Reading can be viewed as a process of interaction between language and thought. As the process of interaction, the success of reading will be influenced by knowledge factors that underlying the reading method (Trianto, 2009:151). By reading activity skill also will open the extensive knowledge (Doloksaribu, 2010).

Methods of SQ3R, students are expected to find the main idea and remember for a long time, if it is done continuously, students can understand the reading until 80 % (Bernico, 2010:2). Students are also expected to understand the matter and remember the information. So the students are able to critic, understand, and express their opinion and view to the discussed matter (Anggreini, 2010:2).

Some result of previous research shown that the application of SQ3R method has increased the learning result of students. Research result of Siti Gunarti (2011) showed that the SQ3R method can increase the learning outcome of students. It can be seen from the average of students result in the first cycle was 62.2 while in the second cycle was 76.30.

The same research result by Mei Anisyah (2011), where the average of students result in the first cycle was 72.2 while in the second cycle was 80.3 and the observation result also showed that there is an increasing of students activity where the percent of students activity in the first cycle was 76.05 % increase become 80.7 % with the category is good.

Based on the explanation above, it is important for conducting the research with the title **“The Application of SQ3R (Survey, Question, Read, Recite, Review) Method to Improve Student’s Learning Outcome and Activity in Biology at class X SMA Negeri 2 Kisaran Academic Year 2011/2012”**.

## 1.2. Problem Identification

Based on the background of the study above, so the problems of study are:

1. The learning outcome of student's SMA Negeri 2 Kisaran is not satisfactory yet. It was shown from the student's average score in 2010/2011 achieve 70, there are only 8 students from 32 students that reach the value above of Criteria of Minimum Completeness with Criteria of Minimum Completeness is 72.
2. Conventional method is generally applied and it does not attract the students' enthusiastic and attention to the biology class.
3. SQ3R (Survey, Question, Read, Recite, Review) method is applied in biology lesson yet.
4. The lack of student's involvement in learning process in asking question and express their own opinion. It is just dominated by certain students.

## 1.3. Scope of Study

Based on the scope of the studying problems, the scopes of study are:

### 1. Research Object

#### a. Learning Method

Learning method used in this research is SQ3R (*Survey, Question, Read, Recite, Review*) method.

#### b. Teaching material

Teaching material is limited only on ecosystem topic.

#### c. Parameter

Parameter used in this research is the students learning outcome assessment (cognitive) and the student's activity in teaching and learning process.

## 2. Research Subject

Research Subject is Student's SMA Negeri 2 Kisaran Grade X<sub>3</sub> Academic Year 2011/2012.

### 1.4. Research Question

The problems of this study are:

1. Is there an improving of student's learning outcomes after SQ3R method applied in biology at class X SMA Negeri 2 Kisaran Academic Year 2011/2012?
2. Is there an improving of student's activity during the biology learning process after SQ3R method applied in biology at class X SMA Negeri 2 Kisaran Academic Year 2011/2012?

### 1.5. Objectives of Study

The objectives of this study are:

1. To know an improving of student's learning outcomes after SQ3R method applied in biology at class X SMA Negeri 2 Kisaran Academic Year 2011/2012?
2. To know an improving of student's activity during the biology learning process after SQ3R method applied in biology at class X SMA Negeri 2 Kisaran Academic Year 2011/2012?

### 1.6. Significance of Study

1. For educational institutions

As input/suggestions to develop the appropriate learning strategies in order to improve the quality of processes, quality of student learning outcomes or quality of graduates.

2. For teachers

If the research result show that the application of SQ3R (*Survey, Question, Read, Recite, Review*) method is effective in biology

learning, it can be an information, alternative, a consideration and input materials for teacher to apply the SQ3R method.

3. For Students

To facilitate students in their lessons delivered by teacher by using the suitable method so that it can increase the student's learning outcome and activity in learning process.

4. Other Researcher

As the scientific references and input for the next research for improving the teaching and learning process.

