

CHAPTER 1

INTRODUCTION

1.1 Background

To improve the quality of education in formal schools is inseparable from the success of the learning process. Teaching and learning process is influenced by several interrelated major components such as teachers, students, methods and techniques. These components play an important role in determining the success of the learning process, and will give affect for student achievement.

The process of teaching and learning activities in school should be interesting, where students can express their knowledge and are always enthusiasm in following the lessons. In fact that learning activities should be interesting, full of activity, creativity and great ideas do not exist, the class be passive which a provision of information just from teacher to student. Students only listen and taking a notes to write down teacher explanation. This has impact on the low of student achievement.

Many factors that cause low student achievement are internal and external factors. Internal factors include the motivation to learn, intelligence, habits and self-confidence. While external factors are the outside factors of student, such as a teacher as a coach, learning activities, learning strategy, infrastructure, curriculum and environment.

Based on the observation of biology learning in class VII 1 SMP Negeri 1 Tebing Tinggi academic years 2011/2012 when researcher conducting field experience, it is known that almost all classes in the process of learning is still teacher center that use conventional methods not to engage the involvement of the student as a whole. Make students not active and less of Enthusiasm in learn, its can be seen from their activity like a drowsy, preoccupied with himself, played pens, played cell phone, or cleaning their nails. Joked with friends and made noisy in class.

Researcher has observed and found that student less active in learning. Student who did not do their task reach 30%. Almost no students who have enthusiasm to ask about things that did not understood. If given question may be only about 10% of student's interest to answer and at the end of learning only 5 % of students have contributed to give conclusion. Their achievement have not optimal, at most only about 60% of student reached minimum standard criteria. Probably it caused by monotonous since teacher only give information in one-way process without any reciprocity, even if a feed back only an easy question to answer and do not give rise to another questions or least to stimulate students to ask questions. Infrequently this activity impressed to impose student to answer a question only if get a command from teacher. When teachers provide material for discussion, students are often unable to find its own solution and only about one student who would work in-group.

Schon (cit. Jefferies.2007) suggests in developing and improving the student understanding student should be able to observe and discover the concepts or basic ideas based on visual experience. Given the Research Findings on learning from experience, and more particularly based on Janet Bennett's DIE learning technique, which Provide a structured approach to learning from experience. The DIE (Description, Interpretation, and Evaluation) process first involves a description of an event in an objective way, followed by an interpretation of the possible Reasons for the new experiences students encounter. They are then expected to make a personal evaluation of their reactions to that information (Virginier and Bryant , 2009).

Tae Kudo (2007) mention that DIE technique helps students to think more logically and allows students to reflect on their entire learning process and experience, which differs according to each student' individual learning style and strategies. Finally, students do not read line from the textbook without thinking because the nature of the activity is task oriented and could develop science flexibility based on the visual experience.

In Biology especially in ecosystem topic, emphasize students to be able to observe, discover, and develop the concepts and skills based on a variety of

information and experience. Through this DIE technique students are guided to express themselves and knowledge based on what they see about ecosystem units, can interpret what they think about what is seen, and Evaluate involves based on own opinions for what has happened, what ought to have happened or what feel should or should not have happened.

This research is an action research referred as an investigation in reflective participative and collaborative with cycle model which has purpose to improve the system, teaching learning process, competency content and situation.

Based on descriptions above, it is essential to research on:

IMPLEMENTATION OF DIE (DESCRIPTION, INTERPRETATION AND EVALUATION) LEARNING TECHNIQUE TO INCREASE STUDENT ACHIEVEMENT AND ACTIVITY IN ECOSYSTEM TOPIC AT VII GRADE OF SMPN 1 RSBI TEBING TINGGI ACADEMIC YEARS 2011/2012

1.2 Problems Identification

Based on the background the problems can be identified as follows:

1. The learning process is still Teacher Centre, not to engage the involvement of students in teaching and learning activities.
2. Less in method and technique of learning variation
3. The low of biology student's achievement under Mastery Minimum Criteria standard
4. Student is less active in learning activity.

1.3 The Scope of the Study

The Scope in this research is the Use of DIE (Description, Interpretation and Evaluation) learning technique on students in improving students' achievement and activity at VII grade of SMPN 1 RSBI TebingTinggi.

1.4 Research Questions

Based on the background the authors formulate the problem as follows:

1. Is there any improvement of student achievement in ecosystem learning topic after implementing DIE(Description, Interpretation and

Evaluation) learning technique on student at VII grade of SMPN 1 Tebing Tinggi Academic years 2011/2012?

2. Is there any increasing of student activity in ecosystem learning topic after implementing DIE (Description, Interpretation and Evaluation) learning technique on student at VII grade of SMPN 1 Tebing Tinggi Academic years 2011/2012?

1.5 The Objectives of the Study

Based on the formulation of problem the objective of research as follow:

1. To know the increasing of student achievement in ecosystem topic after DIE (Description, Interpretation and Evaluation) learning technique implementation on student at VII grade of SMPN 1 Tebing Tinggi Academic years 2011/2012
2. To know the increasing of student activity in ecosystem topic after DIE (Description, Interpretation and Evaluation) learning technique implementation on student at VII grade of SMPN 1 Tebing Tinggi Academic years 2011/2012

1.6 The Significance of the Study

Based on the research objectives, researcher is expecting to provide the following benefits:

1. For Teachers
Enrich teachers' knowledge about alternative learning technique that can used to improve student engagement in the learning process
2. For Students
Provide feedback to students to take an active role in teaching and learning activities and developing student' thinking skill, cognitive flexibility and activity
3. For schools
Be taken into consideration in preparing the school program to improve the learning process.