

CHAPTER I INTRODUCTION

1.1. Background

Learning is the acquiring or getting of knowledge of a subject or a skill by study, experience or instruction, or learning is relatively permanent change in a behavioral tendency and is the result of reinforced practice (Brown; 2000), because of it, the learning process can be happened every time and everywhere. And, of course each the learning process expected led the people to the better change, i.e. increasing their knowledge and the learning result value.

According to the Legal base of SBI/RSBI (international standard school) are: (1) Law No. 20 of 2003, article 50, verse 3, which declares that the central government and/or local Government at least, held one unit of each education levels to be develop into an international standard education unit, (2) PP No. 19 of 2005, article 61, verse 1, which states together central governments and local government organized at least one unit of education on the elementary and secondary education level to be develop into an international education unit (3) 2005-2009 Renstra Mone Chapter V, p. 58, about SBI which stated, to improve the Nations competitiveness it need to develop the SBI at Regency/ City level, through the consistent cooperation between governments and the local government of regency /city, to develop the elementary, junior, senior high school, and SMK international school.

According to that legal law, each city in Indonesia is prepared and developed the education for the student to face the globalizations. The method that's using are international standardization school, known as "SBI". Here, the schools offer the student to slowly change the teaching and learning language from the Bahasa into English, prepare the curriculum according to the developed countries, complete according to facilities, for the school qualified/competence teachers, technology based learning etc. As the writer experience during program Field Teaching Experience in international standard school or SBI, the school seems not successfully apply all criteria needed, for the example, the used of

English in their daily teaching and learning activity is not fully practical. Lack of student interest for learning in English is occurring.

International Standard School (RSBI) is the national standard school (SSN) that will prepare the student based on education national standard (SNP). And wish all the RSBI graduation have the international competitive ability. SBI or RSBI expect the student to understand, explain, write and present topics they learn in English especially object like mathematics, physics, chemistry and biology. Based on international school standard levels, the characteristics of teacher educators such as the science subjects group (biology, chemistry, and physics), math, and vocational core, should capable to conduct the learning with English. And also in criteria international standard of junior high school, should applied the international level curriculum (SNP the enriched curriculum from developed countries). And the learning process based technology, using various models learning (CTL, grip, CBSA, etc.), using a foreign language (English is gradually) (Kementerian Pendidikan Nasional: 2010).

Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your 1st language and into a new language, culture, way of thinking, feeling and acting. (Brown; 2000). Since English is not the student's main language especially the academic English. The student must find the problem to understand good written and spoken English. The scientific academic English using on student biology textbook is difference with the term that usually found in another subject term will cause the confusedness for the student. Start from the confusedness the student will lose their attention and interest to the lesson, and it is feared the student achievement isn't increasing.

Thus, methods or techniques to make student master the English also the scientific term crucially important which will ease the student to memorize and use the language. Most of student will feel burden and get bored when the teaching and learning process is begin and it will cause the passive student learning. Much of caused factors that support it, i.e. the monotone teaching technique (lecturing teaching), the teacher did not packed the learning material

with interesting packaged (using learning media) and the student and teacher situation itself also can influence it. To enhance the student value, the variation of learning is applied in teaching and learning process. There are several kinds of media that can be used, such as puppets, picture cards, card games, crossword, toys and etc. These mediums are appropriate to teach the children. The children can study through playing so they are more interested in teaching-learning process (Daryanti: 2008).

Biology is the living science that consists of so many vocabularies that's different from other science. Most of biology vocabularies are adopted from Greek's. For RSBI students they have to understand and memorize both Greeks and English languages in one subject, the biology vocabulary that usually use Greek's and the definition for each term in English. It needs to find way out, to ease the mastery of both languages at the same time.

There could be a number of ways to make student easier to improve their understanding and master biology taught in bilingual class. Teaching method or media is the main focus to look, and media which is believed to play bigger role on student learning process. Overall the crosswords were a useful ancillary learning tool; benefit in identifying key concepts, contributing to their learning, and engaging them in collaborative practice (Sexena, et al: 2009). Because, before the learners answer the crossword puzzle, they have to analyze the questions first, number of empty boxes, and fit the guesses answer with the boxes. It will enhance the student ability of biology terminology, and spelling in joyful way.

1.2. Problems Identification

Based on the above background can be identified a problem that is:

Legal laws that obligatory all the RSBI/SBI learning and teaching process should capable conduct in English and Environmental management topic is one of the topics that should teach in English.

1. English is not the student's main language especially the academic English. The student could find the problem to understand both written and spoken English to understand the terminologies on Environmental management topic.

2. Initial knowledge of the student and difference or difficult term of academic English with daily English spoken on the biology textbook is confusing the student especially on an Environmental management topic that consist of biology terminologies.
3. The teacher usually uses the lecturing method in teaching and learning process on the Environmental management topic.
4. There are some attractive method games likes that can enhance and solve the student learning problem like the vocabulary mastery, spelling and writing ability in academic English that is the crossword puzzle.

1.3. Research Scope

In order to solve the student problem in the English learning acquisition, there need way out to overcome the student difficulties in topic mastery, new topic with unfamiliar word and understanding the academic English with difficult term both from English and Greek word. The scope of this study will be limited to the effect of crossword as an evaluation tool on biology subject especially for the Environmental management topic, like student learning output, English vocabulary, test scores, spelling and writing ability score.

1. This research will be carried on SMP Negeri 1 Medan.
2. Research is conducted at VII grade Thomas A. Edison and Archimedes class of SMP Negeri 1 Medan.
3. The topic is limited to Environmental management topic.

1.4. Research Question

The formulation of the problem in this research is:

1. Is crossword puzzle effect the students learning outcomes compared to those who were assigned by the regular assignment on Environmental Management topic academic year 2011/2012?
2. Does crossword puzzle affect the student's ability in answering the C1-C4 questions (Cognitive Domain- Bloom Taxonomy based) compared to those

who were assigned by the regular assignment on Environmental Management topic academic year 2011/2012?

3. Does crossword puzzle affect the student's English vocabulary compared to those who were assigned by the regular assignment on Environmental Management topic academic year 2011/2012?
4. Does crossword puzzle affect the students spelling ability compared to those who were assigned by the regular assignment on Environmental Management topic academic year 2011/2012?
5. Does crossword puzzle affect the students witting ability compared to those who were assigned by the regular assignment on Environmental Management topic academic year 2011/2012?

1.5. Objectives

The purposes of this research include:

1. To see the effect of crossword puzzle assignment to increase student learning outcomes compared to those who were assigned by regular assignment, grade VII SMP Negeri 1 for Environmental management topic academic year 2011/2012.
2. To see the effect on crossword puzzle used to enhance the students ability to answer C2 (Comprehension), C3 (Application) and C4 (analysis-synthesis) questions compared to those who were assigned by regular assignment, grade VII SMP Negeri 1 for Environmental management topic academic year 2011/2012.
3. To see the effect of crossword puzzle used to improve students writing abilities compared to those who were assigned by regular assignment, grade VII SMP Negeri 1 for Environmental management topic academic year 2011/2012.
4. To see the effect on crossword puzzle used to improve the student's vocabulary use abilities compared to those who were assigned by regular assignment, grade VII SMP Negeri 1 for Environmental management topic academic year 2011/2012.

5. To see the effect of crossword puzzle used to improve students spelling abilities compared to those who were assigned by regular assignment, grade VII SMP Negeri 1 for Environmental management topic academic year 2011/2012.

1.6. Significance of Study

The benefits of this research are:

- a. Researcher, give some information about the leaning media that can be used to improve bilingual learning and teaching class process, where the English is having a role as Second Language
- b. Teacher, as contribute to the teachers in selecting teaching strategies and methods that appropriate and suitable to achieving learning objectives, also to make an active class and enhance the student achievement in biology subject
- c. Student, to find the solution of student problem to understand biology subject and the academic English in a fun way