

## A B S T R A C T

The 1984 SMA Curriculum states that the objective of English instruction in Indonesia is developing the students' competence in English both receptive and active (Kurikulum SMA, 1984c:28). The time for learning English in class provided by the Curriculum is not enough for the students to achieve the objective. Therefore, the Curriculum suggests the use of the student-active-learning (SAL) system that demands the students' learning activities, participation, and mental involvement in the learning-teaching process (Raka Joni, 1980:1; Sudjana and Arifin, 1988:32). The English teachers are expected to encourage and guide the students to be active in the learning-teaching process and provide them with good learning situation and conditions so that the students have strong motivation to gain knowledge (Sudjana and Arifin, 1988:34).

The implementation of SAL system in English classes in highschool is different from each other. The researcher conducted a research in SMA Marsudi Luhur Yogyakarta in order to find out the quality of the implementation of SAL system in English classes in SMA Marsudi Luhur.

The methodology employed in the research was a survey which included the use of questionnaires, class observation and interviews. The researcher distributed questionnaires to 204 students of the first and second year of SMA Marsudi Luhur which were divided in five classes. She interviewed five English teachers and observed 8 classes of the first and second year when they were doing English learning-teaching process. The observation and the questions included in the questionnaires and the interviews were based on the indicators of SAL (Sudjana and Arifin, 1988:33-34).

Based on the result of the questionnaires, the interviews and the observation, the researcher finds out

that the implementation of SAL system in English classes in SMA Marsudi Luhur has three different levels of quality, namely: high, mediocre and low qualities.

The aspects which are considered good for achieving the instruction objective include the learning situations, the opportunities for the students to express their ideas, needs and problems the teachers provide and the assignments the students do. The teachers are active in giving assignments and good in constructing English tests for the students. The procedures of Reading and Speaking classes are good because they show that the students are active.

The aspects that are considered mediocre are the students' interest and enthusiasm in learning English and their desire to express their ideas, needs and problems to their teachers and friends.

The students' activities in studying English and enthusiasm for practicing language skills at home are poor. Both the teachers and the students lack the learning conditions. The teachers only rely on themselves and the textbooks as the teaching media. They do not provide any teaching aids to help their teaching. The students' learning resources are only the books suggested by their teachers. The library does not have complete English books for the SMA Marsudi Luhur students.

The paragraphs above make the researcher offers a suggestion to both teachers and students that the implementation of SAL system in English classes which has been already good should be well cared for and the ones which have mediocre and low qualities should be improved in order to make the English learning-teaching process more successful.