

CHAPTER II

LITERATURE OF REVIEW

This chapter will present the references from the experts which are useful to give knowledge in the field of the study in the next chapter. The researcher is going to describe some theories. The discussion consists of: English learning, learning method, Project Work, the implementation of project work in English learning and analysis response teaching strategy.

2.1 English learning

2.1.1 Definition of English Learning

Language is a tool to communicate orally and in writing. Communication is to understand and express information, thought, feeling, and develop science, technology and culture. The ability to communicate can be realized in the four language skills, namely listening, speaking, reading and writing. Four skills is used to create a discourse in society. Therefore, the method of English subjects was directed to develop these skills so that graduates are able to communicate in English. As for the notion of learning the English language are:

- Learning is a process of interaction of learners with educators and learning resources in a learning environment (Sisdiknas, 2010:3).
- Learning is a lasting change in behavior, or the capacity to behave in a certain way resulting from practice or other forms of experience (Schunk, 2012:5).

- Learning is a plan of experiences that deliberately designed to help students gain experience desired changes in the achievement of the learning management contained in education and training especially on the function and educators (Heinich., Molenda., and Russel., 1982:9).

Based on the theory of the learning above, it can be concluded that learning is an activity that has a specific goal through a process of change in behavior, the interaction between the source and medium of learning that can be done either directly or indirectly.

Language is the system of communication in speech and writing that used by people of particular countries are (Hornby, 2010:862).

Four major skills in communicating through language are often broadly defined as listening and speaking, reading and writing. In many situations where English taught for general purposes, these skills should be carefully integrated and used to perform as many genuinely communicative tasks as possible. Writing ability, usually in the form of letters, reports, memos, messages, instructions, and accounts of past events, etc (Heaton, J. B.: 1990:8).

English is the language, originally of England. Now spoken in many other countries and used as a language of international communications throughout the world (Hornby, 2010:506).

Based on the theory above, it can be concluded that English learning is an activity to achieve the goal by interacting between the sources or media of learning, teachers, and students can be done either directly or indirectly. As well as to achieve a variety of communication skills such as listening and speaking, reading and writing both orally and in writing using English language.

2.1.2 Principles of English learning

Principles of learning is the most important part which must be known to the teachers so that they can understand more deeply the principle and a teacher can make proper reference in learning. So learning is done will be much more effective and can reach the target goal. This follows the principle of English learning described by Littlewood in 1984 to support effective and efficient learning:

1. Learning opportunities

The quality and quantity of learning opportunities gained from school, home or community is very influential for students to become fluent in English. Every student has the opportunity to learn to seek knowledge. Therefore, students have the opportunity to English learning in the classroom and outside the classroom. In project work method, the students have learning opportunity to study indoor or outdoor. Some activities can be done in the classroom and the other outdoor.

2. Motivation

Motivation is very important boost that can improve business students in achieving the leaning objectives. Motivation is very complex phenomenon that includes individual impulse, the need to achieve success, curiosity and a desire to gain experience new experiences. Teaching should be able to learning experiences that provide motivation and clarity of purpose. Motivation can make the students to getting the class interested. It will support the project work method.

3. Self reliance and cooperation

Teaching needs to provide a learning experience that encourages students to learn independently as well as cooperation. In the project work method can increase self reliance and cooperation in English learning.

4. Students as a builder of ideas

Teaching provides a learning experience that accommodates the view that the development of the idea is that students while the teacher only as a provider of state so that the learning event lasts. In principles of English learning, every student should have the idea to be able to arouse the idea of making project. This principle appropriate with the project work method.

5. Interaction and creativity

Teaching needs to provide a learning experience that convince student actively involved physically, mentally and socially. Every student has creativity to make project and can developing the topic. In principles of English learning, the student should have good interaction and creativity. This principle can make the project work method effectively.

So, the principles of English learning above are very appropriate with the project work method effectively.

2.2 Learning method

2.2.1 Definition of learning method

In education, a method is needed, especially for learning in the classroom.

A teacher should be able to find a method of learning is good and right for the

material to be delivered to students. Appropriate methods will allow students to receive and understand the material presented. According to Gerlach and Elly, the learning method is a systematic plan to convey information.

- According to Hebert Bisno (1968) the method is generalized techniques well in order to be accepted or can be applied equally in practice.
- Max Siporin (1975), method is an orientation activity that leads to the objectives and tasks of the real.
- Macquarie, method is a way of doing something, especially something related to a specific plan.
- According to Gagne, Briggs, Wagner in Udin S. Winataputra (2008), method is a series of activities designed to allow the learning process to students.

Based on the description above can be concluded that the learning method is the way or the road taken by the teacher to deliver learning materials so that learning objectives can be achieved. It encourages teachers to find appropriate methods in the delivery of the material to be absorbed well by the students. Teach effectively is very dependent on the selection and use of teaching methods. Use in a learning method is one way to achieve a success in learning.

2.2.2 Purpose of learning method

The main goal in teaching method is to convey the material contained in the content of the curriculum effectively. So that students can easily accept, understand the subject well. The method chosen by the educator must not conflict with the purpose of learning. The method where the activities should support

educational interaction process in order to achieve the goal. The principal purpose of learning is to develop the ability of the individual child in order to resolve all the problems that is faces. The method aims to further facilitate the process and learning outcomes so that what has been planned to be achieved with the best and easy as possible.

2.3 Project Work

2.3.1 Definition of Project Work

Project work is a series of activities that needs four skills language of listening, speaking, reading and writing. In this activity the learner give task like make report, novel etc. in the end level, the learner demanded to collect the data or the information with the read reference. Therefore, this project work can categories as language learning with consider the situation of communication that valid. In the end this project work the learner asked to report of the result activities in oral or written. In this project work integrate all language skills.

Project work is a series of activities that allows the students to learn, doing the research and act by themselves using their abilities, interest, personal experience and aptitudes. The project work progress under the guidance and monitoring of a teacher or other adviser. The teacher or adviser will give ideas about the project work, advice about the topic, how to manage the data collection process and planning. The learners can work alone or with a group according to the project scope and difficulty. The project work might be small and easy or large and complicated.

Project work is a term done individually or cooperatively that combines the investigating the topic and presenting it in written form illustrated with photos, pictures, diagrams, etc. (Blumenfeld et al., 1991; Gültekin, 2005). It means that the project work activity done individually or group that choose the topic from the teacher or adviser until presenting for the project. The project work can take the references from the newspaper, internet etc. Project work is student-centered and driven by the need to create an end-product (Bell, 2010). It means that this project in the end level can make the result for the product. However, it is the route to achieving this end product that makes project work so worthwhile. The route to the end-product brings opportunities for students to develop their confidence and independence and to work together in a real- world environment by collaborating on a task which have they defined for themselves and which has not been externally imposed (Blumenfeld et al., 1991).

2.3.2 Advantages and disadvantages of Project Work

Project work has many advantages to students and the teacher. The advantages and disadvantages in implementation of Project work method can be explained as follows:

The advantages of project work such as:

1. Increase to motivate students,
2. Encourage the ability of learners to do the important work,
3. Increase problem solve skills,
4. Make the learner become more active,
5. Encourage learners to develop and practice communicative skills,

6. Improve the skills of learners in managing resources,
7. Making learning fun atmosphere so that learners and teachers to enjoy the learning process,
8. It gives the students hands on experience,
9. It gives freedom and creativity,
10. The students can link the subject to real life.

In addition to having many the advantages, project work also has disadvantages. Such as:

1. It can be very time consuming.
2. It needs lots of resources.
3. Some projects cannot be done at school.
4. It is expensive method.
5. When the topic is given to each different group, it is feared learners cannot understand of the topic as a whole.

To overcome the disadvantages of the above, a teacher must be overcome by facilitating learners in dealing with problems, limit the time learners in completing the project, minimize and provide simple tools that are in the environment around, creating a joyful learning so that the teachers and learners to feel comfortable in the learning process.

2.3.3 Stages in Project work

In the Ramon Ribe's book explained that conditions for learning include the processing of large quantities. Krashen called comprehensible language input

and Swain called comprehensible language output. They should contain three basic elements such as input, processing and output.

According to Ramon (1993) project work has many activities in the classroom such as:

1. Creating a good class atmosphere

A warm and relaxed atmosphere is an essential pre condition for classroom interaction in the target language. Students communicate better if they feel at ease. This step is then specially important if students are meeting for the first time. Even when the project work is seen as a secondary classroom focus, any time devoted to these activities will be well spent, as it will consolidate all the classroom processes and boost motivation in general. Begin each class greeting students with a smile and personal welcome. Help each child feel important and set a positive tone to the class. Organize your classroom neatly and methodically to control confusion and stress. Plan lessons that allow students to actively participate in the learning process, and arrange the desks to meet the needs of the students and lessons.

A good class atmosphere can make a classroom that more pleasant place, a more affective and motivating place to learn. It can have good results on the achievement of learner.

2. Getting the class interested

This is a crucial step in the project. While we are very much in favour of a learner – centred approach it is still necessary for the teacher to ensure that this approach not only taken place, but that it is also effective.

This means that one of the teacher's roles involves keeping a careful eye on what takes place in the classroom. The aim at this stage is to elicit from the students the idea that will become the basis of the project. The starting point can be anything that triggers the students' imagination. It is important that the connection between the teacher and this idea or initial thought is not immediately obvious. The students, who are involved in all the decisions throughout the project, should at this initial point feel that they are providing the idea and that the teacher recognizes it as their brain child.

Getting the class interested is an important thing to be done by every teacher in teaching in the classroom. This step is done to get the attention of students receiving subject from the teacher. Usually do this from by using brainstorming.

3. Selecting the topic

If the class atmosphere is totally adverse, we should start from scratch and work towards a new topic until there is enough interest to move on to the next stage. Once the topic has been selected, the objectives have to be negotiated with the students.

This step is done to begin work on a project. In this step, the teacher selects some of the topic to be given to students as a topic of the project.

4. Creating a general outline of the project

After a selected topic, the students make a general outline for ease in working on a project. An outline is a great way to organize your

thoughts and research if you're preparing an essay, a novel or even a study guide. This is a very basic outline that you can use to get started with either a writing assignment. The topic has been selected and we already have a network of connected ideas.

5. Doing basic research around the topic

After creating a general outline of the project and doing basic research to get the information about the project that will be done. All of the information's will be collected and prepared well. Each group works on their chosen or allocated sub theme. Eventually, they will have something tangible that can be incorporated into the general framework of the project.

6. Putting it all together

At this stage the class has produced a wide range of work in the form of independent mini projects. All of the information from member of the group be gathered into one. Then processed for writing materials.

7. Reporting to the class

After the students get the information about the topic, the students make a reporting a project to the class. Each group make report to other member. They make discuss with the group.

8. Processing feedback

At this stage each group has received individual feedback on what they have produced. In this step, the teacher as guide. The teacher around to each group to provide direction.

9. Presenting the project

After the project finish, the result of the project will present in front of the class.

10. Assessing and evaluating the project

After presenting the project finish, the project will evaluated become a good project.

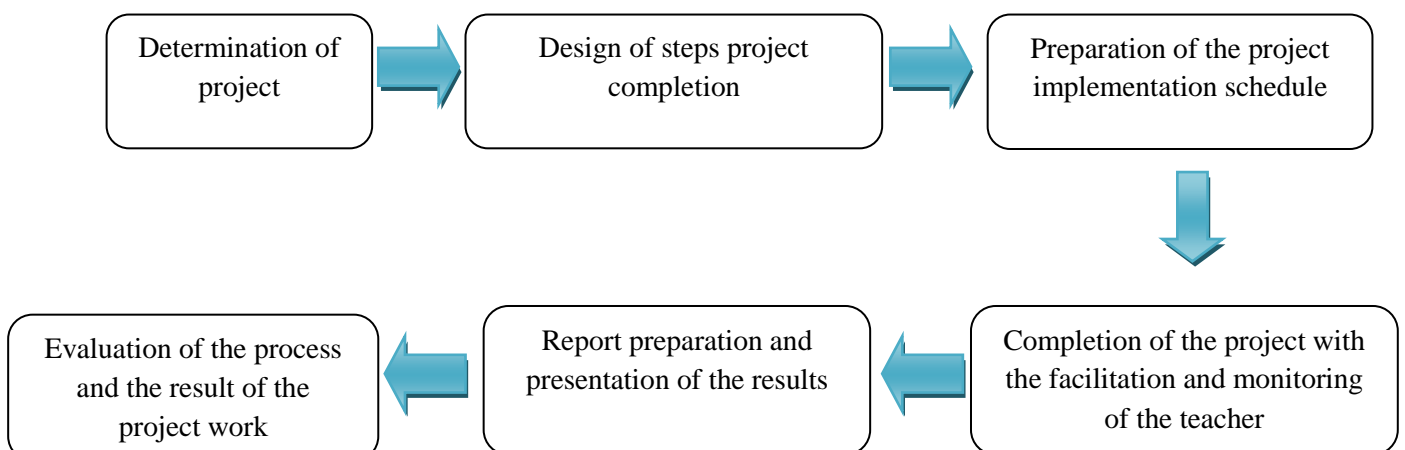
2.4 The implementation of Project work in English learning

1. Learning plan with the project work method

In learning the project work method, the students are given the task to develop the topic in learning by doing project are realistic. In addition, the application of learning for the project work method is to encourage the growth activeness, creativity, cooperation as well as critical thinking and analytical learners.

In general, steps of the learning for project work method can be described

as follows:



Bagan 1: Steps of the learning for project work method

Adopted for Keser & Karagoca (2010)

2. Learning with project work method

Learning the project work method carried out with the following steps:

a) Teacher

1. The teacher delivering learning objectives to be achieved.
2. The teacher delivering learning strategy by project work method.
3. The teacher delivering alternative titles to choose by the learners.
4. The teacher delivering the scope of the standard of competence that will be studied by the learners.
5. The teacher prepares and establishes guidelines for judging competence in accordance with the title of project work.
6. The teacher facilitates guidance to students.

b) Students

1. The students choose one title.
2. The students doing learning process in accordance with the process that has been planned.
3. The students organize learning as a portfolio of evidence.
4. The students prepare a report in accordance with the learning experience gained.

2.5 Analysis response teaching strategy

Questioning should be used to achieve well defined goals. An important aspect of classroom interaction is the manner in which the instructor handles

student responses. When an instructor asks a question, the students can respond, ask a question, or give no response.

Strategies to use when students respond:

- Reinforcement, the instructor should reinforce student responses and questions in a positive way in order to encourage future participation. The type of reinforcement will be determined by:
 1. The correctness of the answer.
 2. The number of times a student has responded.
- Probing, the initial response of students may be superficial. Probes can be used:
 1. Analyze a student's statement, make a student aware of underlying assumptions, or justify or evaluate a statement.
 2. Help students deduce relationships.
 3. Have students clarify or elaborate on their comments by asking for more information.
- Refocus, when the student provides a response that appears out of context, the instructor can refocus to encourage the students to tie her response to the content being discussed.

2.6 The previous of the study

The previous study here about project work, the writer of this study find the previous study related about project work method in English. The previous study has been conducted by Joko (2012) with the title "The implementation of project work as an effort to improve the quality of teaching practice at SMKN 1

Bintan”. The study used a qualitative descriptive design. The subject studied students in SMKN 1 Bintan. The results of the study indicate that the method of project work could improve the students’ creativity in teaching practice production.

Another Research was conducted by Fitri Rizki Amalia (2014) with the title “the use of project work in teaching English”. The study used a qualitative descriptive design. The subjects of the research are 37 first grade students. The data of the research are gained from observation, questionnaire and interview. The result of the research shows that the students have positive response on the technique. Most of them agree that by having implemented the technique in delivering their presentation, they can improve their speaking skill in terms of having more vocabulary and improving their confidence to speak.

Nazilatun isrofani (2015) “the implementation of project work by encouraging students to create a similar go pop-up book as students project to teach writing of a report text to the eleventh graders of SMAN 1 Kertosono”. This study used a qualitative descriptive design. Subject of the study is the teacher and students from language program of SMAN 1 Kertosono. The result of the study is project work could be well implemented to teach writing of a report text, project work could increase students’ creativity, critical thinking, problem solving and collaborative skills.

Based on these, the researchers will try to do a study entitled “The implementation of project work in English learning at SMPN 1 Cerme”. The difference of the three studies above is the setting of the study. The studies above take the subject in English learning and used only one skill but this study it will be

tried in Junior High School used for integrated language learning which includes four skills. The importance of the implementation project work in English learning are improving the active and creativity the students and to create good skill and good attitude.