

## **Chapter II**

### **Review of Related Literature**

In this chapter, the writer presents some related theories and literatures which underline the study. The review consists of four parts, namely 2013 curriculum, The Scientific approach of learning to the 2013 curriculum, Models of learning in 2013 curriculum, nature of project-based learning, and the previous study

#### **2.1 Curriculum 2013**

The curriculum is one element that contributes to realizing the process of developing its potential quality of the learners. The curriculum was developed in 2013 based on competence is indispensable as an instrument to direct learners to be: 1) humans are capable of and proactively meet the challenges of ever-changing times 2) educated man who is faithful and obedient to God Almighty, noble, healthy, knowledgeable and skilled, creative, independent, and 3) citizens of a democratic, accountable. (Materials Teacher Training of Curriculum 2013)

In 2013 Curriculum is the next step development of a competency-based curriculum (CBS) that has been initiated in 2004 and 2006, which includes competency attitudes, knowledge, and skills in an integrated, according to Materials Teacher Training of 2013 Curriculum, Curriculum development needs to be done because of the variety of challenges, both internal challenges and external challenges

##### **2.1.1 Internal Challenges**

- a. fulfillment 8 (eight) of educational standards include management standards, standard costs, standard of infrastructure, teachers and

educational personnel standards, content standards, process standards, assessment standards, and competency standards

- b. Seen the development of Indonesian population of productive age population growth.

### **2.1.2 External Challenges**

- a. future challenges include globalization, advances in information technology
- b. future competencies include communication skills, the ability to think clearly and critically, the ability to be a responsible citizen, the ability try to understand and tolerant of different views, and has a readiness to work.
- c. Public perception among others too focused on cognitive aspects, the student load is too heavy, less-charged character
- d. The development of knowledge and pedagogy include neurology, psychology.

*Observation based (discovery) learning and collaborative learning*

- e. Among other negative phenomena student such as fights, drugs, corruption, plagiarism, and cheating in exams

### **2.2 The Scientific approach of learning to the 2013 curriculum**

The learning process can be paired with a scientific process, because it is the essence of the 2013 curriculum mandated the scientific approach learning. Scientific approach is believed to be the golden bridge development and the development of attitudes, skills and knowledge students are elaborated for each educational unit. The third domain has a trajectory competence acquisition (process) a different psychological. Attitudes acquired through activities:

receiving, running, respect, appreciate, and practice. Knowledge gained through activities: remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile, the skills acquired through activity: observing, questioning, Experimenting, associating, and Networking (Permendikbud No. 65 . 2013)

In the approach or process that meets the criteria of scientific work, the scientists put forward inductive reasoning than deductive reasoning. Deductive reasoning is a common phenomenon to see and then draw specific conclusions. In contrast, inductive reasoning phenomena or specific regard to then draw overall conclusions (Materials Teacher Training of 2013 Curriculum)

To be called scientific, search methods must be based on the evidence of the object observable, empirical and measurable with specific principles of reasoning. The scientific method generally includes a series of data collection activities through observation or experiment, process information or data and analyze.

## **2.3 Models of learning in the 2013 curriculum**

### **2.3.1 Project-Based Learning (PjBL)**

Project-based learning is a student-centered teaching technique. It allows students to construct their own knowledge and skills by working cooperatively on complex and challenging real-life projects.

### **2.3.2 Problem Based Learning (PBL)**

Problem Based Learning is learning that is initiated or departing from the problems or issues that should be solved. According to the minister of education and culture no. Regulation. 65 Year 2013 concerning the standard of primary and secondary education, project-based learning is "produce work-

based learning problem solving" Problem-based learning is a method that challenges and present a learning approach to the problem of contextual stimulate learners to learn. In classes that implement problem-based learning, students work in teams to solve real-world problems.

Problem-based learning model is done in the presence of a stimulus provision problems then do problem solving by learners who are expected to increase the skills of learners in the achievement of learning materials

According to Materials Teacher Training of Curriculum 2013. There are 5 strategies in using the model of problem-based learning:

1. problems as study
2. problems as exploratory understanding
3. problem as an example
4. issues as an integral part of the process
5. problems as stimulus authentic activity

### **2.3.3 Discovery Learning**

Discovery learning is the learning process that occurs when students are not presented with a lesson in its final form, but is expected to organize themselves. As Bruner opinion in the teacher training curriculum modules, 2013, that: "Discovery learning can be defined as the learning that takes place when the student is not presented with the subject matter in the finals from, but is required to organize it himself" (Lefancois in Emetembun, 1986). Brunner is the basic idea of Piaget's opinion which states that the child must take an active role in learning in the classroom. Discovery learning occurs when individuals are involved, especially in the use of mental processes to

find some of the concepts and principles. Discovery learning is done through observation, classification, measurement and prediction, determination and inferi.

## **2.4 The Nature of Project-Based Learning**

### **2.4.1 Definition of Project-Based Learning**

Project-based learning is a learning a model that uses the project or activity as a learning medium to Achieve competency attitudes, knowledge and skills. The emphasis is on learning activities learners to solve problems by applying skills of researching, analyzing, presenting products made up with real experiential learning. Project work can be realized by the participation of specific classes or the whole school, as well as it can include courses like visual arts, music, technology design, introduction to science within the scope of a specific course (Sezer, 2001 cited in Ayaydin, 2005).This approach introduces learners to work independently or in groups in instructing real products.

According to Blumenfeld (1991) Project-based learning is designed for the use of students in searching real problems and is a comprehensive approach for teaching and learning in class. It seems clear that the project can use English teacher in the class to see or to inform the students about real problem, and from the project students try to solve the problem by themself or with a group. Project-based learning is done systematically involving learners in the learning attitudes, knowledge and skills through investigation in the design of the product. project-based learning is an innovative learning approach, which emphasizes contextual learning through activities complex. Implementation of learning creativity through

the development of initiatives to produce tangible products such as goods or services.

The main feature of project works is teachers' and students' planning a research collectively, to look for answers for the problems about an issue; and their realizing this research (Katz, 1994). In project-based learning, learners are actively involved in solving problems assigned by the teacher in the form of a project. Learners actively manage their learning with real work that produces real products. Project-based learning can reduce competition in the classroom and direct the learners more collaborative than working alone. In addition, Project-based learning can also be done independently through the work of constructing learning through knowledge and new skills, and make it happen in real products

In addition, project-based learning can provide them to be expert in designing project according Moursund, (1999) project-based learning does not focus on learning something. It focuses on doing something. It aims activities. They will determine the kids or forms of media which are appropriate for their learning material. In project-based learning, they build theoretical basis for the assignment. Freedom of thought is an important factor in this method. The core idea of project-based learning is the classroom with a project that the students has engaged in meaningful leaning.

In the project-based learning method , teacher is an important requirement in the beginning of the projects, as (s)he guides students in the project work they will choose, and determines the projects in class through collective discussions. However, at the stage of realization of the projects, students are at the forefront, whereas teachers take a back seat in order to facilitate the works for students.

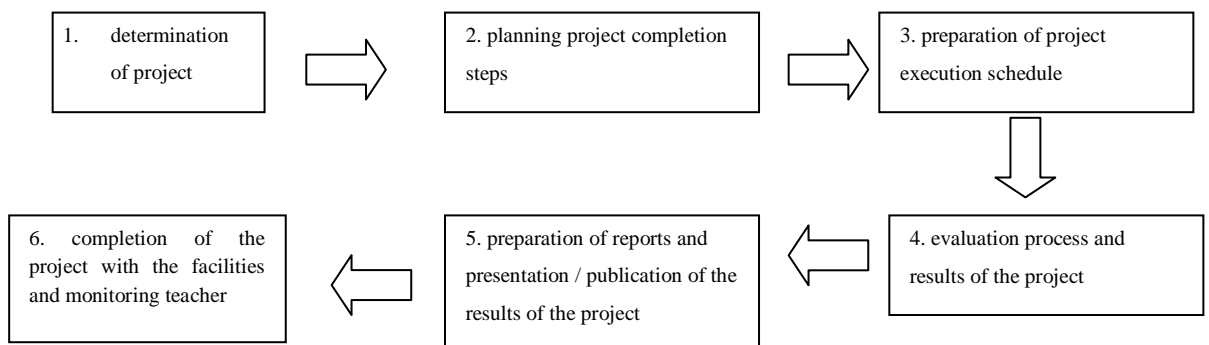
### 2.4.2. Procedure of Project-Based Learning

In project-based learning, learners are given the task to develop a theme or topic in the learning by doing project activities realistic. In addition, the implementation of this project-based learning to encourage the growth of creativity, independence, responsibility, self-confidence, as well as critical thinking and analytical learners.

Students in each group had one week to complete each project. These two pivots related to the project-based learning covered all concepts of the course and teacher and students applied procedures of the project-based learning

(Moursound, 2003) in terms of the following fashion: 1) *Organizing the groups*, 2) *Stating the subject and sub-subjects*, 3) *Designing project*, 4) *Application of the project*, 5) *Presentation*, 6) *Evaluation*

In general, project-based learning is supported by the 6 Procedure. Here is an explanation of the six procedure associated with project-based learning (keser and karagoca, 2010 in in Materials Teacher Training of Curriculum 2013).



Based on the chart above, the activities to be performed at each step project-based learning is as follows :

1. determination of project

learners at this step determines the theme / topic of project assignment given by the teacher. Learners are given the opportunity to select / define the project that will be doing well in groups or independently with a note not to deviate from the task set by the teacher.

2. planning project completion steps

Learners devise measures completion of the project activities from start to finish along with its management. This project contains the design activity rules in the implementation of project tasks, the selection of activities that can support project tasks, task completion possibilities of integrating various projects, and cooperation among group members.

3. preparation of project execution schedule

Learners under the guidance of teachers to schedule all the activities that have been designed. How long the project should be completed step by step

4. evaluation process and results of the project

This step is a step in implementing the project design has been made. Activities that can be done in the project activities which are by a) read the book, b) research, c) observation, d) interview, e) record, f) work of art, g) Visit the project object, or h) internet access. The teacher is responsible for monitoring the activities of learners in the process of doing the task of project start to project completion. In the monitoring activities, the teacher made rubric that will be able to record the activity of learners in completing project tasks



5. preparation of reports and presentation / publication of the results of the project

The results of the project in the form of a product, whether it be paper products, works of art, or technology work / craft and presented or published to other learners and teachers or community in the form of learning products exhibition

6. completion of the project with the facilities and monitoring teacher

Teachers and learners at the end of the learning process to reflect on the activities and results of the project tasks. The process of reflection on project assignments can be done individually or in groups. At this stage of the evaluation, learners are given the opportunity to bring his experience for completing project tasks are developed to improve the feedback discussion of the processes and products that have been done

### **2.4.3 The Characteristic of Project-Based Learning**

The characteristic of project-based learning can be consulted to the theory of project-based learning which stated by Larmer and Mergendoller. They argued that the project based learning started with some questions. A good driving question captures the heart of project is clear, compelling language, which gives students a sense of purpose and challenge. The question should be open-ended, complex, and linked to the core of what the teacher wants students to learn. Another characteristic of project-based learning is students find project work more meaningful if they conduct real inquiry. In producing the project, the students reflected on their thinking and problem solving process, which they need to be explained in their oral presentation.

According Çepni (2008) lists the characteristics to be considered in planning and application of the project-based learning method as follows:

1. Activities should be comprehensive and purified from empty works.
2. The time period reserved for their preparation should be adequate.
3. Project should be related with the topics taught in courses; the behaviors that are to be achieved must be clearly stated.
4. The result that will be achieved should be able to compensate for the investment made.
5. Students should be given the opportunity to solve their problems through the activities.
6. They should be appropriate for students' experiencing the senses of creativity, responsibility and success.
7. The project should be appropriate for students' working in their normal living conditions.
8. The project should direct students to think, search and examine.

## **2.5 Previous Study**

The researcher find previous study from Ananda Rifna Humairoh (2014) related to the study. The title of this thesis is the implementation of project-based learning in teaching speaking a spoken advertisement for the eight graders of SMP 40 Surabaya. The design of this research is descriptive qualitative research. She says that the result of her research is project based learning technique has a positive effects to increased students motivation and confidence to speak English in front of the classroom without any boredom and fear. Most of them have a positive response towards this method. Moreover, it have provided an opportunity

for the students become active learner and have better understanding of the material, that is short functional text, especially advertisement. Then, the result of speaking ability has been reported as well by describing the students' speaking ability, related to their speaking components, including content, fluency, vocabulary, pronunciation, and grammar. It different with this study, this study give opportunities to the students to improve their skill, some of the students like search the information of national project, the students also improve listening skill when their friends give presentation of their project, and for speaking skill they should speak in front of the class.

The similar study has been already conducted by Dhiah Ayu Estiningrum Kusumaradyati, she was students of state University of Surabaya from class of 2009, who entitled her thesis "The Use of Project-Based Task to Improve Eleventh Graders' Ability in Writing Hortatory Exposition Test at SMAN 1 Ngadirojo Pacitan", The previous study has been applied the same method which support the study, that is Project-Based Learning. However, she provides students with complex task based on challenging questions or problem that involve the students' problem solving. Therefore, the method that is used make students experienced to do the task based on their investigation toward the problems to reflect it into their result of writing perfectly.

Another study related to the implementation of project-based learning is taken from the journal of thesis which is written by student of Selcuk University entitled "Investigating the effects of project-based learning on students' academic achievement and attitudes towards English lesson of 9<sup>th</sup> grade students". Based on the result, it was also found that project-based learning was more effective in the

positive development of the students' academic achievement levels. More over, it was revealed that the students who were educated by project learning was more successful and had higher attitude levels towards the lesson.

Other previous study is taken by Heather L. Sanderson 2008 entitle" comparison of Problem Based Learning and Traditional Lecture Instruction on criticalthinking, Knowledge, and aplication of strength and conditioning". Based on the result, it was also found Problem Based Learning did not learn more or improve their critical thinking more than Traditional Learning. even though there was less content delivered by problem-based learning, equal improvements of scores occured. And students' perceptions revealed problem-based learning students did learn to become independent learners and problem solves.

The all researcher above both Project-based learning or problem-based learning it focuses on students center and begin with problem-solve. The similarity between those journal and this research is same in concern about the use problem solve in learning English. The differences between those previous studies with this research are this research focus on how the way teacher implements project for teaching learning English activities at seventh grade at SMPN 1 Gresik, and the response of students in implementation project-based learning as the method of English learning.