CHAPTER II
Review of Related Literature

This chapter discusses some definitions or theories related to the literature of previous research. Conceptual shows the importance of a study in which is needed by this case study. That is,

2.1. Social Learning

2.1.1. Definition Social Learning

According to Shirley, W., & E., J., Highwood. (2018) stated that essentially social learning is a system where the learning occurs with and from others. According to Bingham & Conner (2015) stated that social learning theory has its roots in sociology, behavior modification, and psychology with an early focus on learning appropriate social behavior by imitating others. Therefore, social learning is able to change students' behavior in imitating others during it occurs at the school.

According to Bandura (1977) postulated that an individual's cognitive and social development is nurtured by his/her own behavioral or cognitive attributes but also by interaction with significant others or more specific, by his/her social environment. As simply Social learners are individuals that live at the expense of the population, exploiting the information, skills, and resources acquired, devised, or discovered through social learning but contributing no new information themselves.

Meanwhile, according to Umar D. (2018) stated that social studies education can provide a significant contribution in overcoming social problems, because social studies education has a function and role in improving human resources to obtain knowledge about human dignity and values as social beings, the ability to apply that knowledge and be able to behave based on values and norms so able to

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live in a community. On the other hand, Learning can be viewed as a journey through landscapes of practices.

2.1.2. Identification and Imitation

Kohlberg (1963) define the terms identification for matching behavior that is presumed similarity and the construct imitation for instrumental responses supported by extrinsic rewards. Matching behavior occurring in the presence of the model, while endowing identification with the performance of the model's behavior in the latter's absence, (Kohlberg, 1963; Mowrer, 1950). Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do(Bandura, 1977). It requires to use the appropriate strategy to maximize social learningon studying English. So it suggests that modelling is an effective instructional strategy in allowing students to observe the teacher'sthrough process. According to bandura (1986) said that Modelling engages students and encourages learning. According to Eggen and Kauchak (2001) stated that modelling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. Because according to Haston (2007) said that whenever a teacher demonstrates a concept for a student, that teacher is modelling.

2.1.3. Modeling: The Basis of Observational Learning

This study determines that modeling is an important ways of students in processing their learning at classroom, according to bandura said that the basic idea of learning can occur through observation or example rather than solely by direct reinforcement. Further Bandura also argued that most human behavior is learned through example, either intentionally or accidentally. We learn by observing other people and patterning our behavior after theirs.A behavior modification technique that involves observing the behavior of others (the models) and participating with them in performing the desired behavior.

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Modeling a behavior modification technique that involves observing the behavior of others (the models) and participating with them in performing the desired behavior. According to Biggs and Moore (1993) they said that teachers need to realize that there is no one way in which students go about learning; that some ways are more effective than others; and that, most importantly, there are things we as teachers can do to optimize the chances that students will go about learning in the most desirable ways. According to Suzanne and Laura Most human behavior learned observationally through modelling, a teacher can model by using visual, auditory, tactile, and/or kinesthetic instructional techniques. The previous researcher has shown that modelling can be used across disciplines and in all year and ability level classroom. A model can provide examples of what is expected of the students in terms of work and behavior.

2.1.4. Observational Process

Based on Albert Bandura's theories (1969) regarding cognitive and behavioral processes are divided into 4 categories, that is,

2.1.4.1. Attention, it means that people who learn from a model when they recognize and pay attention to its critical features. According to Montessori, M. (2016) said that attention refers to the stimulus that captures the child's focus or can be the attention propelled be an "internal impulse" or spiritual hunger, in which drives the child to repeat an exercise with attention fixed so intently from object to object that the initial learning brings a new kind of intense engagement.Additionally, attention process consists of some indicators that describe student who concerned the social learning are able to get attention on teacher stimulus through some strategies that is 1) see teacher' explanation, 2) asks question to the teacher, and 3) show a little bit imitation.

2.1.4.2. Retention, it means that how well the individual remembers the model's action. According to Brittany, C. (2013) explained that 'Retention' refers to the length of time that students continue to study at a particular institution where this word is often used as a metric, measuring the percentage of students that remain in the study until they have completed a particular qualification. Additionally, student will be categorized into the indicator, that is, those who are able to answer the teacher question in which already defined them.

2.1.4.3. Motor reproduction, it means that after the students who observing the model, they must imitate the model action. People might pay attention to a model and encode what they have seen, but limitations in motor development might make it difficult for them to reproduce the model's action. Additional, This can require the input of others to provide self-correcting feedback, which shows the activity based on the teacher's modelling to improve the English capability through social learning.

2.1.4.4. Reinforcement, it means that motivated to exhibit the modeled behavior if positive incentives or rewards are provided. Additionally, the students will be categorized into several indicators, that is, those who show expression (happy, sad, embarrassed, and get angry), and keep trying to answer correctly.

2.2. Previous Study

In the case of the previous study, many previous researchers investigated the use of the social learning process in the class. The researcher will show the advantages and disadvantages which is to find the specific gap among case studies ever.

Research from Shawn R. Tucker (2018) examined Social Learning via Improved Daily Writing Assignments, Implementation of Study Groups, and Well-Structured

Daily Class Discussions. He studied 30 students from state universities in the southeastern part of America. In his research, he divided the groups according to the numerical order mentioned by the students, then he asked students to understand each different character in the novel that was shared in each group. After students gather insights about the characters in the novel, then shared by discussing it with the group members. As a result, indirectly the students who learn through social learning as a group discussion can develop insights in writing assignments in which group friends will provide convenience in improving students' ability to analyze what has been observed by others through discussion methods.

According to the previous study that had been investigated of The Development Of Social Learning Model Based On Metacognitive Strategies To Foster Mathematics Self-Efficiency Of Senior High School Students 9 Makassar, Indonesia. This research conducted on December 18th, 2016, which aimed to obtain the valid, practical, and effective model, instruments and learning tools were conducted simultaneously. They were learning, teaching-learning activities, and the effectiveness of learning. It used mix method research design in which the researcher would show the implied qualitatively in a whole series of activities carried out at each stage of the development model of learning, especially in the four last stage models of plomp, namely: the design stage, the realization stage, tests, evaluation, revision, and implementation stage. So that the result of the activity during the investigating showed that PS MEDIM Model is efficient because the mastery of learning has been reached. The students' activities have been conducted as expected. The ability of the teacher to manage the learning is in the category of "good". The, students' response to learning process has been positive. Moreover, mathematics self-efficacy of students has increased.

The according to the previous study that had been investigated of Using Social Learning Theory to Explore the Process of Learning from Role Models in Clinical Settings. It used a qualitative research design, interpretative methodology was

adopted, with one to one semi structured interviews being conducted. In this paper we have chosen to emphasize the learner experience and perspective, with data from the clinical teachers used to enhance and further illuminate the students' viewpoint. The result was closely and repeatedly observed role models' actions and behaviors and patients and colleagues' responses to these behaviors. Be given insight into the invisible thought processes behind the behaviors they observe and it could be given permission and structured opportunity to reproduce and test out observed behaviors in practice and reflect on this.

Therefore, related to the previous research above, it had same variables of social learning through modeling. But this study emphasizes on observing the way of teaching through social learning affected classroom practice, meanwhile there is no research showed the condition of social learning conducted on studying English. The subject was also different which the researcher interest on descriptively toward English learning activity within social learning for junior high school.

Not only that to understand deeply on how a student predicts in imitating teacher's modeling in studying English to measure strengths and weakness of their English skill, the researcher observes the step for 3 days. At the same time to know more what students need, a teacher must have recognized their students' character in learning English. So that the classroom learning situation will be flowed-well with accomplishing the target learning. The role of a teacher as facilitator gives a big impact so by an interview in some questions concerned with goals, theory intelligence, metacognitive, self-regulation, assessment, objectives, purposes, strategies, value and interest, communities of learner or strategic help seeking that covered the observational process within social learning at the classroom.