

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents theories related to the problems of this study. The theories, which applied in this study, are the implementation of joyful learning and reading comprehension.

#### A. Joyful Learning

Mostly people think that a joyful learning can be applied maximally in the Early Childhood Education only. It is including indoor and outdoor activities, mostly with experiments and playing. In Primary Programmed and above, students are rarely facilitated playing in the playground and mostly the students spending their times for studying inside the classroom. Therefore, students study because they are forced or asked that. Through daily homework and projects, especially during the examination seasons, students are formed not to be creative, independent, and responsible naturally. Things are done based on instructions and directions.

The joyful learning helps teachers create an environment for active and collaborative learning that encourages and supports all students, including those who have marked differences in abilities, needs, language, cultures, and/or learning profiles. The activities promote the concept of "happy learning" and positive characters of students; e.g. reflective, responsible, inquirer and thinker. When students enjoy learning, it will be easy for them to be taught, doing tasks and facing the examinations. A joyful learning method will create a good

feeling about learning. The independency and responsibility are raised according to a positive self- awareness of students and teachers.

Joyful Learning presents a range of strategies that can be used to invite students in discussion, debate, creative thinking, questioning, and teamwork. Providing classroom-tested examples, project- based learning activities, specific guidelines and varied of assessment.<sup>1</sup>

Joyful means experience delight or happiness caused by something pleasing or gratifying. Consequently, the term joyful learning in the context of education refers to the positive intellectual and emotional state of the learner. This state or experience is achieved when an individual or group is deriving pleasure and a sense of satisfaction from the process of learning. Characteristics of joyful learning include being highly engaged in the task or experience while having a sense of wonder and curiosity. Typically, educators and their students both benefit from and feel synchronicity in the teaching/learning experience. There is a sense of shared interest and purpose.<sup>2</sup>

Joyful learning is a learning system that tray to generate interest, the involvement, and the meaning, understanding, the value that make happy to the students.

Joyful Learning is learning in which there is no more pressure, both physical and psychological pressure, whatever you call it just will stunt the mind of students, while the freedom of whatever they able to create a climate of learning.

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<sup>1</sup><http://stellamarisserpong.wordpress.com/html>, accessed on agust 14 2012

<sup>2</sup><http://springerreference.com/docs/html>, accessed on agust 03 2012.

Joyful Learning presents a range of strategies that can be used to invite students in discussion, debate, creative thinking, questioning, and teamwork. Providing classroom-tested examples, project. Based learning activities, specific guidelines and varied of assessment used by teachers in this case the teacher to make students more receptive to the material, deliver with the fun atmosphere and without tension in creating fun sense.

a. The purpose of joyful learning

The purposes of joyful learning are to make students interesting for the lesson given by teacher, to keep their spirit, to increase their studying interesting in the classroom, to decrease boring in learning in the class.

While the purpose of learning is stirred thoroughly enjoyable learning abilities of students, make fun learning and satisfied for them, and contribute to happiness, intelligence, competence, and their success as human.

**B. The Keys of Planning Language Program**

In the classroom, the method that was influenced by behavior structural has five keys that were needed if will plan language program:

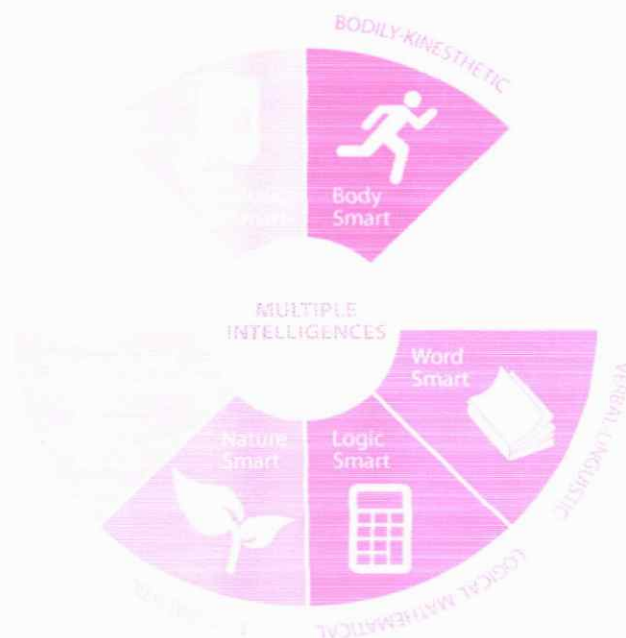
- a) Language is a statement, not written
- b) Language is daily
- c) Teach language not about language
- d) Language is what a saying, not a thinking
- e) Language is deferent<sup>3</sup>

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<sup>3</sup>Furqanul Azies, A. Cheadar Alwasilah, *Pengajaran bahasa Comunicatif teory dan practek*, (Bandung: Rosda Group, 1996), 21

### C. The Styles of Students Learning

Students have unique learning styles. Students gain strong benefits when their teachers and Learning Coaches recognize their strengths and weaknesses as learners. Howard Gardner, a psychologist and professor of neuroscience at Harvard, Gardner defines “intelligence” not as an IQ but, rather, as the skills that enable anyone to gain new knowledge and solve problems.



Gardner proposed that there are several different types of intelligences, or learning styles.

1. Verbal-Linguistic (Word Smart). People who possess this learning style learn best through reading, writing, listening, and speaking. Verbal students absorb information by engaging with reading materials and by discussing and debating ideas.

2. Logical-Mathematical (Logic Smart). Those who exhibit this type of intelligence learn by classifying, categorizing, and thinking abstractly about patterns, relationships, and numbers.
3. Visual-Spatial (Picture Smart). These people learn best by drawing or visualizing things using the mind's eye. Visual people learn the most from pictures, diagrams, and other visual aids.
4. Auditory-Musical (Music Smart). Students who are music smart learn using rhythm or melody, especially by singing or listening to music.
5. Bodily-Kinesthetic (Body Smart). Body-smart individuals learn best through touch and movement. These people are best at processing information through the body. Sometimes kinesthetic learners work best standing up and moving rather than sitting still.
6. Interpersonal (People Smart). Those who are people smart learn through relating to others by sharing, comparing, and cooperating. Interpersonal learners can make excellent group leaders and team players.
7. Intrapersonal (Self-Smart). Intrapersonal-intelligent people learn best by working alone and setting individual goals. Intrapersonal learners are not necessarily shy; they are independent and organized.
8. Naturalistic (Nature-Smart). Naturalistic learn by working with nature. Naturalistic students enjoy learning about living things and natural events. They may excel in the sciences and be very passionate about environmental issues.

Combinations of the different types of intelligence abound. A hiker fascinated by birdsongs might have strong auditory-musical and naturalistic intelligences, supplemented by bodily-kinesthetic intelligence. The neighbor skilled in solving puzzles and discerning patterns may combine logical-mathematical intelligence with visual-spatial intelligence.

All of these learning styles indicate different ways of interacting with the world. Everyone has some degree of each, but each person favors certain learning styles. This is significant because when your child prefers one learning style to another, it affects his or her success.

Imagine that your child is tackling a written essay or report. Have him or her consider different methods by taking advantage of his or her strongest learning style:

Logical-Mathematical – Use a graphic organizer such as a web or story map to categorize and organize thoughts before writing. An outline is a written version of a graphic organizer.

1. Visual-Spatial – Draw or design the subject of the piece, and then write or create the written draft. Details in the drawing will lead to details in the writing.
2. Auditory-Musical – Listen to background music to block out other, distracting sounds. Hum. Chant. I have a sneaking suspicion that Dr. Seuss, with his talent for rhythm and meter and rhyme, was an auditory learner.

Finding, recognizing, and valuing different combinations of multiple intelligences is a key to applying these skills effectively. Sometimes an intrapersonal learner and an interpersonal learner working together will be in conflict. However, when both step back and consider their differing outlooks, they may find that they are both headed for the same result; they are just taking different paths to arrive at the goal. After graduation, professionals such as these two learners might team up to create or advance a new, successful idea.

If you want to learn more about your child's learning preferences, they have taken this online learning style test. Armed with the results of the test, sit down with your student and discuss some new study tactics that take advantage of his or her strengths. Note, however, that scores in multiple intelligences are fluid; they change and grow over a lifetime of living and learning. None is curved in stone.

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Some instructors lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding.

When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses,

the curriculum, and themselves, and in some cases change to other curricula or drop out of school. Professors, confronted by low-test grades, unresponsive or hostile classes, poor attendance and dropouts, know something is not working. They may become overly critical of their students (making things even worse) or begin to wonder if they are in the right profession. Most seriously, society loses potentially excellent professionals. To overcome these problems, professors should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner, which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals<sup>4</sup>

#### **D. Language Learning Method**

There are a lot of self-study language methods out there, and for the person looking to learn a language on their own, it can be hard and confusing to choose the method that suits your needs. There are plenty of great methods available to students wishing to learn a language on their own, and in this

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<sup>4</sup>[http://public/Learning\\_Styles.html](http://public/Learning_Styles.html), accessed on august 23 2014



post, I will try to tackle a few that, in my opinion, as well as in the opinion of some of the most well-known polyglots out there, are some of the best and easiest to go through.

There is no objective or universal answer to this question. Since we all learn in different ways, some methods might be more suitable to some people than others. In addition, different languages might need to be learned in different ways, again, depending on your learning style and on your ability to acquire and understand new grammatical structures and language systems. For example, I have learned Spanish very differently from Korean. Spanish is a Romance language very similar to French and English, languages I speak fluently. Korean, on the other hand, is at the complete opposite end of the spectrum. While Spanish can often be learned in a more “inductive” manner, this does not always work with Korean. So you’ll have to keep this in mind when trying out a new or old method and when relying on your learning habits that might have worked in one instance, but might not work the best in another.<sup>5</sup>

There are a number of language learning methods. One can employ to speed up the process of learning a new language. The success of a particular method is based on a number of factors, including age, personality, budget, and the amount of time one has to spare. What works for one person might not work for another, and therefore it is worth considering each of the

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<sup>5</sup><http://the-best-self-study-language-method/Html>, accessed on august 23 2014

three methods set out below to determine the method best suited to your circumstances.

#### 1. The Good Old-Fashioned Image Recall Technique

This classic method of language learning forms the premise of the famous Rosetta stone software and can be practiced alone at home, by either buying a program or simply using free resource websites. The idea is that you look at images and hear the native word for that image at the same time, thus developing a mental association between the two. If successful, when you attempt to recall the word later, the image will appear in your mind and affirm the correct choice of word. While the image-recall technique has proved highly successful, recent research has shown that this language learning method works best for children, primarily because at a young age the mind is like a “sponge” soaking up images and their associated words. However, the research suggests that teenagers and adults learn far better by using their own language as a tool for learning. In addition, suggests that adults require a diverse approach to learning to ensure stimulate and optimize the learning process.

#### 2. Group Interaction – Word Repetition

Group interaction represents the traditional classroom-learning environment. The language techniques taught in the classroom will vary but largely consist of word repetition as conducted by the teacher. However, it is not necessarily to teach the techniques in the classroom that make the difference in a person’s success in picking up a language and gaining a solid

level of proficiency. The classroom environment creates competition between individual learners, and therefore, in the majority of people, increases motivation to do well. The classroom environment also presents figure of authority. Generally, people do not like to let their teacher down and want to do the best they can in order to receive praise. Again, this is a key motivating factor in successful language learning.

### 3. Home Study via Language Learning Software

Home study using language-learning software has become the most popular way of learning a language in the modern day. There are a number of reasons for this, including study-time flexibility, a multi-faceted approach to learning and a far more affordable way to study than attending classes or hiring a tutor. The great thing about the newer language learning software platforms is that they utilize the best learning techniques and create an interactive package for the learner. For example, a teacher can be present through video to motivate and engage as they would in the classroom; audio is provided for on the go learning via digital devices, and reading literature is provided to diversify the experience away from the computer. In many cases, certificates are also awarded for progressing through levels, providing the learner with a sense of achievement, which is essential for optimizing success. A key factor in choosing language-learning software is most certainly the price tag. When you calculate the cost of attending classes or hiring a tutor, the fact that you can go from a very basic level of proficiency to fluent using language learning software for under \$150 is quite

remarkable. In light of this, more and more people are choosing home study via language learning software as their preferred method of learning.<sup>6</sup>

### **E. Technique of Discussion**

Discussion as a Way of Teaching addresses an important, often underutilized pedagogical approach the discussion method. The book is a practical and valuable resource for all seeking to improve their teaching and create more learner center teaching environments.

It would be hard for anyone to read this book and not end up with a large number of ideas about how to use discussion in the classroom. Even experienced teachers are likely to be challenged in some of their own assumption

One of the most easily understood examples of meta-discussion occurs in the criticism of a literary work, such as a novel. On-topic discussion of a novel, rather than meta-discussion, would include such things as the consideration of a particular character, examination of incidents in the plot, or exploration of the general themes of the book.

The substantial discussion of commentary on the book has occurred. This constitutes a classic example of meta-discussion based on Wilson's original, first-order examination of James' book.

Other examples of meta-discussion often occur on Usenet or other Internetbased discussion forums. Frequently, contributors to these forums will complain about the tone of the discussion, the personalities of other

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<sup>6</sup><http://language/articles/langlearning.Htm>, accessed on august 23 2014

contributors as supposedly revealed in the conversation, the inability to stick to the topic at hand, or comparisons of the discussion to conversations elsewhere on the Internet. All these constitute meta-discussion based on first-order Internet conversations about a particular topic.

Meta-discussion does not mean a simple change of subject. If all those conversing about a particular subject suddenly start exploring another subject, no meta-discussion has taken place. In fact, such a shift or attempted shift in subject matter will often provoke meta-discussion about contributors not sticking to the topic or trying to avoid issues in the original discussion. In fact, it may be a relatively rare occurrence that any substantial, extended discussion of a subject does include at least some meta-discussion. Simple requests for a contributor to pay attention or to let others be heard are very common examples of meta-discussion in both face-to-face conversation and written communication.

Collaboration is work together with another person. In the practice, collaboration learning means that the students work with their partner to get the learning the dialogue journal technique is one of collaborative learning techniques that consist of students' thinking in a journal then they exchange with one of their friends to get some comments and questions. Dialogue journal offers the formal media to students to write their thinking, experiences, or other exercises. This journal is effective, especially when the

writers know that someone who is interested about topics above will read and response their note.<sup>7</sup>

Collaborative technique with dialogue journal gives the students opportunity to express their idea. Students can share their knowledge, experience with other, and motivate each other to understand the material. Students who gets journal of their friends, they have chance to comment and give suggestion, which will help their friends to make a good task in their journal than before purposetogether.<sup>8</sup>

#### **F. The Function of Media**

There are several function of using media, they are:

1. To reduce the function of mother tongue.
2. To secure the students motivation.
3. To explain the new concept to the students in order they can understand without trouble and wrong perception.
4. To make the teaching learning process interest and interactive.

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<sup>7</sup>ElizabertE.Barkley, *Teknik-TeknikPembelajaranKolabratif*, terj.NarulitaYusron(Bandung: Nusa Media, 2012), 350.

<sup>8</sup>Ibid, 350.