

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter contains of definition of Assignment method, types of Assignment method, the reason of using Assignment method, and the importance of Assignment method during the classroom.

#### **A. Definition of Assignment Method**

According to Ubudin Nata (2000), the term method comes from the Greek "Metodos". This word consists of two syllables, namely "Metha", which means through, and "hodos" a path or way. So a method is a path followed to achieve a goal. As for the terminology, it is quoted from the book thoughts of figures. Islamic education, written by Abudin Nata, method is defined as a way can be used to achieve the set goals, namely changes to a better situation than before. This method is used by a teacher in delivering material Islam as a subject or field of study in accordance with the curriculum. Each teaching method has its own strengths and weaknesses. The more able a teacher is to reduce weaknesses in using a method, the higher its efficiency and effectiveness will be.

The assignment method of teaching is one useful form of student-centered instruction. The assignment technique significantly aids students in comprehending the instructional content since students learn indirectly via the task (Widhiantari, 2012). Assignments can be essays, research papers, oral presentations, projects, and labs. By using the assignment method, the teacher makes assignments with clear instructions, provides

appropriate assignment material, and assessment criteria based on the results that must be achieved by students. Teachers monitor and limit collection of assignments that challenge students to self-improvement. The effectiveness of this method depends on the level of student involvement, teacher support, clarity of instructions, and alignment with learning goals.

Djamarah & Aswan (2006) state that assignment is a presentation method in which the teacher gives certain tasks so that students do learning activities. The teacher gives it to students in the hope that students want to learn. The more often students are given assignments and the more often students learn, the learning outcomes will increase.

According to the opinion expressed by Fathurrohman & Surtikno (2007), giving assignments is not the same as homework, but has a broader meaning. Assignments can be done at school, at home, in the library and elsewhere. The assignment method is given to stimulate children to always be active in learning activities both individually and in groups.

The assignment method has become one way to stimulate students to be more active in learning outside the classroom. With the intensity of giving more assignments from the teachers, students will experience more benefits from learning from increased learning outcomes.

According to Rostiyah, (2012:133) "The technique of giving assignments or recitations is usually carried out with the aim of making students have better learning outcomes, so that students' experience in

learning something can be more in-depth." Furthermore, according to Nana Syaodih, (2010: 107) said that the assignment method is intended to give students the opportunity to carry out tasks or activities related to learning such as working on questions, and so on.

Based on the description above, the author can conclude that the assignment method is a method of presenting material where teachers give certain tasks so that students carry out learning activities. Tasks are not the same as household work, but are much broader, because they can be done in any place, at any time.

According to Hilyah Alan Finanda (2012), assignment method is essentially asking students to do something learning activities (work), both useful for themselves and within the process of deepening and expanding knowledge and understanding of a field of study what he learned. There is an assumption that says that everything What happens at school depends on the educators, how the educators can foster the motivation of their students and so on. Therefore deep The teacher's teaching and learning process applies a method that may be biased helping students and teachers must also understand the advantages, disadvantages and how to apply it and many more) regarding the methods that will be used in teaching methods.

Imansyah Alipandie (1984) Argue that assignments can stimulate students to actively learn both individually and in groups. The method of giving assignments or assignments is defined as a way of teaching and

learning interaction which is characterized by the teacher having a task to carry out students at school or at home individually or in groups”. Imansyah Alipandie stated that, “The assignment method is a method to teach which is done by giving special assignments to students.

The method of giving tasks or assignments is defined as a way of interaction Teaching and learning is characterized by the teacher's assignment to be carried out students at school or at home individually or in groups”. Imansyah Alipandie stated that, “The assignment method is a method to teach which is done by giving special tasks to student". which means that what is meant by the recitation method is the presentation of learning material in which The teacher gives assignments to students either verbally or in writing, then students must be responsible for what the teacher assigns to students.

This method was given because it was felt that there was too much learning material while there was not enough time. This means that the amount of material available at a less than balanced time. So that the lesson material is completed within the specified time, this is the method that teachers usually use to handle it. Task from This recitation is not the same as homework (PR) but is much broader than that.

## **B. The Reason of Using Assignment Method**

Sarumaha et al (2018) Assignment strategies are very useful for stimulating students to be more active in learning in class and after

interactions in class, because this strategy may be used for individual chores or activities and group activity, and it can be a critical component of a problem-solving approach

Giving assignments according to Wiryana (in Rizal, 2010) in Lusden Samosir (2022) is a way of teaching done by the teacher by asking students to do something outside of class hours. Giving this assignment aims to make students have better learning outcomes, because by doing the exercises or assignments given it will add to the student's experience in learning something and can be more integrated with other subject matter.

According to Djamarah (2002), giving assignments is one of the activities in learning teaching where students do a good job and useful, in deepen and broaden knowledge or increase understanding of a material lessons that often require more depth than just explanations given by an educator.

### **C. The Importance of Assignment Method**

Rostiyah (1989) Giving this assignment is an alternative to further refine specific learning objectives. This is due to the dense learning material that must be delivered when compared to the allocation of learning time which is sometimes limited. With so many educational activities in schools in both academic and non-academic forms, sometimes a lot of time is needed so that the completeness of the learning material is not achieved considering the dense content of the learning material. To overcome this situation,

teachers need to provide additional assignments outside class hours in the form like homework which has a positive impact on improving student achievement.

#### **D. The Types of Assignment Method**

There are several types of assignments given to students. According to Roestiyah, (2012: 169) the type of assignment method can be given in the form of a list of a number of questions regarding a particular subject or an order that must be discussed in discussion or needs to be looked for in a textbook, make something and make observations about something and can also doing some kind of experiment.

If we look at how students do the assignment, there are two types of assignment methods, namely cooperative (group) assignments and individual (individual) assignments.

##### **1. Cooperative Tasks**

According to Sudjana, (2009:86) that "cooperative (group) assignments emphasize learning activities together in certain groups so as to develop social relationships in solving problems or topics in lessons. So it can be interpreted that cooperative assignments are assignments carried out by students with how to form students into small groups.

According to Arends and Trianto, (2016:60) explains that giving assignments in cooperative learning has several characteristics such as, students working in groups cooperatively in completing learning material,

groups are formed from students who have high, medium and low abilities, if possible members groups from different races, cultures and genders, and awards are more oriented towards groups who are successful in carrying out tasks.

## **2. Individual Tasks**

According to Sumaatmadja, (2010: 111) that "individual tasks emphasize more on cognitive and psychomotor development of individual students". So it can be concluded that individual assignments are all assignments carried out by students individually without any cooperation from other parties.

According to S Nasution, (2000:119) that individual assignments have characteristics and characteristics such as Self-Instructive, which means assignments are usually printed or written and students must read and understand the instructions or instructions themselves on how to carry out the assignment, as far as possible without assistance from other parties. Teacher. And self-corrective, which means it contains answers so that the child can check his own work and thus can find out the learning results and can complete and then correct the student's own mistakes.

From the two types of assignment methods above, they can be divided into several types of assignments that can be given to students during more specific interactions in the classroom, among others.

## **1. Summary**

A summary is a summary of the content of the reading by minimizing the content and taking several important points to make it easier for the reader to more quickly understand the meaning of the reading. A summary is also an extract from a reading so that it can briefly conclude the article.

Gage and Berliner (1999: 14) emphasize the importance of providing summaries in the teaching and learning process, saying that the meaningfulness of information presented during teaching is created by creating supportive associations. In addition, they also suggest the importance of organizing teaching that pays attention to the superordinate-ordinate-subordinate arrangement with a clear hierarchy in meaningful material.

## **2. Make a paper**

A paper is a form of scientific writing that is used to present research results, analysis, ideas, or reviews on a particular topic. The paper is a means of demonstrating the author's understanding of the main theoretical problem being studied or the author's ability to apply a procedure, principle or theory related to a particular problem.

## **3. Giving questions**

Giving questions to students to work on is an effort by teachers to stimulate students' ability to solve problems related to the knowledge material they have studied. The types of questions can vary from essays, multiple choice, overlapping words, descriptions, etc.



So that teachers can monitor students' work results by seeing how much students have mastered the knowledge material by solving these problems.

#### **4. Homework**

Homework is homework or homework is assignments from teachers to students to be completed at home and accounted for at school (Soetomo, 1993: 159). It is also a task or work given by the teacher to students to complete the work at home, so that students can better understand the material that has just been presented by the teacher.

#### **5. Interview Practice**

An interview is a conversation between two or more people that takes place between a source and an interviewer with the aim of collecting data in the form of information. Therefore, interview techniques are one way of collecting data, for example for certain research.

According to Anas Sudijono, the definition of an interview is a way of collecting information which is carried out by conducting verbal questions and answers unilaterally, face to face, and with a predetermined direction and purpose.

According to the explanation above, interview practice at school is indicated as a practice of mastering the subject matter by asking each other

questions related to the subject matter between two or more students face to face.

#### **E. Stages For Providing The Assignment Method**

According to Adiatman (2011) The stages for giving an assignment method (recitation) are as follows:

1. Tasks must be planned clearly and systematically, especially the assignment objectives and how to do them. It is best to communicate the objectives of the assignment to students to know the direction of the task being carried out.
2. The tasks given must be understood by students when to do them, how long the task must be done, individually or in groups, etc. These things will greatly determine the effectiveness of using the method assignments in learning.
3. If the assignment is a group assignment, efforts need to be made for all of them. Group members can be actively involved in the task completion process especially if assignments are completed outside of class.
4. Efforts need to be made by teachers to control the process of completing assignments by students. If the assignment is completed in class the teacher can walk around control students' work.
5. While providing motivation and guidance, especially for students who had difficulty in solving this problem. If the task completed outside of

class, the teacher can control the process of completing the assignment through consultation from students. Therefore, in assignments you must completed outside of class, students should be asked to provide progress reports regarding tasks carried out.

6. Give a proportional assessment of the tasks carried out by learners. The assessment given should not only focus on the product, but it is also necessary to consider how the process is carried out to complete the task. Assessments should be given directly once the task is completed, this will in addition generate interest and students' enthusiasm for learning, also avoiding the accumulation of work students who must be examined.

According to Djamarah (2005), the Assignment Method Stages are divided into 3 major points. The assignment method can be done using the following steps:

1. Giving stage.

In this stage, tasks are given to students must be appropriate and the instructions given must be clearly directed and provides sufficient time do the task.

2. Learning stage.

Educators provide supervision or guidance to Students in carrying out or carrying out assignments according to the purpose and instructions

that have been given and used to do it yourself without asking anyone else.

### 3. Recitation phase.

Students are asked to be able to bear it answer the learning outcomes both in the form of a report and orally while the educator conducts a discussion discussion or question and answer in class.

## **F. Advantages and Disadvantages of the Assignment Method**

According to Sagala (2011:219), this method of assigning tasks has advantages in its implementation and shortcomings. He classified several points, including:

The Advantages:

1. Knowledge obtained from learning outcomes, the results of experiments or results of investigations related to interests or talents that are useful for their lives will be more pervasive.
2. They (students) have the opportunity to start development and have the courage to take the initiative.
3. Can be more convincing about what is learned from the teacher, be more in-depth, enrich or expand insight into what is learned
4. Assignments can develop students' habits of searching and processing for themselves information and communication.

Sagala also argues that weaknesses or disadvantages must also occur in every teaching method given, especially in the assignment method. following are the disadvantages:

1. Students often commit self-deception where they only imitate the work of others, without experiencing learning events.
2. Students will also have the opportunity to do assignments fraudulently or done by someone other than the student.

#### **G. Previous Studies**

There is previous research almost similar and related to this research. The first previous study is "The Efforts to Improve English Learning Achievement in Limited Face to Face Learning Period Narrative Materials Text With Recitation Learning Methods" by Siti Kholifah (2022)

The second previous study is "Application of the Assignment Method to Improve Student Learning Outcomes in Learning English" conducted by Adieli Laoli (2020) from IKIP GUNUNGSITOLI, Sumut. The goal of this research aims to increase the activity and results of learning English through assignment for class X SMA Negeri 1 Gunungsitoli. This research took a qualitative method. Data collection techniques to obtain the data in this study include tests and direct observation. Results of the study concluded that learning by using the assignment method can improve the learning outcomes of class X students of SMA Negeri 1 Gunungsitoli by providing reinforcement then more students to participate in learning.

The third previous study is "The Influence of Assignment Methods and Learning Behavior on Student Learning Outcomes" by Sulaeman, Sri Wahyuni, Salma Malanua. The objective of this report is to determine the effect of the interaction between the assignment method and student learning behavior on science learning outcomes in SDN 1 Bone Raya. This study took a experimental design method factorial ANOVA 2x2. The results showed that there were differences in science learning outcomes for students who were assigned individual assignments and students who were assigned group assignments.

The fourth previous study is "Learning Proces at Home by Online Assignment in third Level Student During Covid-19 Lockdown at Muhammadiyah Elementary School of Ponorogo" conducted by Satria Nur Wijaya Kusuma (2020).

The fifth previous study is "The Effect of Giving Assignment Methods on Students Understanding of The Science Concepts" by Maimunah H Daud, Maria Waldetrudis Lidi (2021)

All of the previous research has focused on the types of assignment that a researcher could apply during a classroom interaction. In the other hand, focus of this thesis is to look at one of the assignment method that might help the teacher conduct classroom interactions more effectively, as well as to explain how the classroom interacts when the teacher employs a assignment method. This research also used different school with the

previous studies, this research focused in Al Huda Vocational School Kediri. That is why this current research is different with the previous studies.