

CHAPTER II

LITERATURE REVIEW

This chapter will explain several theories related to this research, namely the method of teaching and learning English at MAN 4 Kediri. This study will also discuss the theoretical framework and previous research.

A. Theoretical Framework

1. Teaching and Learning Process

Teaching and learning may be somebody's learning activities by using all their potential so on encourage certain behavioural changes from someone. Learning activities are closely associated with students. While teaching activities are closely associated with what the teacher does. According to Hakim (2005), learning may be a process of improving the human personality whose changes result in a rise in the quality and quantity of behaviour like a rise in skills, knowledge, skills, thinking power, attitudes, habits, understanding, and other abilities. Then according to (2007), teaching is that the same as guiding and facilitating students to be told. Meanwhile, according to Nasution (1982) teaching is also a posh activity applied by the teacher if he manages the environment well and connects it with students in order that the tutorial process occurs.

In addition, the implementation of learning consistent with the quality process of permendiknas no. 41 of 2007 is the implementation of learning. It will be within the type of pre-activities and activities.

A. Pre-activity teacher

In this pre-activity, the teacher must prepare students psychologically and physically to follow the educational process. Then give inquiries to students in step with their previous knowledge of the fabric to be studied. Still as re-explaining the training objectives and basic competencies that may be achieved. Finally, do not forget to supply material and explain the outline of activities supported by the syllabus.

B. Activities

The activities are administered to motivate researchers to actively participate and supply sufficient space for innovation, creativity, and independence in keeping with the abilities, interests, and physical and psychological abilities of scholars. Additionally, this activity uses methods that are appropriate to students' abilities and subjects which include process, exploration, elaboration, and confirmation.

a. Exploration

Exploration is an action taken to search out the aim of doing something. during this process there are several things that the teacher must do, including the teacher must be able to find complete

information a few theme or topic to be studied. Then the teacher uses various learning approaches, and other learning resources that may facilitate interaction between students with each other. Additionally, students are required to always move in learning activities and in conducting experiments within the field the teacher must facilitate students.

b. Elaboration

Elaboration is that the act of adding the newest information in order that the previous information is more complete. within the description of this activity, there are several things that the teacher must do, including having the ability to familiarize students with writing and reading through very meaningful tasks. Then facilitate students through giving assignments and conducting discussions, facilitating students in cooperative and collaborative learning. Additionally, it gives students to think, analyze, solve an issue, and make it easier for college kids to form reports both individually and in groups. As well as, facilitating students to compete in an exceedingly healthy manner and students to present their work both individually and in groups and eventually facilitating students in conducting exhibitions and facilitating students in activities that increase student confidence.

c. Confirmation

In education, confirmation is an affirmation of the reality a few concept supported official references. There are several things that the teacher must neutralize this confirmation activity. Among others, providing regeneration to students in verbal form, confirming the results of student exploration and elaboration, facilitating students to reflect so as to realize learning experiences, and facilitating students to achieve significant experience in achieving basic competencies.

d. Post activity

In this post-activity, there are several things that the teacher must do. Among other things, the teacher must be able to make conclusions from the teachings that are learned that day. Then have an assessment of the activities that are programmed. And make a lesson plan for the subsequent meeting. Additionally, teachers must provide feedback on the training process and also give assignments to students both individually and in groups.

2. English

English could be a language that first appeared in England within the half of the year and currently English is that the most typical and often used language throughout the globe, especially Indonesia. Additionally, English is incredibly important. In Indonesia, English is commencing to develop

altogether circles, especially the young and therefore the old. the utilization of English is now often found within the world of labor, the globe of social media, and most significantly the globe of education. When people add a high quality institution, the foremost important thing is their ability to talk English. Smooth or not all that's also very influential within the position that may be obtained by someone.

3. Curriculum

According to Hasan (2017) the curriculum may be a set of designing and organizing a few goal, content, and subjects as a guide in concluding learning activities to realize certain educational goals. Additionally, in his article entitled 2013 Curriculum Information, it's stated that the event of the 2013 curriculum may be a follow-up to the event of a competency-based curriculum released in 2004 and 2006 which contains attitudes, knowledge, and skills that are integrated into the results-based 2013 curriculum.

A. Rationale 2013 curriculum development

There are several factors that influence the event of the 2013 curriculum, including:

1. Internal Challenge

Internal challenges are associated with the tutorial situation that puts forward eight national education standards, including content standards,

process standards, framework standards, education personnel standards, facilities and infrastructure standards, management standards, financing standards and assessment standards.

In addition, the event of the 2013 curriculum is an Indonesian increment which may be seen from the productive age of 15 to 16 years over the non-productive age of 17 to 65. so in 2020 to 2035 the proportion of productive age will increase to 70%. Therefore, the massive challenge faced is a way to make human resources productive that may grow to be human resources who have skills and competencies in education.

2. External Challenges

External challenges relate to globalization and issues that discuss with environmental issues, information and technology development, creative industry development, culture, and education development at the international level. With the existence of globalization, people's lifestyles have changed from ancient or traditional to modern. Besides that, globalization is additionally closely associated with the planet economy, science, technology and investment, and most significantly the standard of education.

3. Paradigm Opportunity

The 2013 curriculum was developed with the perfection of the paradigm, including teacher-centered learning to become student-

centered. so students have choices for the themes studied within the same competence, the way teacher and student learning initially interacts becomes interactive learning, students can learn from anyone, anywhere, and anytime. Then, passive learning becomes active learning and individual learning becomes group learning. Additionally, single-tool learning becomes multimedia learning and big learning becomes specific learning. And monodisciplinary learning becomes multidisciplinary learning and passive learning becomes critical learning.

4. Encouraging Curriculum Management

As for the way to encourage curriculum management, among others, teachers use collaborative methods, encourage skills as educational leaders and encourage facilities and infrastructure within the management and learning process.

5. Improved Subject Content

Improved subject content by deepening and expanding content material that's relevant to students

B. Characteristics of the 2013 Curriculum

The characteristics of the 2013 curriculum, among others, first, develop equally between spiritual and social attitudes. yet as intellectual and psychomotor skills. Second, the varsity is a part of society which provides a learning experience for college kids while in class. Then it's

conveyed to the community and used as a learning resource. Third, develop attitudes, knowledge, and skills in schools and communities. Fourth, provide sufficient time to develop attitudes, skills, and knowledge. Fifth, competencies are outlined in core competencies and explained in additional detail in basic competencies. Sixth, core competencies become a component that's composed of basic competencies. Then the fundamental competencies and learning processes are developed to realize core competencies. Seventh, basic competencies are developed supported the accumulative level of education.

C. Objectives of the 2013 curriculum

The 2013 curriculum aims to arrange people to own the flexibility to measure prosperously, productively and effectively and to be able to contribute to society, nation and state.

4. Teaching and Learning Strategy

Strategy is sometimes often employed in the military world and is employed as a social unit to win wars. Additionally, the strategy is additionally utilized by someone before doing an activity. Therefore, in obtaining a hit and in achieving success it's important to use a technique. Meanwhile, within the world of education, strategy is incredibly important. Strategy within the world of education is defined as a concept that contains a series of activities designed

to attain an academic goal. According to Sanjaya Wina (2008) teaching and learning strategies are a general pattern of actions of teachers and students within the realization of teaching and learning.

In the success of learning English teaching and learning strategy is that the most vital element. According to Cropper (1998) learning strategy is that the selection of certain styles of exercises with the training objectives to be achieved. Meanwhile, according to Gerlach and Ely (2014) learning strategies are the chosen ways of delivering learning materials in certain learning environments within the type of the character, scope, and sequence of activities which will provide learning experiences for college students. Additionally, according to Oxford (1990) learning strategies are certain actions taken by someone to form learning easier, faster, fun, independent, effective, and self-understandable. Meanwhile, according to Brown (2007), teaching is that the same as providing support for learning activities. Meanwhile, according to Crawford (2005) teaching well means addressing a group of goals that are useful for a particular group of scholars, certain resources, certain times, and certain schools.

So it are often concluded that the teaching and learning process of English may be a method that's chosen by someone in learning English to assist the teaching and learning process of English. Additionally, teaching are a few things that's done to assist others to find out to try to to something, provide

knowledge, guide and learn something. in order that learning becomes easier, more practical, and fun. Additionally, the utilization of English teaching and learning strategies can help store, absorb, and use information associated with English.

5. Evaluation of the Teaching and Learning Process

A. Definition of Evaluation

Assessment is an action in measuring an achievement. While the evaluation is an assessment of the progress and achievements of scholars. According to Hamalik (Hamalik, 1995) evaluation could be a measurement activity and could be a process of collecting data or information. Assessment and evaluation here is meant to work out performance related results. These results are then accustomed assess student progress and achievement. Therefore, evaluation could be a process applied to gather data and knowledge on student learning outcomes.

B. Learning domain

There are three domains of a learning process which will be easily evaluated, including:

a. Cognitive domain

Contains knowledge of the event of intellectual skills associated with facts.

b. Effective domain

Contains something associated with feelings, values, appreciation, motivation, and attitudes.

c. Psychomotor domain

Contains skills development in line with speed and procedures.

1. sorts of evaluation

a) Formative evaluation

Formative evaluation may be a method accustomed assess a program when an activity is happening. The formative evaluation itself is allotted very quickly. According to Brown (Brown, 2004) when in school most of them use formative assessment. The formative assessment itself is employed by the teacher to judge students within the process of forming student competencies and skills. the most key of the formation is that the delivery of an honest learning process from the teacher and feedback for college students within the future.

In addition, formative evaluation is additionally useful for analyzing learning materials, student learning outcomes, and teacher effectiveness in teaching. in order that formative evaluation becomes the most process in building new material components that are all meaningful.

b) Summative evaluation

Summative evaluation may be a method of assessing a program at the tip of learning activities. during this evaluation, the main focus is more on the ultimate result. Summative assessment itself is more geared toward measuring what students have. this will be within the variety of anything that students have learned and record how far students are in achieving these learning objectives.

2. Techniques in evaluation

According to Arikunto (Arikunto, 2012) there are two techniques employed in the evaluation of learning, namely using tests and non-tests.

a) Test

The test could be a method accustomed measure a personality's ability. Additionally, the test could be a method within the type of a group of techniques and procedures. Students who take the test will get the identical treatment in any case like teaching, assignments, and also the time needed within the evaluation. in order that students will get results in keeping with their abilities.

b) Non Test

Non-test could be a method wont to measure the effectiveness of scholars who are psychomotor and not

cognitive. The implementation of non-test will be within the kind of observation, interviews, documentation, questionnaires, and so on.

B. Previous Studies

The first research was distributed by Devita Ratna Sari seven years ago, namely in 2016 in her research entitled "English instruction and Learning for Young Learners at SD Islam Al-Azhar 29 Semarang (A Descriptive Study at the Fifth Grade of SD Islam Al-Azhar). Azhar 29 Semarang within the year of 2015/2016). this kind of research is qualitative. The similarity of this research with previous research. First, the employment of the identical data collection techniques. Second, both about the teaching and learning process of English. Meanwhile, the difference between this research and former research. First, the amount of education is different. Previous research discusses grammar school children and current research discusses highschool children. Second, previous research within the teaching and learning process must be while playing because the research subjects are still children. While this research within the teaching and learning process must be more focused because the research subjects are teenagers and not children anymore.

The second research was conducted by Hartuti eleven years ago, namely in 2012 in his research entitled "Teaching Learning Process of English at SMK Negeri

6 Surakarta: A Micro Ethnographic Approach". this kind of research is qualitative. The similarity of this research with previous research. First, both about the teaching and learning process of English. Second, the employment of the identical data collection techniques. Meanwhile, the difference between this research and former research. First, using different research methods. Previous research used ethnographic research methods and current research uses description methods. Second, the research subjects are different. Previous research was conducted at SMK Negeri 6 Surakarta and this research was conducted at MAN 4 Kediri.

The third research was conducted by Siti Murtiningrum fourteen years ago, namely in 2009 in her research entitled "Classroom Interaction in English Learning". this sort of research is qualitative. The similarity of this research with previous research. First, using the identical research method, namely the outline method. Second, both about the teaching and learning process of English. Meanwhile, the difference between this research and former research. First, previous studies have focused more on interaction and this research as an entire is more focused on the method. Second, the research subjects are different. This study used one English teacher and ninety-seven students and therefore the previous study used two English teachers and three students.

The fourth research was conducted by Fitri Yani seven years ago, namely in 2016 in her research entitled "An Analysis of Teachers' Teaching Strategies and Students' Different Learning Styles in English Teaching-Learning Process (A

Qualitative Research at MTS Ash-Shiddiqiyah and MTS Arifin Billah Cirebon". this sort of research is qualitative. The similarities of this research with previous research. First, the employment of the identical data collection techniques. Second, both are about the teaching and learning process of English. While the differences between this study and former research. First, the topic different studies. This study used one instructor because the subject and ninety-seven students and therefore the previous study used three English teachers and didn't use students because the subject. Secondly, this study used one subject for research, namely MAN 4 Kediri and former studies used two subjects for research. research, namely MTS Ash-Siddiq qiyah and MTS Arifin Billah Cirebon.

The fifth research was conducted by Muhammad Muzaki Aufa five years ago, namely in 2018 in a very study entitled "English pedagogy and Learning for Young Learners at SD IT Cahaya Bangsa Mijen Semarang (A Study at the Fifth Grade of SD IT Cahaya Bangsa Mijen Semarang) within the year 2017/2018)". this kind of research is qualitative. The similarity of this research with previous research. First, the employment of the identical data collection techniques. Second, both about the teaching and learning process of English. Meanwhile, the difference between this research and former research. First, this research is when learning uses online books and former research when learning uses specially designed textbooks. Second, the extent of education is different. This study discusses highschool children and former research discusses grade school children.