

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes related literature related to this study. This chapter contains theoretical reviews, conceptual frameworks, and previous research.

2.1 English Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having under understood meanings (Webster's Thirds New International Dictionary of English Language (1961) in Brown (2000: 5). English Language learning is a long and complex way. English Language learning is the steps where the learners explore all their competence to think, feel, and act. In addition, English language learning is not a set of easy steps that can be programmed in a short time. It needs regular training in order to succeed in learning process.

According to Kimble and Garnezy in Brown (1987: 6), learning is a relatively permanent change in a behavior tendency and result of reinforced practice. In order to be easier to understand, this definition is then classified by Brown (1987: 6) in the following notions: (a) Learning is acquisition or "getting"; (b) Learning is retention of information or skill; (c) Retention implies storage system, memory, cognitive organization; (d) Learning involves active, conscious focus on and acting upon event outside or inside the organism; (e) Learning is relatively permanent but subject to forgetting; (f) Learning involves some form of practice, perhaps reinforced practice; (g) Learning is a change in behavior.

Related to second language and foreign language learning, Krashen in Hutchington and Waters (1987: 49) makes a distinction between language acquisition and language learning. He proposes that acquisition is taking a language naturally and it takes places in an informal setting. The process is a subconscious one, and it occurs because there is a real need to use the language whereas learning happen when one is taught in a formal setting, and language is acquired when the learner receives comprehensible input. The language age is acquired when the learner

receives comprehensible input the language may be understandable because of a strong and supportive context or because the learner and the speaker share knowledge and experience. For language growth to occur it is important that the learners receive input just slightly beyond his or her current level of competence.

English learning is part of language acquisition which is designed and carried out programmatically. As a domain that is included in the acquisition of a second language, language learning is largely determined by aspects of biological, cognitive, and social maturity, ..also determined by the aspect of the teacher in the teaching and learning process. To achieve this goal in acquiring a second language, a student and teacher should understand the basic principles of the nature of a language. Anderson said that there are eight basic principles regarding the nature of language, namely: (1) language is a system; (2) language is vocal (speech sound); (3) language is composed of arbitrary symbols, (4) each language is unique, (5) language is built from habit, (6) language is a tool for communication, (7) language is closely related to local culture, and (8) language is always changing. (Anderson in Tarigan, 1989:38).

2.1.1 The importance of learning English

Language is our significant source of communication. It's the way through which we share our ideas, feelings, views, and thoughts with others. Language separates us from animals and makes us human. There are thousands of languages in this world. Each Country has their peculiar nationwide language in addition to a multiplicity of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand

English is the dominant or official language in a number of countries, including many former British Empire territories. The rise of the British Empire offers many clues as to why the English language is so popular. People often want to know the best language to learn to get ahead in life. Many think that learning English, the

international language, is the best option. English is of course an excellent choice .It is not enough to want to be fluent in English. In order to actually learn English, you have to like learning English. Because English is the most commonly spoken language in the world. One out of five people can speak or at least understand English. It is also called the major window on the world, which means that English gives us the view of the various progress taking place in the world.

Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries .As such, It is a useful and even necessary language to know. Learning English is important and people all over the world decide to study it as a second language. Many counties include English as a second language in their school syllabus and children start learning English at a young age. English is the language of science, of aviation, computers, diplomacy and tourism. Knowing English increases your chances of getting a good job in a multinational company.

To learn English requires constant practice and patience. The kind of feeling that succeeds among students is that it is not possible to achieve fluency or mastery over the English language. This kind of tendency prevents students from learning English. Most of the students study English from the examination point of view, so they are not able to produce even a single sentence without the grammatical error. Furthermore, sufficient practice is not given to students to learn a language. Knowledge of English is necessary if one wants to come up in life. It is the major window of the modern world. This is all the more true where the advanced countries have opened their doors for recruiting technically qualified persons. Only those who have a command over the English language are given a job.

But every language is important .It depends on the situation .you need a world language to communicate with people around the world without learning their regional language. English is the world language and it helps you everywhere. English is also hugely important as an international language and plays an important part even in countries where the UK has historically had little influence. If you have the basics of English language you can make yourself understood in nearly every corner of the world.

2.1.2English Learning Management

Arrangement of methods, strategies, and completeness in learning is part of learning management activities that must be carried out by teachers. Teachers must understand several factors that can affect student learning, so that the teaching and learning process can run well. Factors that need to be considered include: physical condition, socio-emotional, and organizational. All these factors must be understood by the teacher so that the objectives of teaching and learning are both instructional and accompaniment purposes. (Ade and AsepSuryana: 2009:104)

Initially, the notion of learning management was only related to activities that occurred during the process of interaction between teachers and students both outside the classroom and inside the classroom. The term learning management includes one of the competency-based curriculum implementation management (Diknas, 2004). Other managements are human resource management, facilities management, and assessment management. Things that need to be considered in terms of learning management are as follows; teacher-student activity schedule; learning strategies; management of practice materials; management of tools; team learning; remedial and enrichment programs; and improving the quality of learning.

There are some definitions about classroom management formulated by theorists. Richards in Richards and Nunan (1990: 10)

states that classroom management refers to the ways of student's behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively. According Levin and Nolan Classroom management provide students opportunities to learn all the things that teachers does in the class to manage the time, space, materials and keep student organized so that students learning can take a place in learning process. (James levin and James F nolan., 1996)

Classroom management is an important concern of every teachers, making effective setting classroom in schools holds students together and offers them opportunity to achieving their goals in learning process. Consist of many interrelated and complicated dimension that arising from class and environment, Teachers need to analyze students' ability, learning style and strategies as the base line for teachers in deciding the most appropriate way of teaching. So that as classroom managers these ability and habit can help teachers' make classroom life effectively, academically productive, comfortable and enjoyable for learning. Nowadays, classroom management is a very is issue in the world of the teaching learning. A positive classroom management will motivate and involve students in the teaching and learning activities. Neil and Wiles (1990: 277) study that classroom management is a brooder concept and generally is directed towards effective and efficient learning.

Richard and Nunan (1990:32) states that in a well-managed class discipline problems are few and learners actively engaged in learning task and activity. This contributes to the motivational level and expectation for success that the teacher creates in the class. According to Levin and Nolan (1996: 32), teachers who manage their classroom effectively report enjoying teaching more and having greater confidence in the ability to affect pupil achievement. Meanwhile Doyle in Burden and Byrd (1999: 68) defines classroom

management or the efforts done by the responsible person in the teaching learning activities in order to get on optimum condition.

Based on the explanation above, it is known that there are many definitions and also some principles of good classroom management formulated by experts. In short, it can be said that classroom management refers to any actions or strategies teachers use to maintain, organize, and control the pupils' behavior, movement, and interaction to keep them constructively engaged in teaching-learning activities.

2.2Excellent Class

Schools as one of the educational institutions that have an important role in the development of students, of course, the classification of students in a different room must be done as well as possible, with one hope that the instructional process that will be carried out during the specified time can run properly according to the basic educational and teaching objectives that have been set, and lead to the individual development process of each participant in line with the achievement of ideals. Likewise, what is meant by the term class does not mean a class which is a room that is limited by a wall as a place where students meet together to learn something presented by a teacher, but more than that the class is a small unit of participants students who carry out the process of interaction between students and educators through the learning process with its various uniqueness.

The class which is a place for students to learn has different social situations from one class to another. Therefore, so that learning objectives can be achieved optimally, there are some schools that apply class classification with very careful planning on the basis of certain abilities possessed by students into a class that we often call the favorite class or excellent class. It is general that humans have different talents and abilities. There are students who have ordinary abilities, but not a few of them have bright abilities and talents or are very intelligent, unlike children in general. Among them, gifted children are characterized by their

ability to think that is flexible, critical, has bright ideas, broad knowledge and a strong curiosity compared to children in general.

(M. Fadhil, 2017) states that excellent class is a class that is specifically designed for students who have more abilities, talents, skills, creativity and intelligence than other students and then receive different teaching programs to improve their strengths according to their strengths developed curriculum. Excellent Class is a class attended by a number of students who excel in the three assessment domains with intelligence above average who are specifically grouped.

This grouping is intended to foster students in developing their intelligence, abilities, skills and potential as optimally as possible so that they have the best knowledge, skills, attitudes as well as the spirit of the concept of excellent insight.(HusniMubarat, Fachruddin Azmi, 2019). According to (SilalahAripin, 2016) excellent class is "class that provides special service programs for students by developing their talents and creativity to meet the needs of students who have the potential for intelligence and special talents".

From the above understanding, it can be concluded that the excellent class is a class specifically designed for students who have more abilities, talents, skills, creativity, and intelligence than other students and then receive different teaching programs in increasing their strengths according to with the developed curriculum.

2.2.1The Aims of Excellent Class

Classes have high expectations of student learning achievement, professionalization of educators and education personnel is the focus of attention, effective teaching and learning processes are the focus of class attention, leadership and class management are very professional, classes are accountable for learning outcomes to the public (accountability), the class has a strong learning community, quality assurance is the commitment of class citizens to the public which is shown by the quality of the design, implementation, and evaluation of class development plans

(RPS), the class applies the principles of effective and efficient learning management.(Maimun, 2016)

With so many potential children of the nation, excellent education is a need that requires special attention. Each student has a different potential and therefore requires different guidance and teaching. Children who are excellent and have the potential must receive teaching according to their abilities so that they become excellent and can achieve the maximum possible level of achievement. In the flagship class, students will receive intensive lessons.

According to (M. Fadhil, 2017) excellent class that has several purposes, as follows: (1) gathering students who have special talents, abilities, and high intelligence in the regions (districts/districts) to be developed optimally, namely students who finish their education having: a strong religious foundation, faith, and piety, a patriotic spirit (love of the homeland).), high discipline spirit, high ability, broad insight in the field of science and technology, strong basic knowledge to continue education to a higher level, good and correct Indonesian language skills, English language skills, fondness for reading, research and analysis skill, (2) The excellent class is projected to become the center of excellence in the school so that it can compete in a healthy manner and motivate other students in the school. (3) The implementation of a excellent class in a school is the forerunner of the school being a excellent school which in turn is a way of realizing a learning culture for all students. (4) Creating order, security, cleanliness, beauty, family and shade (6K) in the school.

(Kompri, 2015) indicated that the objectives were more specifically adapted to the excellent class in each school, namely as follows. (1) Having a number of students with special talents and abilities and high intelligence (2) Having reliable professional teachers (3) Having an enriched curriculum (4) Having adequate

facilities and infrastructure, among others, a good study room adequate, fully equipped laboratories and computer rooms, adequate libraries, sports rooms or fields that can improve fitness and achievement, fairly complete learning media, textbooks (packaged books) with a ratio of one student: one book for each subject, and the number of students in one class is thirty people.

So from the explanation above the researcher conclude that the excellent class aims to produce educational outputs that have advantages in: (1) basic quality which includes thinking power, heart power, and physical power, (2) instrumental quality which includes mastery of science (soft and hard including the application of technology, ability communicating, etc., and (3) the ability to compete and collaborate with other nations. In addition, the excellent class is also intended to prepare students to have key abilities / competencies to face the era of regionalization / globalization, namely: (1) have strong and broad basic skills, (2) able to collect, analyze, and use data and information, (3) able to communicate ideas and information.

2.2.2 Efforts to Build Excellent Class

The development of excellent schools/madrasahs needs to be supported by the existence of excellent classes, namely a number of students who excel are grouped in certain classes. This grouping is to foster students in developing intelligence, abilities, skills, and potential as optimally as possible, so that they have the best knowledge, skills, and attitudes.

(Wijaya. C, 2021) state that to restore public confidence in madrassas and to increase their role and work in educating and supporting national development, madrasahs from an early age need to make reforms or at least need to make new innovations while maintaining their identity as schools characterized by Islam. One of them is by innovating excellent class programs (a kind of accelerated program) in madrasahs which are prepared for excellent children or

gifted children. Excellent class program management is very important. With this management will make it easier to achieve learning objectives and minimize errors. In the hadith of the Prophet it is stated that Allah likes people who when they do an action they do it perfectly, which reads:

Meaning: "Surely Allah is happy if someone among you does an act then he does it perfectly"⁸. (Reported by Al-Ṭabrānī)

The hadith indirectly emphasizes the importance of order in everything, including in this case the excellent class program. With good management, efforts to achieve goals will be effective and efficient. There are several reasons, or the basis for the importance of making excellent classes at the madrasah level such as MTs. Among others are: (a) Changes in the world that are increasingly advanced; (b) The complexity of people's lives; (c) Increasingly diverse job demands; (d) Development of science and technology; (e) The importance of preparing for a better future. Meanwhile, the objectives of holding excellent classes at madrassas include: (1) Meet the needs of students who have specific characteristics in terms of cognitive and affective development, (2) Fulfill the basic rights of students, (3) Fulfill the intellectual interest and future perspectives of students, (4) Fulfill self-actualization, (5) Prepare students as leaders who are able to make quick decisions. (6) Provide rewards for being able to complete education programs faster. (7) Improve the efficiency and effectiveness of the learning process (8) Prevent boredom of the classroom climate that is less conducive, (9) Increase spiritual, intellectual and emotional intelligence in a balanced manner.

The development of excellent class must be done collectively so it needs to be involved stakeholders in education, whether politicians, bureaucrats (especially district / city education offices), academics, practitioners, community leaders, parents of students, and so on. The development of the excellent class is basically based on

four basic strategies of the national education policy, namely equal opportunities for quality relevance and efficiency. Equality in the opportunity to get education contains the meaning of equality and accessibility wherever one is. Equality means that every potential child, wherever he is, has the same opportunity to get a quality education. Accessibility means that every child has the potential to have equal access to quality classes.

2.2.3 Learning Management in Excellent Class

Teaching and learning activities are reciprocal interactions of teachers and students. There is an impact of learning activities on the development and mindset of students. Therefore there is a process of mutual influence both actively and passively. In a passive and active class, the discipline or undiscipline of the teacher will apply differently. Besides that, students do not only interact with the teacher, but also with other students and resources (other people who also provide information either directly or indirectly). In the process of learning and teaching, teachers need students and students need teachers to run well. In contrast to learning activities, teachers do not need to be near students, but students can still learn on their own (Syaodih, 2003:31)

Teaching objectives will be achieved if the teacher is able to organize and manage the class so as to produce learning conditions that help students learn well. Learning strategies are steps that students take to improve their learning. Active use of language learning strategies helps learners take control of their own learning by developing language skills, increasing self-confidence and motivation in the learning process. Strategy instruction enhances student self-directed learning and self-directed learning and helps learners to take responsibility for their own learning. The more strategies students use, the more students feel confident, motivated and efficacious. Teachers are encouraged to choose appropriate teaching techniques and learning strategies for students and teach

them how to understand learning strategies to increase the level of independent learning. In order to achieve this goal, effective and efficient classroom management is needed. Effective classroom management is a requirement for effective education.

Evertson and Weinstein (2006:11) refer in their definition of classroom management to the actions teachers take to create an environment that supports students' academic and social-emotional learning. They describe five types of action. To achieve high-quality classroom management, teachers must (1) develop caring and supportive relationships with and among students and (2) organize and implement instruction in a way that optimizes student access to learning. The importance of developing good teacher-student relationships is also explained by Marzano et al. (2003). In addition, Evertson and Weinstein (2006) stated that teachers should (3) encourage student involvement in academic assignments. Can be done using group management methods (for example, by establishing classroom rules and procedures (Marzano et al., 2003).

With so many potential children of the nation, excellent education is a need that requires special attention. Every student has different potential and therefore requires different guidance and teaching. Children who excel and have the potential must receive teaching according to their abilities so that they become excellent and can achieve the maximum possible level of achievement. .in excellent classes, students will receive intensive lessons. Basically, management is not something new in human life. Although scientifically, management was only formulated around the early 19th century, but the practice has been going on for thousands of years. The word management comes from the word manu which means hand and agere which means to do. The words are then combined to become manager which means to handle. The term management actually refers to the process of carrying out activities that are completed efficiently with and through the empowerment of

others. This is in line with what GR Terry said as quoted by Yayat M. Herujito, that management is a process which consists of planning, organizing, actuating, and controlling.

Excellent class is a class developed to achieve excellence in educational output. To achieve these advantages, the input (input), the educational process, teachers and education staff, management, educational services, and supporting facilities must be directed to support the achievement of these goals. Excellent class management is the process of organizing or managing both from planning to evaluation which aims to develop the potential of students to achieve excellence in their educational outputs. RahmatHidayat, et al explained that management is an activity carried out together through a person or group with the intention of achieving goals, common goals of the organization. Thus, management is a series of activities which include planning, organizing, mobilizing and controlling carried out to achieve goals. which has been determined through the use of human resources and other resources. (Rahmad, Hidayat. et.al., 2020).

Thus, excellent program management can be interpreted as an effort to mobilize all resources owned by madrasahs through collaboration between various stakeholders in managing excellent class programs optimally, by applying management principles to support the achievement of the expected educational goals. The scope of excellent class education management includes all things or activities that support the achievement of excellent class goals. The scope of excellent class management in general is the scope of education management in general, both schools and madrasahs, namely: curriculum management, Management of students, Management of Human Resources / Personnel, Financial Management, Management of infrastructure, Public relations management.

2.3 PREVIOUS STUDIES

There are several types of previous studies found in this study. Research to date has been conducted on a variety of topics. Previous studies focused on descriptive text, but in a different format. Between this and previous studies, there are several research chapters:

Wijaya, C., (2021) conducted his research "Excellent Class Management during Covid-19 at MTs Islamiyah Barbaran Academic Year 2020/2021" The result indicate that the principal of the madrasah has carried out excellent class learning innovation management during the Covid-19 pandemic at Islamic Private MTs Barbaran TP. 2020/2021, namely by implementing several policies, such as online learning, flexibility of lesson hours, IT development, and maintaining daily protocols, by implementing management functions, namely planning, organizing, actuating, and controlling. In addition, committee empowerment is one of the main keys to the success of these MTs in managing excellent classes. This study using a qualitative approach, the methods used in this study are the methods of interviewing, observation and documentation. The data analysis method uses qualitative descriptive analysis which consists of four stages, namely data collection, data reduction, data display and conclusion or verification. In this study examine the implementation of excellent class management during covid19 at MTs Islamiyah Barbaran.

Suresmi (2020) conducted her research "Management of Quality Learning in A Excellent Class" The results quoted were planning learning in excellent classes at MTsN 2 Bandar Lampung and MTsN 2 Tanggamus through standard design after middle input, excellent academic process standards based on spiritual learning, and excellent output standards. The design standards referred to are enriched curriculum design standards (enriched curriculum), appropriate educational staff, IT media, classroom arrangement, and time allocation designs. Organizing learning in the excellent classes of MTsN 2 Bandar Lampung and MTsN 2 Tanggamus through organizing an enriched curriculum (enriching the curriculum) with

the Olympic curriculum, language and religion, organizing the allocation of learning time, organizing the roles and assignments of teachers, and organizing learning resources. The research instrument used interview, observation and documentation techniques. In collecting and analyzing data, this study used a quantitative and descriptive approach with Interactive Model Analysis. The survey was conducted planning, organizing, implementing quality learning in excellent classes at MTsN 2 Bandar Lampung and at MTsN 2 Tanggamus

Resky, S., (2021). Conducted her research “An Analysis of Classroom Management of English Teaching Process In the Large Class at The Second Grade of Junior High School Based Islamic Boarding School Pancasila Kota Bengkulu”. Research result The management of large classes in the teaching and learning process is divided into five. First The role of the big class teacher in grade 2 of the Bengkulu Pancasila Islamic Boarding School Junior High School which play an important role in the teaching and learning process in large classes. Second, Grouping Big Class 2nd Grade Students of SMP Pesantren Pancasila Bengkulu One way handle large classes. Third, Giving Feedback in Class 2 Junior High School Bengkulu Pancasila Islamic Boarding School, Giving feedback to students is very important carried out in large classes because students can get information about activities learn how to teach. Fourth, the Physical Environment of the Large Classroom In class 2 The Bengkulu Pancasila Islamic Boarding School Junior High School consists of several parts namely sight, sound, comfort, whiteboard and equipment for sight pancasila junior high school, comfort, blackboard and supplies good but the voice is still not good because the students are still distracted by the voice di outdoor. The Last Physical Movement for Class 2 Teachers at the Pancasila Islamic Boarding School Bengkulu consists of two Body Languages and two Guru Movements. This research is descriptive qualitative research conducted on 2nd grade students at Islamic boarding school Pancasila City Bengkulu, totaling 40 students. Instruments used in

This research is a researcher who is equipped with an observation schedule, interview guidelines and documents in data collection. Data is collected, selected, and reduced and analyzed into several types

Pasaribu, I., (2020) Conducted his Research “Excellence Class Learning Model in Junior High School”. Based on the data analysis, the class learning model is obtained excellence in As-ShofaPekanbaru Junior High School is categorized as already very well done. This is known from the recapitulation of the results of the questionnaire and The observation of the development was 88.43%. This result is in the range 80-100% which means Very Good. Sampling technique in research using a saturated sample. Data collection techniques in this study using questionnaires, observations, interviews, and documentation The data analysis technique uses qualitative descriptive. Data calculation carried out manually obtained through questionnaires, observations and Interview.