

CHAPTER II REVIEW OF THE RELATED LITERATURE

This chapter consists of related literature with this research. Those literatures are to determine the basic theories, the data collection and data analysis during this research.

A. Theoretical Description

1. Definition of Implementation

Implementation is an act of careful and detailed planning.¹ If the planning is well prepared and thorough, then there is certainty and clarity in the plan. In line with Nihlatun, who stated that implementation is a way to carry out something with a plan and referring to norms to achieve certain goals by being serious about its implementation and knowing the impact that will result.² Based on this definition, implementation is a plan that is prepared carefully and clearly so that it can be carried out well and precisely by paying attention to the consequences of activities and carrying out evaluations after the plan is implemented. Following are some of the implementation objectives:

- a. Knowing the community's ability to carry out a plan as expected.
- b. Knowing the level of success of a plan that has been designed to improve or improve quality.
- c. Carry out plans that have been prepared well by individuals and groups.
- d. Realizing the goals to be achieved in planning.
- e. Test and document procedures for implementing the plan.³

¹ Ichda Faridatuunnisa, "Kebijakan dan Pelaksanaan Pembelajaran Bahasa Inggris untuk SD di Indonesia", PROSIDING SEMINAR NASIONAL - Univ. Sarjanawiyata Tamansiswa Yogyakarta, (2020) 9.

² U Nihlatun, "Game Media Implementation Snakes and Ladders Iqro" (/ ق ر ء (in Improving Recognition Hijaiyyah letters in PAUD Muslimat NU Siti Hajar Karanganyar Karanganyar District, Demak Regency" (KUDUS, IAIN KUDUS, 2019), <http://repository.iainkudus.ac.id/3191/>

³ Noniya Dewinta A. Ritonga, "Pengertian Implementasi, Tujuan, Tahapan dan Contoh Implementasi", TEROPONG.ID, <https://teropong.id/pengertian-implementasi-tujuan-tahapan-dan-contohimplementasi/>.

Knowing the objectives of implementation can make it easier to conduct research. So the implementation must have research objectives in various fields, one of which is education. The provision of education has three main activities:⁴

1) Program Development

Program development includes developing a general program for each subject which contains what will be conveyed using worksheets and media to determine students' progress and shortcomings and then provide guidance, inquiry, and remediation.

2) Implementation of Learning

In learning, the teacher is tasked with conditioning the class and learning environment so that students condition their attitudes while studying.

3) Evaluation of Learning Outcomes

Evaluation is carried out through class assessments by testing students' basics and developing students' abilities during learning to provide solutions to problems that arise during learning.

2. Teaching

In this part, the researcher explained about the description of teaching.

a. Description of Teaching

Teaching is a complex process that requires careful organization for its success. For this reason, teachers must recognize the importance of managing effective learning, and classroom management must be considered the highest priority.⁵

Teaching is a scientific process with three major components: content, communication, and feedback.

⁴ M. Kholil Bisri, *“Implementation of Contextual Teaching and Learning Strategies in Islamic Religious Education Subjects at SMA Negeri 6 Kab Tangerang SMA Negeri 15 Tangerang Regency and SMA Negeri 18 Tangerang Regency”* (Thesis Megister, Serang, UIN Sultan Maulana Hasanuddin Banten, 2019), p. 28-29. <http://repository.uinbanten.ac.id/3792/5/BAB%20II.pdf>

⁵ Syafryadin, *“Effective English Teaching for Young Learners Classrooms”*. Yavana Bhasha: Journal of English Education, Vol. 3. No.2. (2020). <https://doi.org/10.25078/yb.v3i2.1714>

Effective teaching strategies improve student learning. It is always possible to change, improve, and grow. The system will be flexible as a result of new teaching and learning activities; "The right teaching environment can shape the terminal learner's behavior in terms of learning structure".⁶

The definition of teaching in the current context, according to Sabana and Sunarti, is guiding students on how to learn, not teaching students about teaching materials, and arranging the environment so that the expected teaching and learning process occurs.⁷ The first understanding places the teacher as a guide, places students at the center of teaching and learning activities, provides opportunities for perfect application of principles, and allows learning objectives to be achieved perfectly. The second meaning implies managing the environment as well as possible, making the environment a stimulus for the teaching and learning process, and the environment needs to be arranged in such a way that it can stimulate students' interest and motivation to learn.

Teaching has been done since humans were born, and those who teach are parents, particularly mothers. Teaching activities can take place anywhere, at any time, and by anyone as long as learning increases knowledge and experience. Teaching, according to Astuti, is a human activity that is limited and enabled by all of the limitations and potential that characterize other human activities. Teaching is dependent on those who choose to teach and those who become students, whether by choice or not.⁸ According to the above definition, teaching is an activity that guides someone to improve their thinking

⁶ Isola Rajagopalan, "Concept of Teaching", International Journal of Education, Vol. 7. No. 2. (2019)

⁷ Sabana, and Sunarti, "Strategi Belajar Mengajar Bahasa Indonesia: Berbagai Pendekatan, Metode Teknik dan Media Pembelajaran", Bandung: Pustaka Setia.

⁸ Irma Windy Astuti, "The Meaning of Teaching English Large Classes to a Novice Teacher", (Yogyakarta, Sanata Dharma University, 2010), p. 14 https://repository.usd.ac.id/33716/2/056332008_Full.pdf

abilities, experience, and behavior in order to become better and more educated.

Furthermore, Subana and Sunarti quoted Nasution's opinion, which said that teaching in the contemporary sense causes several positive things to happen, namely:

- 1) Arouse and maintain attention.
- 2) Explain the expected results after studying.
- 3) Stimulate students to recall concepts.
- 4) Displaying stimuli associated with the subject matter.
- 5) Assist with the process of learning.
- 6) Provide feedback
- 7) Assessing learning outcomes; in this case, carrying out evaluations, both formative and summative, which are comprehensive in all domains (cognitive, affective, and psychomotor).
- 8) Seek transfer by providing examples.
- 9) Consolidate or deepen what is learned by providing practice.

b. Characteristics of Teaching

The following are some of the characteristics of teaching:

- 1) Teaching is a successful partnership between teachers and students.
- 2) Teaching is both art and science. Teaching is an art form because it requires the use of talent and creativity. Teaching as a science entails a set of techniques, procedures, and skills that can because it necessitates the use of talent and creativity. As a science, teaching entails a set of methods, processes, and abilities that can be learned and improved systematically. Innovative and inspiring material is added to the foundational repertoire by a skilled teacher.
- 3) Different approaches to teaching exist, including indoctrination, conditioning, and formal as well as informal instruction..
- 4) Communication abilities have an impact on teaching

- 5) There are three steps to teaching. Educational goals, experiential learning, and behavior change are the three poles.
- 6) Teaching must be well planned, and teachers deciding on objectives, method of instruction, and evaluation.
- 7) Teaching is suggestive rather than directive
- 8) Effective instruction is democratic, with teachers treating students with respect and encouraging them to raise issues and engage in a variety of discussions.
- 9) Teaching gives students guidance, instructions, and positive reinforcement.
- 10) Teaching is an activity that requires cooperation, and teachers have to engage students in a variety of activities in the classroom such as organizing, managing, discussing, reading, and evaluating results..
- 11) Effective teachers help students acquire emotional stability through their kind and understanding of instruction.
- 12) Teaching is a remedial activity that teachers must engage in to solve student learning issues.
- 13) Teaching helps students make positive life changes
- 14) Teaching is an occupational occupation that promotes the harmonious development of students.
- 15) Teach Education encourages critical thinking and points the way toward self-directed learning for students.
- 16) Instruction is subject to observation, analysis, and evaluation.
- 17) Teaching is a specific task that can be considered a collection of element abilities used to achieve a specific set of teaching objectives.⁹

⁹ Isola Rajagopalan, "Concept of Teaching", International Journal of Education, Vol. 7. No. 2. (2019)

3. Learning Process

This section will elaborate on the experts' descriptions of the learning process and its relationship with constructivist learning.

a. Description of Learning Process

Learning activities are learning to understand something with limited learning methods. Meanwhile, according to Richard and Schmidt, learning is a process of practicing to form personality, expertise, skills, and knowledge through experience and instruction.¹⁰

Therefore, the understanding of learning from the definition above is an effort to form and gain knowledge, and experience as well as develop abilities and form a good personality because of interaction with the environment and it can shape cognitive, affective, and psychomotor students. The Factor Success of Learning, while studying there must be difficulties in understanding the lesson, but there are several factors to be successful in learning. According to Richards, the factors are:¹¹

1) View of Learning

Students in a course may hold different opinions about teaching and learning than do their teachers. The success of students enrolled in a course can therefore be influenced by what they perceive, experience, and anticipate regarding the learning process.

2) Learning style

Students learn in a variety of ways, and their learning styles can be an important factor in teaching success. There are four various types of learners in the general population:¹²

¹⁰ Richard Schmid and Jack C. Richards, "Longman Dictionary of Language Teaching and Applied Linguistics", 4th Ed. (Great Britain: Pearson Education Limited, 2010), p. 328.

¹¹ Siti Nurmeliya Baskarani, "The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of Mts Negeri 2 Jakarta)" (Jakarta, Department Of English Education Faculty of Educational and Sciences. Uin Syarif Hidayatullah, 2016), p. 7

¹² Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, "Achieving Success in Second Language Acquisition" (Cambridge: Cambridge University Press, 2005),

a) Concrete learners

These students prefer to study in groups and with media like games, movies, photos, and videos.

b) Analytical learner

These students like studying grammar, and English books, and studying on their own, learning through reading newspapers.

c) Communicative learner

These learners enjoy learning English through listening and conversation.

d) Authority-oriented learners

These students prefer to learn English as its language by listening to their teacher demonstrate the material, then writing it down in a notebook as well as learning to read.

As stated by Leaver, Ehrman, and Shekhtman, learning styles are also classified into three types:¹³

a) Sensory Preferences

Sensory preferences refer to the channels through which information is perceived, which at a minimum consists of visual, auditory, and motor modalities.

b) Cognitive style

Cognitive style describes how individuals acquire knowledge and how individuals process information.

c) Personality type

An effective learning style involves the student's personality in learning. The diverse personalities of students' learning styles influence their enthusiasm for learning. Students must know their personality, so that it will make it easier for them to learn. Then, after knowing students' learning styles, teachers can choose creative and varied teaching methods and media. Therefore, it

https://www.academia.edu/22194247/Cambridge_Books_Online_Achieving_Success_in_Second_Language_Acquisition

¹³ Betty Lou Leaver, "Achieving Success in Second Language Acquisition"

can create a pleasant learning atmosphere and increase learning motivation.

b. Learning Principles

Experts have advanced several theories regarding learning principles, some of which are similar and some of which are different. From these principles, several relatively widely accepted principles can be employed as a foundation for the learning process, among educators and students, to improve learning implementation. Attention and motivation; activity; direct involvement; repetition; challenge; and different personalities are the principles in question. Further details are provided below:

1) Attention and Motivation

In learning activities, attention is crucial; without it, the lessons taught by educators are useless. Even learning theory studies reveal that learning is impossible without attention.¹⁴ Students will pay attention to the lesson if the learning material meets their needs, and they will be motivated to study seriously as a result

In addition to attention, motivation is crucial for learning activities. Motivation, as defined by Gage and Berliner, is the force that moves and directs a person's activities. Motivation is analogous to the engine and steering wheel in a car.¹⁵ So motivation is a driving force that propels and directs a person's actions. Thus, motivation can be compared to a car's engine and steering wheel. Students who are interested in a particular field of study tend to have their attention drawn to that field of study, and motivation to study that field of study develops.

2) Liveliness

Students' learning is a complex action and behavior. There are two ways to look at the complexity of learning: from the point of view of the students and the educators. Learning is perceived as a

¹⁴ Gage and Berliner, "Educational Psychology", (Chicago: Rand McNally College Publishing Company, 1984), p. 335

¹⁵ Gage, "Educational Psychology", p. 372.

process by students, who engage in mental processes while dealing with teaching materials. From the perspective of the educator, the learning process appears as learning behavior about something. The current psychological paradigm holds that little ones are active beings. Students have a burning desire to accomplish something, as well as their desires and ambitions. As stated by Dimiyati and Mudjiono, "Learning can only be felt by the students on their own; students identify the extent to which the learning process occurs".¹⁶ This demonstrates that learning cannot be forced upon or delegated to others. Learning will be possible if children actively participate in the process.

c. Theories of Learning

The process of learning is the subject of several theories, each of which includes its principles or concepts. Based on these distinctions, the learning theory perspective can be divided into several parts.¹⁷

1) Behaviorism

A teacher will always provide a stimulus to a student during learning with the goal of obtaining the appropriate response. The stimulus-response relationship is repeated until it becomes habitual. Furthermore, if students encounter any difficulties or problems, the teacher encourages them to give it a shot yet again (trial and error) until they obtain the benefit.

2) Cognitivist

The teacher will allow students to gain understanding through learning, while the activation of the senses can be done using media or equipment. In addition, in conveying material, the teacher must make variations by using many methods.

¹⁶ Dimiyati and Mudjiono, "*Belajar dan Pembelajaran*", Jakarta: Rineka Cipta (2009), p. 44

¹⁷ Saidna Zulfihar bin Tahir, "*Teaching English As a World Language, Pengajaran Bahasa Inggris*" p. 5
https://books.google.com/books/about/TEACHING_ENGLISH_AS_WORLD_LANGUAGE.html?id=wEEICAAAQBAJ#v=onepage&q&f=false

3) Humanism

In learning like this, the teacher as a mentor provides guidance to students so they can actualize themselves as unique human beings and realize their potential within them. And students need to engage themselves on a personal basis in all initiatives that involve (or require intellectual understanding) in the learning process to get results.

4) Social/Observation/Modeling

The learning process will recognize the four main elements of the learning process through observation or modeling, which are attention, recall or retention, reproduction, reinforcement, and motivation. This stream contends that learning and teaching can be accomplished in the following ways:

- a) Submissions must be engaging and interactive
- b) The demonstration by the teacher must be clear, interesting, simple, and precise.
- c) The income or example teacher, as indicated, must be of high quality.

4. English Course in Brief

English courses are provided in informal institutions as additional learning for students. This is known as a pre-college course before majoring at the undergraduate level. It has the potential to enhance independent learning abilities outside of formal institutions. Students in the English course learn to improve their skills based on their interests.

a. Definition of English Course

Government Regulation No. 19/25 on National Education Standards stipulates that every school needs to provide for students' capacity building by offering extracurricular programs.¹⁸ Extracurricular is a program that is not part of the courses students take. In school, different schools may have differences. Extracurricular activities are known as programs that are meant to be fun

¹⁸ Ministry of Education and Culture, "The Management of National Education" (Jakarta: Center for Educational and Cultural Data and Statistics 2016), http://publikasi.data.kemendikbud.go.id/uploadDir/isi_6549DA84-7A7F-44B5-AD22-829B1F002A4_.pdf.

rather than as serious as regular class teaching and learning.¹⁹ The primary purpose of creating extracurricular activities is to meet the needs or provide opportunities for students to further explore their talents and interests. Extracurricular programs were held outside of school hours. As stated by Mulayasa, to support and improve students' abilities. English classes can benefit students of all ages and abilities for a variety of reasons. The purpose of the Course, which is held as an extracurricular activity by the school, is to provide students with the opportunity to improve their English and have additional experience and time to learn English given that they do not receive additional time in regular classes.

According to the Cambridge Dictionary, an English Course is a series of lectures or a study plan covering a specific subject that typically ends with a test or certification. In this context, however, an English course refers to a private institution that provides English training at different levels for people who are enthusiastic about learning a foreign language, ranging from beginner to adult. English course participants get the chance to talk about a broad range of subjects and practice a variety of skills. In addition to covering a broad range of topics in class, one of the most significant aspects of the English course is that students learn English through traveling to various locations and becoming familiar with their immediate surroundings.²⁰

b. The Aims of English Course

The English course's objective is to assist students in developing their interests and focus so they can accomplish their goals. The course encourages students to learn in a manner. Shan claims that the course

¹⁹ Citra Putri Utami and Dwi Anggraini L Bharati, "Teachers' Perceptions, Planning, and Implementation of Game-Based Learning in English Extracurricular Program (A Case of SMP 40 Semarang)," *English Education Journal* Vol. 10 No. (2020) 307-20.

²⁰ Irsanti, "Students English Learning Motivation Through Extra English Course (A Case Study at GTI English Course)". Thesis. Banda Aceh: Ar-Rainy State Banda Aceh. (2017)

participants have a variety of adaptable learning styles. Introverted students, for example, benefit from taking an English course given that they struggle with comprehension by the teacher at school and refuse to put forward questions.²¹

According to Alexander at Sheokarah, the general aim of such a course is to provide learning opportunities in a way that school classrooms do not; to foster what some students want in a comfortable environment; and to encourage experimental and exploratory mindsets in a comfortable and relaxed environment to increase interest in learning and create, encourage, and use language.²²

For students who study the subjects outside of school, the English course may serve as an additional class. Given that practice is the key to retention, students can find various methods to respond to questions in their courses and are given ample opportunity to do so. Furthermore, the students need time to expand their understanding of their interest in learning English. In this situation, taking an English course allows students to focus on furthering their interests.

c. Encouragement for Joining the English Course

In addition, the English course is an excellent setting for students to experiment with and gain confidence in using the English language in public. Students in the English course will encounter many different conditions than in the classroom, not only in terms of theory but also in terms of real-life practice. Students have more opportunities in English courses to explore their abilities. In English course activities, they will be forced to speak English together with their peers in the course. When they know they are capable of doing so, it will increase their self-confidence, and eventually,

²¹ Kong Shan, "Practice of College English Teaching Reform Based on Online Open Course. *English Language Teaching*". Canadian Center of Science and Education. Vol. 12. No. 5 (2019) Retrieved from: <https://doi.org/10.5539/elt.v12n1p169>

²² Malu and Smedley, "Community-Based English Clubs: *English Practice and Social Change Outside the Classroom*".

they will dare to speak in public.²³ English courses provide imaginative possibilities for the community to try new things with language, as well as practice using it in a supportive environment that encourages and values it. English courses also offer members the opportunity to use English and join a group of like-minded individuals who are interested in pursuing a common goal.²⁴

5. Supporting and Inhibiting Factors in Learning

According to Zuhairini, there are several supporting factors in learning, including educators' mental attitudes, abilities, the media, the completeness of the literature, and newspaper subscriptions.²⁵ Wina Sanjaya stated the same thing: there are a variety of factors that can influence the learning system process activities, such as teacher variables, student variables, resources, devices, available media outlets, and the surrounding setting.²⁶

In accordance with the two perspectives presented above, educators must understand and master learning innovation to have the material readiness and skills to implement various approaches and learning models to support achievement when carrying out teaching and learning activities. With this ability, educators will be able to manage students with all kinds of differences they have. Apart from that, facilities and infrastructure are also needed, which include adequate media, tools, and learning resources, so that educators do not need to expend too much energy in delivering the material or learning materials that will be given to students to meet learning goals.

According to Zuhairini, inhibiting factors in the learning process include difficulties in dealing with differences in student characteristics, individual differences,

²³ Andri Donal and Batdal Niati, "The Implementation of English Club at Senior High Schools in Rokan Hulu Regency", Science and Technology Vol. 2, No. 1 (2018), <https://www.estech.org>.

²⁴ Malu and Smedley, "Community-Based English Clubs: English Practice and Social Change Outside the Classroom".

²⁵ Zuhairini, etc., "Metodologi Pendidikan Agama" (Jakarta: Ramadhani, 1993), p. 100.

²⁶ Wina Sanjaya, "Strategi Pembelajaran", p. 52.

which include intelligence, character, and background, difficulty in determining material that suits students' psychology and educational level, and difficulty in adapting lesson material using various methods. To prevent students from becoming bored easily, have difficulty obtaining learning resources and tools, have difficulty conducting evaluations, and manage their time.²⁷ Thus, obstacles to learning are mostly caused by educators, who are required not only to be able to plan the implementation of teaching and learning, prepare teaching materials, plan media and learning resources, as well as time and techniques for assessing student achievement, but also to be able to carry out all of this in accordance with the program that has been created.

B. Review of Previous Studies

The researcher has five previous studies that are relevant and will be used to support this research at this stage:

No.	Author (Year)	Title	Similarity	Differences
1.	Aida Yulianda sari & Wendi Kusruandi (2015) Article	Students' Perception On English Club Extracurricular In Speaking Practice At Madrasah	The similarities in this research are that it discusses teaching and learning English, and the researchers make observations to observe people's	The present research was more focused on students' speaking ability because the English club extracurricular was more dominant in enriching students' speaking ability. The question

²⁷ Zuhairini, etc.. "Metodologi Pendidikan Agama", p. 100.

			activities to get data about the English club program ²⁸ .	naire is designed as one of the instruments in this research to reveal students' perception form, namely an attitude scale in an instrument that measures that which an individual thinks, activities, or situations.
2.	Zhuni Winayasari (2020) Thesis	An Analysis Of Students' Perception English Course Toward The Students Speaking Ability	To gather information for this research, the investigator employed a descriptive qualitative research methodology. The instruments used to collect	The present research includes two variables: variable X and variable Y. This study's variable X is English courses, and variable Y is speaking ability. The research's indicator

²⁸ Aida Yuliasari & Wendi Kusruandi, "Students' Perception On English Club Extracurricular In Speaking Practice At Madrasah" (2015).

			data, such as the observation sheet, interview guide, and documentation, are similar. ²⁹	relates to language fluency (self-confidence).
3. Adr	Nur Iqfatul Citra (2020) Thesis	An Analysis of The Influences English Course On Students' Extrinsic Motivation in Speaking English	The similarities are the instrument in this research was a document, and using a descriptive qualitative research method to obtain data ³⁰ .	The present research focuses on students' extrinsic motivation and three factors that influence extrinsic motivation. And they used a standardized questionnaire to gather details about a population.
4.	Wicaksono (2015) Thesis	English Teaching Process at SMAN 1 Krembung Sidoarjo	In this research using a qualitative research method. Similarities with this	Research methodologies, pedagogical theory, and an English teacher are employed in

²⁹ Zhuni Winayasari. "An Analysis Of Students' Perception English Course Toward The Students Speaking Ability" (2020).

³⁰ Nur Iqfatul Citra, "An Analysis of The Influences English Course On Students' Extrinsic Motivation in Speaking English". (2020).

			<p>research are in the instrument used to collect data, because this research uses the field notes and interview guides for students as additional methods of collecting data.³¹</p>	<p>the research's subject. The difference is also in the research setting, the theory of kinds in teaching.</p>
5. s	Hardianti (2020) Thesis	English Learning At Islamic Boarding School (At Ethnography Research In Darunnajah Islamic Boarding School Jakarta)	<p>In this research using a qualitative research method. The similarities with this research are in Data collection was carried out by holding 1) observatio</p>	<p>In this study, the planning of English learning activities in the Darunnajah Islamic Boarding School environment is carried out in the new school year or at the beginning of the semester.</p>

³¹ Wicaksono, "English Teaching Process at SMAN 1 Krebung Sidoarjo" (2015).

		<p>n or observatio n of activities learning, teachers, students and the environme nt students, 2) do field notes, 3) conduct interviews with parties related research, 4) documenta tion study includes existing libraries school.³²</p>	<p>Meanwhile, an Islamic English Course was conducted once a week.</p>
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Figure 2.1

B. Theoretical Framework

This research adopted qualitative research and took place at an Islamic English course in Blora. In this research, the researcher explored the teaching and learning process at IEC. In line with whether or not students are interested in taking an Islamic English course, there are supporting factors that must be reviewed as the process of teaching and learning English at IEC progresses. In addition, learning that may be different from courses outside Islamic boarding school is also

³² Hardianti, "English Learning At Islamic Boarding School (At Ethnography Research In Darunnajah Islamic Boarding School Jakarta)" (2020).

supported by this research. Because the results of this research can provide an understanding to the reader that there are supporters and obstacles to achieving effectiveness towards the desired learning.

This research refers to two things, namely the implementation of English teaching, learning process and the supporting and inhibiting factors in the IEC. Based on the description above, the framework for this research is extended as follows:

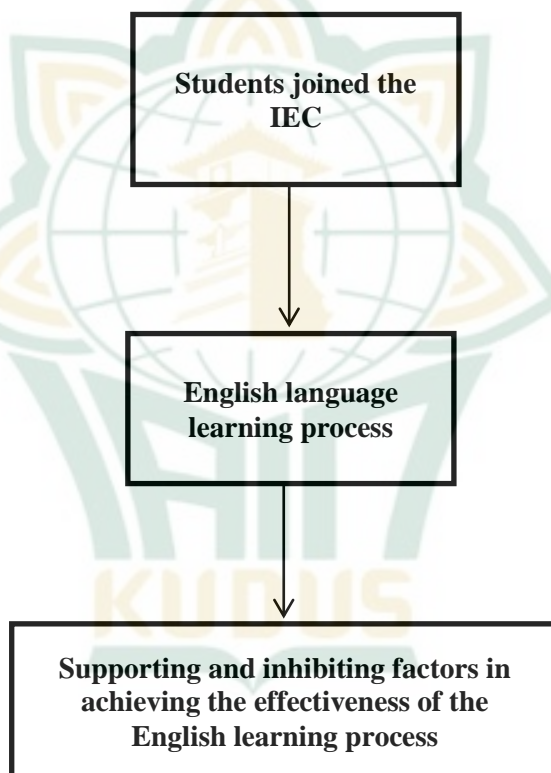


Figure 2.2