

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Teaching English**

##### **1. Definition of Teaching**

Teaching is part of a series of complex activities or activities carried out by the teacher to convey knowledge to students, resulting in a learning process. The complex activity in question is organizing student learning activities, utilizing the environment, both in class and outside the classroom, as well as providing stimulus, guidance, direction and encouragement to students. Teaching can also be done in an interactive way between teachers and students, namely by applying an interactive teaching style, namely a teaching style that is designed based on simple principles with practical application.

Teaching is a process of conveying knowledge that is known by the teacher to students, ranging from ordinary learning to knowledge about the surrounding environment. Organizing the environment around children to develop and support students in their learning is part of the process of teaching (Lubis, 2021). In addition, according to William H. Buton from his point of view in Lubis 2021, for learning to take place, teaching aims to stimulate students and offer them support, direction, and encouragement. From this, Buton views teaching as a form of effort to provide stimulation, guidance, direction, and encouragement to students to make learning activities in the learning process in the classroom.

Teaching is a very complex activity, teaching is not only limited to conveying information from a teacher to students but also teaching them what they don't know to become aware and then also helping them understand things that are difficult for them. The main task of education is to provide and develop knowledge, shape dignified character, personality and civilization, and to guide the development of students so that they can

follow the dynamics that develop so that they can form themselves as human beings or known as humanizing humans.

The teaching and learning process can be seen that there are changes that are expected to occur in the behavior and personality of students. The teacher can be said to teach successfully if the expected changes occur in the behavior and personality of the students. Likewise with students it can be said that their learning is successful if they have experienced changes after going through the learning process personally as expected by their teacher.

## **2. Teaching English in Non-Formal Education**

Learning is an activity that is not only related to learning which is only limited by school buildings but also learning can be held outside of school or in other words non-formal education. Non-formal education is another term or word for education that is outside the path of formal education. Non-formal education is carried out outside of school which is carried out in a structured and directed manner non-formal education is any activity that is organized systematically to take place outside the formal education system. Different learning needs, such as further education and additional training (Vartolomei, 2017).

Non-formal education will be said to be equivalent to learning outcomes from formal education when non-formal education can create results when it is already in the environment an assessment is carried out with an assessment process by the government, non-formal education consists of various kinds types ranging from course institutions, training institutions, community learning activity centers, study groups, tackle assemblies, and so on. Non-formal education is carried out in special institutions determined by government units with guidelines that have been prepared by the national standard government by the contents of the constitution of the Republic of Indonesia number 20 of 2003 in article 26 paragraphs 1 to 6 regarding non-formal education.

### **3. Strategies for Teaching English**

Teaching and learning strategies refer to patterns and periods of teacher and student activities as a form of teaching and learning activities (Suharti *et al*, 2020). Teaching and learning methods are the techniques teachers use to learn. The technique should also reflect systematic steps (Johar and Hanum, 2016). In the sense that each part and component of learning must be arranged in systematic and interrelated steps between one another in the learning process to achieve the set goals. Getting around learning to optimize the learning process for students and teachers.

Teaching strategies have a classification based on:

1. Teacher and student arrangement where the teacher's role is to organize learning to be given to students.
2. Determine whether the learning structure is closed or open
3. The role of the teacher on students in processing messages in the learning process.
4. The process of processing messages to determine whether the message is deductive or inductive.
5. Learning objectives.

Learning strategies, used to improve thinking skills also help students to be better prepared in dealing with any problems raised by the teacher in order to be able to achieve the goals that have been set.

## **B. Project-Based Learning**

### **1. Definition of Project-Based Learning**

Project Based Learning is learning where in this learning the project is used as the main medium of learning. Project Based Learning is designed to be used for complex problems that students need to explore and understand. Each student has a different learning style, so Project Based Learning gives students different it gives you the chance to explore the material in a meaningful way (Ismarika, 2021). Besides that, also according to Imamullah (2022), Project Based Learning is a teaching and learning method in which media projects or activities are used to allow students to later explore,

evaluate, and process information and draw conclusions from the results obtained in this Project Based Learning model, an understanding of the learning that is given is needed. The teacher has a very important role in providing authentic challenges to students, and then the teacher also becomes a director who will facilitate students to be able to complete projects carried out by students.

Project-Based Learning model or PjBL is centralized learning model students do something as the core Learn where students do it as a first step, looking for problems when new information is collected from real learning experiences, thus raising fundamental and guiding questions for students on the project Collaborating invests in learning what's in action for students to create products to product presentation experiential learning real (Puspita, 2019). The Project-Learning method is a way of giving the student-teacher tasks to plan and create projects, especially those related to curriculum and instruction (Suharti, 2020: 39). Project Based Learning is interpreted not only as Project Based Learning but also as teaching based on real learning experiences, learning rooted in real-world problems (Muniarti, 2016). Project Based Learning has unique characteristics that are advantageous compared to previously applied mainstream learning. These characteristics are displayed in the process and student learning outcomes (Taufiqurrahman and Junaidi, 2021). Project Based Learning is a learning model with real activities. In this Project Based Learning model students are directed to be able to produce products in learning, apart from that from this learning model, Project Based Learning also provides students with an interesting and meaningful learning experience for them.

## **2. Characteristics of Project-Based Learning**

Project Based Learning is an innovative learning model with a focus on learning through activities to produce a product for innovative learning. Project Based Learning finds a big role and opportunity to make learning more meaningful and more interesting to serve students. Projects on Project Based Learning focus on periodic problems that can make students

experience learning from learning that has been conceptualized by the project. According to Erdogan & Bozeman (2015), the characteristics of Project Based Learning are:

- a. Students can make decisions and work on construction designs
- b. Make problems and solutions, not predetermined
- c. Students design the final process to achieve the goal
- d. The student is responsible for the management of the science received
- e. Students reflect (evaluate) periodically
- f. Students routinely review what they have designed
- g. The final result is in the form of innovation and product, a reflection of its quality
- h. The classroom has a climate that tolerates fault and change.

Besides that, according to Efstratia (2014), reported the types of experimental results of The Autodesk Foundation on the character of PjBL. The results of this study say that PjBL is a type of learning model that has the following characteristics:

- b. Students make a response and decide on the conceptual framework.
- c. The existence of problems or challenges posed to students
- d. Students design processes to create solutions to problems or challenges.
- e. Students are collectively responsible for solving problems and managing the knowledge they receive.
- f. The process of reflection and evaluation is carried out periodically.
- g. Students continuously reflect on ongoing activities.
- h. The final output capacity of the study activity in the form of a product will be evaluated qualitatively and continuously
- i. Class conditions are conducive to mistakes and innovation function of project-based learning.

Based on the characteristics above, Pjbl learning is a learning model that can build student independence and creativity. In addition, through project-based learning, students are trained to be accustomed to

being responsible for realizing what has been planned according to their interests and abilities.

### **3. Stages Project-Based Learning**

In general, Project Based Learning has the following stages (Hartono and Asiyah, 2019).

#### **a. Planning.**

Planning is an activity that is always carried out at the beginning of the activity. For the planning activity stage, namely by designing the overall project plan that will be prepared. What planning activities are carried out to prepare what the learning objectives are, how the teacher will explain later, how students will be enthusiastic and motivated in solving problems, and how students will be able to design the projects they will work on. Then also carried out the planning stage to determine the assignment of project activities, by covering the working group organizing the material to be selected knowledge about the project as well as predictions and investigations. At this stage of activity is carried out as follows:

1. The tutor explains the stages to students regarding the activities to be carried out to solve problems for the project to be worked on. The tutor explains to students what they will be doing and what they have to complete. At this stage the tutor asks students to create a work of art using materials that have been prepared beforehand. Here the tutor explains that they are free to make anything according to their imagination.
2. Tutors motivate students to be able to make decisions and work on designs for the projects they will work on.
3. The tutor divides them into groups to complete their project with their group team
4. Students make a planning design.

b. Creating or implementing.

In this process, students will be directed to be able to bring out the bright ideas they have from the designs that have been provided for the development of projects collaboratively with their groups. At this stage creation or implementation is included in the development pattern, and at this stage students will also make a product. Where students begin to create project designs they have made, one of which is by preparing the basic part of their project in the form of a bouquet containing vocabulary. Students prepare vocabulary that is written on origami paper that has been formed with their imagination. Then they started sticking the paper they had written on the origami paper onto the skewers. And the skewers that had been attached to the origami paper that had been formed earlier they stuck into the Styrofoam from the bottom of the bouquet that the students had prepared at the beginning. After that, the students wrapped the Styrofoam which already contained vocabulary with colorful paper to form the best bouquet according to them.

c. Processing

At this stage students in the English course and training center make presentations and present the results of the products they make. And it was during this product presentation that there was active, creative, and collaborative feedback between students at sd-ectc.

**C. Sungai Deras English Course and Training Center (Sd-ectc )**

Sungai Deras Village is a strategic area that offers hopes and challenges with natural resources that have the potential to prosper the people. Of course, preparing natural resources that are reliable and ready to manage the village's natural wealth is a choice that must be prepared since childhood and it is the responsibility of all parties. Starting from this phenomenon, the head of Sungai Deras village at that time, namely Mr. Selamat Karyanto, wanted an English language course to provide opportunities for the youth of the Sungai Deras village who study in the city to contribute to the village and share their knowledge with their younger siblings who live in the village. This idea was

welcomed by Mr. Maliqul Hafis, M. Pd, a lecturer in the English language education program at the IKIP PGRI Pontianak, where Mr. Hafis is a young man who focuses on working in the field of education. This idea was welcomed by Mr. Maliqul Hafis with the hope that this movement could provide great benefits for the development and quality of the Sungai Deras village.

The two figures finally finalized a plan by unifying perceptions and purifying intentions so that the Movement initiated by this could also become a vehicle and vehicle for strengthening and strengthening the unity of various Institutions and elements of society in Sungai Deras village with the hope that this unity and cohesiveness can become the strength and potential that the village of Sungai Deras has to move forward. This movement is also an opportunity for Mr. Maliqul Hafis to make a contribution from the Pontianak IKIP PGRI College in implementing the Tri Darma of higher education, one of which is to serve the community in providing opportunities, opening up space to act together and have an impact on common progress.

Finally, on November 1, 2020, Sungai Deras English course and training center (Sd-ectc) conducted its first launch which was held at Saung Tinta with the address at Jln Ambawang Circle, Pendamar Hamlet, Sungai Deras Village, Teluk Pakedai District with 63 students at that time. And as time goes by, they have passed obstacles and obstacles as evaluation material to continue to improve in presenting the best for the country.

#### **D. Previous Relevant Studies**

This is research from relevant journals that have relevance to this research. First, Mukhayyaroh (2018) Implementation of Project-Based Learning to Improve Creativity, Learning Motivation, and Learning Outcomes. This research uses experimental research with a nonequivalent control group design. The population in this study was 64 students. Methods of data collection using test methods, observation, and questionnaires. The aim of this research is to find out that the Project Based Learning model is more effective in increasing creativity, learning motivation, and student learning outcomes in



compiling financial reports for class XI Social Sciences SMA Negeri 1 Pekalongan Academic Year 2017/2018.

Second, Implementation of Project-Based Learning (PjBL) With a Science Edutainment Approach to Student Creativity. This study used a post-test control group design by Ekawati (2017). This study used cluster random sampling to determine the two study groups. The experimental group was given learning using the PjBL model with a science edutainment approach and the control group was given conventional learning. The purpose of this study was to examine the effect of Project Based Learning (PjBL) with a science edutainment approach on student creativity.

Third, the Implementation of Project-Based Learning (PjBL) In Listening Learning Elements of Pronunciation by Manurung (2018). This study used a classroom action research design conducted in two cycles. The subjects of this study were 44 students of English education, second-semester class a morning, who were selected based on a purposive sampling technique. Data were analyzed based on the results of the pre-test and post-test, as well as observations made during the learning process. This study aims to improve student listening learning outcomes by applying the Project Based Learning method.

Fourth, Application of the Moodle E-Learning Assisted Project Based Learning Model to Improve English Learning Achievement by Sugiharyanti (2022), This exploration plans to further develop substitute learning achievements directed by using the Project Based Learning (PjBL) model assisted by Moodle E-Learning. the method used is Classroom Action Research (CAR) with articles testing class XII TKR A students at SMK Negeri 1 Ponjong. The exam is directed in 2 cycles, starting from compiling, implementing, paying attention, reflecting, and modifying. The strategy and various information tools used in this exploration are the test instruments uploaded in Moodle E-Learning.

The last, The Effect of the Project Based Learning (PjBL) Model on Student Learning Outcomes in Elementary Schools by Nurhadiyahati (2021).

This type of research is a quasi-experiment with a randomized control group-only research design. Data were analyzed using the t-test. From the results of the analysis, it was found that there was an effect of the PjBL learning model on learning outcomes in class IV. The aim of this study was to determine the effect of the PjBL Learning Model on learning activities and student learning outcomes in Class IV.

Based on the previous research above, all research focuses on the use of Project Based Learning in teaching English. The most frequent assessments found in previous studies were listening skills, increasing learning outcomes, and increasing student creativity. Therefore, in this study, the researchers wanted to examine the learning process of students at Sungai Deras English course and Training Center in the implementation of Project-Based Learning.