

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. Definition of Comparative Study**

According to Oxford English Dictionary, the meaning of comparative is connected with studying things to find out how similar or different they are. Comparative is the form of an adjective or adverb that expresses a greater amount, quality, size, and comparison is an act of comparing.

The word compare means to consider people or things in order to find ways in which they are similar standard of size, they can be compared which somebody or something (Hornby, 1995, p.39). According Sudijono (1987, p. 275) comparative research is a research to find out similarities or differences of things, work procedure, or ideas.

Comparative study has been also existed in Islamic science. It is written in Al-Qur'an division Az-Zumar: 9, Allah Almighty said:

According to this verse, Allah Almighty compares people who have and who do not have knowledge. Then, in Islamic education, comparison is also very important, which by this kind of technique people would understand the weaknesses and strengths of something. Therefore, it would be very helpful for improving the strength and decrease the weaknesses of that thing.

## **B. The Meaning of Learning**

Learning is a process that experienced by humans, and these activities are in the process of education. The educational objectives will be achieved if the learning process is running optimally. Explanation of learning according to the expert of psychology are:

Gagne in Catharina (2006: 2) states that learning is a change in the disposition or human skill that last for a certain time period, and the behavior change does not come from the growth process. Morgan et al in Catharina (2006: 2) states that learning is a relatively changing permanent that occur results from practice or experience. Slavin in Catharina (2006: 2) states that learning is an individual changes caused by the experience. Meanwhile, according to (Slameto, 2003: 2) learning is a process of the work doing by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with the environment.

From the above explanation can be concluded that the study contains three aspects, namely:

1. Study related to changes in behavior. The previous behavior will be different from the behavior after learning, if it does not mean he did not learn.
2. Changes in behavior occur because the process is preceded experience.
3. Changes in behavior because the process learned to be more permanent.

According to Gagne in Catharina (2006: 4) learning is a system in which there are a variety of interrelated elements - hook resulting in a change in behavior. Some of the elements in question are as follows:

1. Learner, can be learners, learning, learners and trainees.
2. Learners have a sensory organ used to capture stimuli, the brain used to transform results into memory complex, and to the nerves or muscles that are used to display a performance that shows what has been learned.
3. Stimulation, is an event that stimulates sensing learners.
4. Memory, contains a wide range of capabilities such as knowledge, skills, and attitudes the resulting from previous activities.
5. Response, are the resulting actions from the actualization of memory is called the response. Responses were observed at the end of the learning process of learning called the behavior or performance changes.
6. Changes as a result of learning by (Sudjana, 2005: 28) can be shown in various forms such as knowledge, understanding, attitudes and behaviors, skills, competency and ability, reactivity, receptivity and other aspects.

### **C. Principles of Learning**

Learners must have principles in learning so that changes in behavior are produced in accordance with the expected goals. (Slameto, 2003: 27) suggests that the principles in carrying out learning activities include:

1. Prerequisites required to learn are:
  - a. Each learner must be able to participate actively and to increase the interest to achieve instructional goals.
  - b. Learning should be able to lead to reinforcement and motivated the learners to achieve instructional goals.
  - c. Learning requires a challenging environment
  - d. Learning requires the interaction of learners with their surroundings.
2. As the nature of learning.
  - a. Learning should be done gradually in accordance with the level of development.
  - b. Learning is a process of organization, adaptation, exploration and discovery.
  - c. Learning is a process continuity (relationship between understanding one another sense) so get the sense that expected.
3. Subject to the material or materials to be studied.
  - a. Learning is a whole and the material must have a structure, a simple presentation, so that students easily grasp understanding.
  - b. Learning should be able to develop certain abilities in accordance with the instructional goals that must be achieved.
4. Terms of learning success
  - a. Learning requires sufficient facilities so that students can study in peace.

- b. The learning process needs their reps (repetitions) in order to sense / skills / attitudes are deep on the learner.

#### **D. Learning Achievement**

Winkel (1996: 226) argues that learning achievement is a testament to the success that has been achieved by someone. Then the learning achievement is the result of the maximum achieved by someone after carrying out efforts to learn. Meanwhile, according to Arif Gunarso (1993: 77) argues that learning achievement is the maximum effort achieved by someone after carrying out efforts to learn.

The learning achievement in education is the result of the measurement of learners that includes factors of cognitive, affective and psychomotor after the learning process is measured using a test instrument or instruments that are relevant. So learning achievement is the result of the measurement of learning the business assessment expressed in the form of symbols, letters or words that tell the results already achieved by each child in a given period.

The learning achievement is the result of the measurement of learners that includes factors of cognitive, affective and psychomotor after the learning process is measured using a test instrument relevant.

The learning achievement can be measured by a test which is often known as learning achievement test. According to Saifuddin Anwar (2005: 8-

9) argued about learning achievement test when viewed from the goal of uncovering someone's success in learning. Testing is essentially gather information that can be used as a basis for decision making. Learning achievement tests such as tests arranged premeditated to reveal the maximum subjects in controlled substances or materials that have been taught. In formal education activities learning achievement test may take the form of daily tests, tests formative, summative tests, even school national and university entrance high exams. The meaning of learning achievement is something that can be achieved or not achieved. To reach a student achievement must undergo a process of learning. In carrying out the learning process students will gain the knowledge, experience, and skills.

The learning achievement is the outcome of a person in the mastery of knowledge and skills developed in the lesson, usually indicated by the numerical value of the test given by the teacher (Asmara. 2009: 11).

According Hetika (2008: 23), academic achievement is the achievement or proficiency in the skill's viewpoint or collection of knowledge. Harjati (2008: 43), states that the achievement is the result of efforts of the dam resulted in the change that is expressed in the symbol to demonstrate the ability of achievement in the work in the given time.

Knowledge, experience and skills acquired will form the personality of students, expanding the student's personality, broaden horizons and improve the students' lives. Starting from these conditions, students are performing the

activity in teaching-learning activity will gain a lot of experience. Thus, students who are active in the learning will be a lot of experience and academic achievement increases. Instead of students who are not active minimal / little experience so that it can be said academic achievement is not increased or unsuccessful.

From the opinions above it can be concluded that learning achievement is something that can be achieved that viewpoint was in knowledge, attitudes, and skills.

#### **E. Some Factors That Affect Process and Achievement of Learning**

Learning activities that occur in self-learners can be observed from the difference in behavior before and after being in teaching. In the process there are a set of factors that influence the process and learning achievement in essence can be grouped into two: internal factors and external factors.

According to (Slameto, 2003: 54) factors that affect the process and learning achievement:

These internal factors, including:

##### 1. Physical factors, including:

- a. Health factors Health learners affect the learning process. The learning process will be disturbed if his health because he will get tired,

lackluster, easy dizziness, and drowsiness if his body weak and anemic.

- b. Disability Learners defective body like blindness, deafness, a broken leg, broken arm, paralysis and others will interfere with the learning process.

2. Psychological factors, including:

a. Intelligence

Intelligence is a skill that consists of three types of skills to cope and adjust into a new situation quickly and effectively, knowing the relationship and learn quickly. Intelligence has a great influence on the progress of learning. But the success or failure of students in learning is not only seen from the level of intelligence of learners because learning is a process that is influenced by many factors.

b. Attention

According to Ghazali in Slameto (2003: 56) concern is the heightened activity of the soul, the soul that is purely focused on an object or set of objects. So that both the results of their study students should have the attention of the materials studied. If the lesson material is not the center of attention, then appeared boredom so that learning is not conducive anymore.

c. Interests

Interest is a trend that remains to notice and remember some of the

activities. Interest has a great influence on learning because if the lesson material not in accordance with the interest of the learning activities will not be carried out well. Conversely, if the lesson material interests of learners, will be easy to learn and remember because the interest adds to the learning activities.

d. Talent

Talent is the ability to learn. If the lesson material in accordance talent learners the learning outcomes will be better because it matches the talents of learners.

e. Motif

Motif is an encouragement in achieving goals. In the process of learning to be aware of what can encourage students to learn well or have a motive to think and concentrate, plan and carry out activities relating to or in support of learning.

f. Maturity

Maturity is a level or phase in the growth of a person, where the tools are ready to carry out his new skills. Rather, it requires exercises and lessons. Thus learning will be more successful if the learner is ripe.

g. Readiness

Readiness is the willingness to give a response or reaction. Willingness it arises from within oneself and is also associated with maturity, because the maturity means being ready to implement

prowess. Readiness must be considered in the learning process because if learners already readiness in the learning process, the learning results tend to be better.

h. Fatigue

Fatigue factor can be classified into two kinds of physical exhaustion and spiritual exhaustion. Physical fatigue can be seen from a weak body, while the spiritual exhaustion can be seen from the lethargy and boredom. Physically and mentally fatigue affects learning outcomes of students for such exhaustion can interfere with concentration and calmness in learning.

3. External factors, including:

a. Family factors

Learners will learn to accept the influence of the family in the form how parents educate, the relationship between family members, the atmosphere of the household and family economic circumstances.

b. School factors

School factor affecting student learning includes teaching methods used by teachers, curriculum sets, form relationships or relationships with teachers of participants between standard lessons, state building, coaching, learning methods of teachers and homework.

c. Community factors

Communities can Affect learning outcomes for learners are in the Midst of society. Community factors include: the activities of learners in the community, the media, friends hanging out and shape the life of society.

## **F. Activity**

Based on *Oxford Learner's Pocket Dictionary*, state that “activity is situation in which something is happening or a lot of things are being done.” And based on *Cambridge English Dictionary*, activity is the situation in which a lot of things are happening or people are moving around.

### 1. Student's activity

Learning in university is different from other education such as elementary, junior, and high school. Students are required to study independently, as we can see in student activities, such as writing a paper on any subject, as a group or individually. Papers will be presented and presented to friends of the class for discussion, while lecturers only as observers and provide an explanation in the discussion when disagreements.

In every activity or way of thinking of students in issuing an opinion based sciences of earned. Students are also required not to receive the information just like that, but students must have a skeptical attitude (hesitation) and think more deeply or prove by observation and literature

that students get from reading, then they will conclude that the received information.

Students are not only required to be able to learn and get the achievement on campus, but must be accomplished outside the campus as well. Students must be able to interact and apply their knowledge in middle of the community. As students are the agents of change that is expected to create change for the nation. This is in accordance with the main task of students in development are:

- a. Implement education and teaching
- b. Conduct research
- c. Dedication to the community

#### **G. Tutoring Activities**

Tutors can best support children's literacy development by planning ahead and preparing lessons geared to individual student needs. No matter how well you plan, however, it's helpful to have a grab bag of ready-to-use activities. They come in handy when you want to give the child a break between activities, when a lesson ends with extra time, when it's a really bad day for the child and full concentration is not possible, or when you need a dash of something new. The following activities are transportable, literacy-based, and learning-rich (Ready-to-Use Tutoring Activities , 2015).

1. The material taught

The material taught in private lessons are usually based on the textbooks used in the school pupils. Providing material on private tutoring tailored to the needs of the students themselves, for example only learn the material that is not understood by the child, just doing examples and problems alone or to learn all the material sequentially from beginning to end as well as examples and questions presented in the guide book.

2. Time

Time private lessons are usually arranged in accordance with the collective agreements between students and teachers who will be teaching lessons. Preferably in the timing should also be adjusted to the time-time learning effective and efficient so that lessons learned can be absorbed optimally.

Good learning time is usually after school, after a short rest, immediately start learning. Much better for a few days to learn the lesson material rather than hours on the night before a test.

3. A place to learn

A place of learning to teach private lessons are usually home learners who want to earn extra lessons. But do not close the possibility of other place in accordance with the agreement between the teacher tutoring,

child students and parents may also contribute in determining the venue for private tutoring because essentially private tutoring is special tutoring the students handled by one teacher regardless wherever its place, So that children can really learn, it is absolutely necessary to create the atmosphere of a child can concentrate. Anything that disturbs the soil. Learning means taking as many senses. Otherwise, there will be no result. The most well exist separate room, where children can memorize or practice with a loud voice. It is clear that radio, television, tapes, and so should not be turned on, because it can turn off your hearing and sight picture. If it is not possible to learn in a single room remains to be assured that in the study, although worn several people, sincerely quiet atmosphere so that the concentration is assured.

#### 4. Wage

Services or remuneration (wages) given by a student to teacher tutoring is the nominal form of money is determined by mutual agreement. Usually the determination of remuneration (wages) based teacher hours of the private tutoring. From interviews several students who became tutoring, the wages they receive in teaching and private tutoring which is approximately fifty thousand rupiah per hour.