

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents reviews of related literature used in this particular study. The review of literature aims at providing previous studies and information concerned with the research problems, including overviews of the definition of supplementary reading materials, web-based material development, Generation Z students and relevant studies.

#### **A. Supplementary Reading Materials**

Since the term of supplementary reading materials seems too general to discuss, then this sub heading is broken down into these three parts: reading, supplementary materials and characteristics of good materials. Those terms are explained as follow.

##### **1. Reading**

Reading is about understanding written texts. Because it involves both perceptions and thought, reading is a complex activity. Reading consists of two related process (Kusuma, 2016): word recognition and comprehension. In other resources, reading is the process of constructing meaning from a text, whether written or graphic, paper-based or digital. Then, learning to read is an important thing for children, youth, and adults because it is such a way to open new worlds and enables students to gain more knowledge, and also providing opportunities for intellectual growth (Vizcarra & Dials, 2017). Reading is also an important way to improve

general language skills in English and how it helps are (Mikulecky & Jeffries, 1996): enlarging English vocabulary; improving writing skill; preparing for study in an English-speaking country; and finding of new ideas, facts, and experiences. It is a receptive skill which is also a basic skill necessary for success in the areas of study.

People do anything in purposes. As learners, students are reading a different kind of texts in different objectives, places, and opportunities. They have different aims. Reading a novel is extremely different from reading an announcement. Different skills of reading that proposed by Harmer (2001) depends on what students are reading for are (Harmer, 2001): a) Identifying topic, b) Predicting and guessing, c) Reading for general understanding, d) Reading for specific information, e) Reading for detail information and f) Interpreting texts. Today, motivating students to read is a must for teachers. First, the teacher as a role model must have a vision of what the main thing is in reading. Second, a teacher must create tasks or activities that give students experience doing the reading process, included providing suitable materials (Duffy, 2009).

## 2. Supplementary Materials

There are a lot of reading materials for the students. However, those materials may not be enough to reach the goal of the course. Supplementary materials mean materials provided in addition to what already exists. Supplementary material is designed to cover the gaps that the primary materials cannot cover. According to McGrath, supplementary

materials as materials taken from other sources that developed for learning purposes (McGrath, 2002). Cunningsworth, in his book, stated that the supplementary materials can be visual, audio, audio-visual materials, e-learning, or games (Cunningsworth, 1984).

Learning happens when students are motivated. An English teacher needs to supplement the materials to motivate the students in the learning process which also support the curriculum used in the school. Following on the ideas of motivation and students' performance during the reading process, teachers are led to the advantages of using supplementary materials. The list of supplementary materials used in language teaching can be inexhaustible (Thakur, 2015). Teachers just need to combine them and be more creative to bring them in the teaching-learning process.

### 3. Supplementary Materials for Curriculum 2013

The government especially the minister of education in Indonesia has been trying to formulate the appropriate curriculum for national education. The newest curriculum which launched in 2013 is called Curriculum 2013. However, it is only implemented by some schools because of some concerns about the implementation of the Curriculum 2013, nationwide (Syaifudin, 2014).

Permendikbud No. 65 2013 states about the standard process of elementary school and junior/senior high school initiating the need of the learning process which is guided by scientific approach. In this curriculum, there are four core competences (*Kompetensi Inti*) should be

achieved, namely religious, social, knowledge and applied knowledge (Kemendikbud, 2013). The application of the scientific approach in teaching learning process becomes the characteristic and the power of the new curriculum 2013 (Putri, 2016).

The curriculum change is always followed by the materials change (Nasir, 2015). The English materials used in the school which employed Curriculum 2013 are totally improved now. The use of UKBM (*Unit Kegiatan Belajar Mandiri*) in the English learning process requires literacy activity. The role of the active and creative teacher in preparing UKBM is very necessary to foster 21<sup>st</sup>-century life skills and literacy culture (Wiharni, Amin, & Lestari, 2018). Not only paper-based literacy activity, but some schools also employ internet literacy. So, the product that will be developed to supplement the materials used must support this internet literacy activity.

#### 4. Characteristics of Good Materials

A set of material is one of the keys in the teaching-learning process. The material could be in the form of printed materials, non-printed materials, or both printed and non-printed materials. Books, workbooks, or worksheets are examples of printed materials. While audio materials, videos, internet-based materials are some of the non-printed materials. In selecting or developing appropriate materials to be used in the teaching learning process, teachers need to know deeply about things to be noticed in selecting or developing it.

There are 16 principles related to the development of language teaching materials (Tomlinson, 1998): 1) materials should achieve impact; 2) materials should help the learners to feel at ease; 3) materials should help learners to develop confidence; 4) what is being taught should be perceived by learners as relevant and useful; 5) materials should require and facilitate learner self-investment; 6) learners must be ready to acquire the points being taught; 7) materials should expose the learners to language in authentic use; 8) the learners' attention should be drawn to linguistic features of the input; 9) materials should provide the learners with opportunities to use the target language to achieve communicative purposes; 10) materials should take into account that the positive effect of instruction is usually delayed; 11) materials should take into account that learners differ in learning styles; 12) materials should take into account that the learners differ in affective attitudes; 13) materials should permit a silent period at the beginning of instruction; 14) materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities; 15) materials should not rely too much on controlled practice and 16) materials should provide opportunities for outcome feedback.

## **B. Web-based Materials Development**

This subheading is tried to explain the definition of website and followed by the website development for learning. Here is the more explanation.

## 1. Definition of Website

One of the most popular internet services is *World Wide Web* (WWW). The information that can be accessed within this application is commonly called by the website. Another expert stated that a website is a collection of site pages in one domain (Arif, 2003). Along with the advance of technology that grows rapidly, considering the function and language program used, there are two kinds of a website:

- a. Dynamic website, a website which provides contents that changes merely. For instance, *detik.com* and *kompas.com*.
- b. Static website, as a website in which the contents do not changed by the creator, e.g. company profile.

The role of the website in the term of education brings advantages because of its ability to save and process the data with a large amount. Therefore, a website is the biggest technology around the world.

## 2. Website Development for Learning

Web-based materials are set of computer-based or electronic learning used to leverage the function of the website to deliver instructional materials (Wasim, Sharma, Khan, & Siddiqui, 2014). When developing a website for learning, it is a must to understand and adhere to principles of good webpage design. Nasty structured webpages are inefficient and unattractive, or even confusing. Effective webpages are clear and consistent. The following table shows the characteristics of effective webpages (Cook & Dupras, 2004):

**Table 2.1. Characteristics of Effectively Designed Webpages**

<b>Clear and Consistent Page Organization</b>	<b>Wise Use of Space</b>
<ul style="list-style-type: none"> <li>• Hierarchy of importance for items on the page, with more important things higher on page</li> <li>• Logical groupings, with visual cues to help organize groups</li> <li>• Headings and navigation labels reflecting a single theme (e.g., topic, function, or sequence)</li> <li>• Consistent format from page to page</li> </ul>	<ul style="list-style-type: none"> <li>• Division of page into grid of defined areas</li> <li>• Alignment of all screen elements horizontally and vertically using grid</li> <li>• Limited unused space (webpages require less white space than paper)</li> <li>• Few distractions (e.g., unnecessary color, graphics, or animation)</li> </ul>
<b>Concise Text that Facilitates “Scanning”</b>	<b>Clear and Consistent Hyperlinks</b>
<ul style="list-style-type: none"> <li>• Clear headings</li> <li>• Short phrases and bulleted outlines</li> <li>• Limited length of sentences (20 words) and paragraphs (5 sentences)</li> <li>• Limited page length (single screen for homepage, scrolling limited to 3 screens for other pages)</li> <li>• Topic summarized before presenting details</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identified hyperlinks</li> <li>• Descriptive and unambiguous hyperlink labels</li> <li>• No use of graphics as hyperlinks</li> <li>• Repetition of important hyperlinks elsewhere on the page (as needed)</li> <li>• Minimum number of “clicks” to access a given point (“flat” site architecture)</li> <li>• Consistent hyperlink format on all pages</li> </ul>
<b>Clear and Consistent Navigation</b>	
<ul style="list-style-type: none"> <li>• Site name/logo on every page with consistent position and appearance</li> <li>• Navigation bar on every page with consistent position, appearance, and content including: <ul style="list-style-type: none"> <li>• Link to homepage</li> <li>• Links to sections/categories</li> <li>• Search function</li> <li>• Utilities (help, additional information, contact information, etc.)</li> </ul> </li> <li>• Navigation bar on right</li> </ul>	

### C. Generation Z Students

The term of Generation Z still seems so strange to be discussed for this last decade. The distinct description of generation Z students and what about the educational system works for them will be presented as follows.

## 1. Definition of Generation Z

There is no universal methodology to define a generation. Karl Mannheim assumed that understanding generational differences as a way of understanding social change (Moore, Jones, & Frazier, 2017). For the purpose of discussion, the classification generations are described as follows:

**Table 2.2. The Classification of Generations**

No.	Generation	Range of Year
1.	Greatest Generation	Before 1928
2.	Silent Generation	1928-1945
3.	Baby Boomers	1946-1964
4.	Generation X	1965-1980
5.	Millennials/ Generation Y	1981-1999
6.	Generation Z	2000-present

This study discusses tenth grade students of Senior High School which are in the age of around 15 and 16 years old, as long as defined as Generation Z. Different generation means different habits and way of life. Gen Z referred to as “The Sharing Generation”, the generation that is “All Technology All the Time”. Born in 2000-present, their world has been shaped by the internet. Technological innovations have occurred during the life of Generation Z such as the introduction of the iPod, iPhone, and other smartphones; high-speed Internet; *tokopedia* and other online shopping; social media sites like Facebook and Twitter; YouTube and online streaming of television, movies, games; and GPS. Information about anything is literally at their fingers’ tips. For Generation Z, online communication or connection is very common. They usually shop online,



listen to live music streaming, use email, etc (Grace & Seemiler, 2016). Interestingly, rather than ‘me-centric’ attributed by some to Millennials, Generation Z is appertained more ‘we-centric’.

**Table 2.3. Comparison of Recent Generations** (Mohr & Mohr, 2017)

Perspective	Gen X	Gen Y	Gen Z
<b>Life Paradigm</b>	Relate to me	Life is a cafeteria	Make a difference
<b>View of Authority</b>	Ignore them	Choose them	Work with them
<b>View of Relationships</b>	Central, caring	24/7	Collaboration, resolution
<b>Value System</b>	Media	Shop Around	Open-minded
<b>View of Technology</b>	Enjoy it	Employ it	Live it
<b>View of Future</b>	Hopeless	Optimistic	Solve it

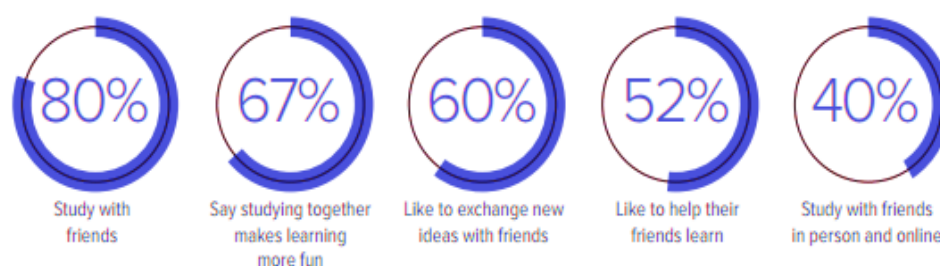
As students in the era of technology, here are the characteristics of Generation Z (Hariadi, S., & Sudarmaningtyas, 2016): (1) Comfortable and very dependent on technology, it is because Generation Z grew up surrounded by the development of technology, (2) Multitasking with a variety of online products and technology tools, and appreciate simplicity and the interactive design, (3) Have a higher social responsibility with the amount of information that can be accessed online and, (4) Always connect, communicate through social networks, cross country and culture that indirectly affect their thought and decision-making process.

## 2. Teaching and Learning in the 21st Century for Generation Z

Nowadays, it is important to take a look at how the students drive their learning style, prominently in facing the 21<sup>st</sup> century. The materials that would be developed have to extremely suit and match to the target called by Generation Z students. If Millennials are digital natives,

Generation Z is digitally innate (Uhlman, 2018). Using the internet has become prominent among learners to access learning materials over a network (Priyadarshini, Sridevi, Manicka, Sreejamol, & Kumar, 2018). Hence, educational infrastructure should be attuned with students to ensure greater learning outcomes. Whether working together or independently, when it comes to classroom learning, students find class discussions are the most beneficial. Barnes and Noble (2018) reported that how Generation Z learn are by doing (working through examples), by seeing (reading), and by listening (classroom teaching).

**Figure 2.1. Respondents cited Skype as the top online tool to study with friends (Barnes & Noble, 2018)**



Live and breathe in technology, this is true for the higher education environment where Generation Z students like to use PC-recordings instead of taking notes in the classroom teaching (Cilliers, 2017). Proposed by Cilliers (2017), since a change in perspective and students' attitude through the use of technology, these trends happened: (a) Wi-Fi is more freely available in the school, enhancing the connectedness of students, (b) Students engage in social media and even feel comfortable to contact their teachers through the use of social media, (c) There is a growing trend illustrating that students prefer more contact sessions with their teachers

and, (d) Students believe they have more technical know-how than their teachers

Therefore, Generation Z students expect a teaching environment in which they can interact in a similar way they do in their virtual world. The teachers need to think critically and creatively and make a classroom environment that is in line with their Generation Z students.

#### **D. Previous Study**

There are some previous studies that had conducted by several researchers in which related to this research. The studies that the writer will bring here are in various. She takes some previous studies that have some similar keywords such as supplementary materials, reading materials, web-based materials, and web-based learning.

In developing materials that focus on supplementary reading materials, those previous studies are very needed to be looked up. To develop suitable supplementary reading materials for the tenth grade students, there are some considerations to concern in studying some previous studies. The first is about the main key of this research which is supplementary reading materials. Then, the subject of this research are the tenth grade students. The last is about a web-based material, considering the result of the need analysis that the students were expecting another form of materials that is in the form of the website.

The first study was conducted by Putri (2016). Her study is entitled “Developing Task-Based Supplementary English Reading Materials for Grade

VII Students of Junior High School” which dealt with the product development for grade VII in the second semester. Several modifications of Masuhara (in Tomlinson, 1998) research design was the methodology used in this research. The materials that were developed focused on reading skills especially for descriptive texts. The results showed that the supplementary reading materials that they need are materials which are related to their real life and contain interesting reading activities in order to allow them to interact with the teacher and other students. Getting mean value in range  $3,25 < x < 4$ , the product was considered as “Very Good” and appropriate for the students (Putri, 2016).

The second study was an article entitled “Developing Supplementary Reading Materials for the Seventh Grade Students of SMP Negeri Surakarta Based on Curriculum 2013”, conducted by Syaifudin (2014). Different with the research conducted by Putri above, the methodology used in this research was the modification of research and development procedures proposed by Borg and Gall (1983) which employed two main stages: exploration and model development. Therefore, the final product was in the form of coursebook named “I Read I Know”, developed from the weakness of the previous coursebook “When English Rings a Bell” based on curriculum 2013 (Syaifudin, 2014).

The third study was conducted by Abdillah, Dewi and Hasibuan (2018) entitled “Developing Web-Based Reading Learning Materials for Grade VIII Students of SMP Negeri 8 Medan” that involved 32 students of

eighth grade students. Applying Borg and Gall (2003) theory of methodology, the researchers employed questionnaires as the instrument. Consist of five pages (*Home, Start Up, Your Focus, Your Activity and Grammar Corner*), the website gained mean value 4.2 for web-based materials and 4.5 for the display of the website. It was proved that the developed product was very good to be used (Abdillah, Dewi, & Hasibuan, 2018).

The article entitled “Developing A Web-based Workbook for English Supporting the Interaction of Students and Teachers” is the fourth study that the researcher brought to be the basis of recent research. Describing the development of the web-based workbook and its use from a technical and pedagogical perspective, the developed product was based on the printed version of the school book *Camden Town Gymnasium 3*. The strength of this product development lied on the automatic immediate feedback to learners that was designed to support learners in successfully completing the task (Rudzewitz B. , Ziai, Kuthy, & Meurers, 2017).

The other study was conducted by Hariadi, Dewiyani and Sudarmaningtyas (2016) under the title “Development of Web-Based Learning Application for Generation Z”. The study took 3 years to get the best product with these processes: 1) the result of the first year of implementation of this research was a web-based learning application, 2) in the second year was the process of completing the development and 3) the third year was the time for evaluation and implementation. 1153 students and 70 lecturers were

involved in this study and 82% of them stated that this application helped them in the teaching process (Hariadi, S., & Sudarmaningtyas, 2016).

After studying and combining the idea and theory from the previous studies written above, the researcher has the theoretical reason for developing supplementary reading materials. Later, developing a web-based supplementary reading material is the product that will be developed by the researcher. Certainly, this research has several differences to the previous studies above. The first is the subject of the research. In this research, the researcher conducts the research in Kediri. The second difference is about the method used. In developing the product, the researcher adopts and modifies the methodology proposed by Borg and Gall (1983) that brought ten stages in the process into seven stages. It is not in line with the previous study conducted by Syaifudin (2014) who applied 2 main stages. The third difference is about the basis of development. While the previous study brought by Putri (2016) who developed supplementary reading materials based on the task given, but this recent study is bringing a website to develop supplementary reading materials.