

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews essential literature related to this study. It consists of the definitions of reading, type of reading, the definition of reading comprehension, type of reading comprehension, teaching reading comprehension, the definition of Moodle, the benefit of Moodle, the definition of narrative text, the generic structure of a narrative text, language features of narrative text, and previous of study.

A. Reading Comprehension

1. The Definition of Reading

The definitions of reading have different ways by many experts. According to Frank (2004) stated that a process to provide new knowledge in mind. Liu (2010) explains that reading can be called very related to language messages, can be written or printed, and involves processing language messages; that's why language knowledge is also. Grade and Stoller (2011, p. 187) argued that reading is a process that means become independent learning, to goal for purpose is to performing better on academic tasks, for lessons that not understanding, the student can be learning more by searching on the internet about the subject matter and improving in language.

From the definitions above it can be concluded that reading is one aspect of English skills that essential. Reading is a process get

information from the writer to the reader with the help of the eyes and brain. By the eyes as receive message and brain as understanding or conclude that means the notification received.

2. Types of Reading Activities

a. Extensive Reading

In extensive reading, the reader usually reads a text because they are to please and perform outside the classroom. In the term longer text, the reader requires the ability to understand the overall meaning. Brown (2011) stated that to get the overall information about essays, books, and longer text, the reader can use extensive reading.

b. Intensive Reading

Brown (2001) explains that intensive readers focus on semantic and linguistic detail to understand the exact meaning. In intensive reading, the process of scanning that can be called takes a more central role than skimming. The reader also tried to understand all the information which is given. Intensive reading also put more emphasis on obtaining specific information in the text.

3. Definition of Reading Comprehension

Reading comprehension can be called the essence of reading. The readers can be called successful in reading if they understand the ideas or information found from the authors in reading text. Snow (2002) stated that reading comprehension has three elements -- i.e. the reader, the text,

and the activity or the aim of reading. Reading is an activity to understand the meaning of the printed text.

Woolley (2011) explains that reading comprehension is a process to get meaning from text. This way, they can understand what is described in the text rather than get a sense from hidden words or sentences. According to Zhang (2018), reading comprehension is perceived as a constructive process in which the reader and context interact or connect.

Based on the explanation above, the definition of reading comprehension is a process of making meaning in the text obtained from readers who seek ideas through understanding meaning with printed text. Also, there are three elements in reading comprehension, such as the reader, the text and the activity.

4. Type of Reading Comprehension

Richards (2010) stated that the level of reading comprehension could be classified into four classes:

a. Literal Comprehension

The readers do not worry about inferring the meaning from the text because it is stated explicitly in the text. The readers can only recognize and understands the author's main ideas and details also.

b. Inferential Comprehension

This type is to discover the information that is not clearly stated in a passage, and the readers must use his experience and intuition by inferring.

c. Critical Comprehension

That means to see the differences between the information in a text with the reader's knowledge and value. The readers also need to identify the purposes of reading tests and review already know or not about the topic. Then, the readers also apply the reading skill related to information given in the passage to make judgments or responses.

d. Appreciative Comprehension

By reading, the readers would get emotional or other kinds of valued responses from the text that called appreciate comprehension. Usually, emotional reactions from the readers come from language, ideas, imagination, and values.

5. Teaching Reading Comprehension

According to Smith (2004), the definition of teaching is a process that can be called to be effective in getting students to learn. He said that the result of the learning process is the teacher's responsibility and the student; if students do not learn and the result is not satisfactory; it is the teacher's fault, and the teacher gives tasks or other activities to induce learning.

Brown (2001) explained that reading is one of the included skills in English that a process of understanding meaning in this text and with the connection to the text through a correlation of reader's existing knowledge and background knowledge, information in the text, and the attitude of the reader in reading.

The definition of comprehension that comprehension is building up an understanding of a text. There are two substantial factors comprehension by the reader for knowledge in text, and the reader gets involved in the text by focusing on the text being read (Neufeld, 2005).

From the definitions above, it can be concluded that teaching reading comprehension is a process of learning to help students in understanding of a text, to develop your knowledge, reading skill or experience with the help of a teacher who has experience in improving student abilities, especially in reading comprehension.

B. MOODLE

1. Definition of Moodle

According to Razzaq et al. (2011), Moodle or Modular Object-Oriented Dynamic Learning Environment is open-source online learning management better known with the platform for its ease of use intuitive controls many featured offered. According to Surjono (2013:6) stated that one of the devices open-source LMS (Learning Management System) is Moodle.

Solutions (2017) explain that Moodle is one of the media learning in the world most popular Learning Management System (LMS) that using as learning and teaching, that's the reason is that user-friendly, open-source, and free to download. Hollowell (2011) stated that Moodle has many functions for educational or communicative in the term online learning: this application that is making to interactive courses, that means interactions that were using a network with between educators, learners, and learning resources.

Based on the explanation above, the definition of Moodle (Modular Object-Oriented Dynamic Learning Environment) is part of the Learning Management System (LMS) that is most popular in the world. This application is used as interactive courses between educators, learners, and learning resources regarding educational or communicative. This application is also very friendly, at no cost, because the teacher can be download free, many features that use it, and many benefits of using an application in the classroom.

2. The Benefits of Moodle

Petrina (2009) stated that elaborations several advantages of using Moodle in the learning process, such as:

- a. With Moodle E-learning, students can interact with others asynchronous and synchronous communication devices and connect through activities and quizzes that give direct feedback and set up social activities.
- b. With Moodle E-learning, learners can connect with the course content through activities and other learners through forums, wikis, and chats.

C. Report Text

1. Definition of Report Text

In the term of a report, the text is often also known as an informational report. According to Concise Oxford Dictionary 10th edition, a report text is firstly an account that gave a matter after investigating or consideration. Secondly, a part of the information that

talks about an event or situation. Gerot and Wignell (1994: 196-197) in Yunita (2012) in states that a report text is a text that has functions to describe something while regarding a range of natural, human-made, and social phenomena in our environment.

According to Mustafa and Sundaya (2006: 125), state that a report text is describing something to related history, geography, science, natural resources, human-made or environmental phenomena. Barker (2000: 23) states that a report text is a text that has aims to describe something in general.

Based on the explanation of the report text's definition that concluded report text is a text that includes information to describe something from the source, such as environmental, human-made, natural resources, science, geography, or history.

2. The Generic Structure of Report Text

According to Gerot and Wignell (1994: 196-197) in Yunita (2012) state that in the report text has many features/characteristics:

A. General Classification

For classification, it starts with the general aspects of the thing, such as animal, place, plant, public, etc., which will discuss in general and also in this part explains that the issue will be written as short as possible. This part usually only one paragraph.

B. Detailed Information/Description

Describing the thing to discuss in detail, with part per part, customs or points for a living creature, and use for materials and items. This part can help the readers in understanding the information.

3. Language Features of Report Text

According to Gerot and Wignell (1994: 196-197) in Yunita (2012) state that in the report text has language features they are;

- a. Introducing group or general aspect
- b. Using relational processes

According to Lock (1996) in Marbun et al. (2016), relational processes are a set up between two entities, for the two entities are Carrier-Attribute in relational attribute and Identified-Identifier in relational identifying. There are three types of relationships in the English system: Intensive, possessive, and precise.

e.g., be, feel, become, remain, turn into, grow into, seem, look, appear, function as, measure, make, mean, form, consider, express, have/has, need (Halliday & Matthiessen, 2004).

- c. Using conditional logical connection
- d. Using simple present tense

e.g., The Earth is closer to the Sun
- e. No temporal sequences

D. The Definition of WhatsApp

Kheryadi (2017) state that WhatsApp is one of application that can be used by English teachers to facilitate students as instructional media. It means with using WhatsApp can be help English teachers and to apply WhatsApp as one of the media in teaching reading comprehension. According to Susanti and Tarmuji (2016) state that WhatsApp has flexibility and features such as to text, to call, and to send video, audio, links, location, document, and pictures. It means that use WhatsApp is the most potential technology to support teaching and learning of English language that can be accessed by mobile phone or computer.

According to Baffour-Awuah (2015) state that with use of WhatsApp as instructional media can boost students' dynamic participants. Beetham & Sharpe (2013) state that with use of WhatsApp as instructional media to inspire learners to get involved in purposeful activities with a special emphasis on effective learning outcomes.

Some of the goals and reasons students use WhatsApp as follow (M & Kanchana, 2016):

1. Updating social issues.
2. Spending time.
3. Increase interest in reading.
4. Gain general knowledge.
5. Sharing feeling to friends and family.
6. Education purpose like doing homework and task.

7. Getting good information and easy to communicate with their friends.
8. Getting important news and up to date information such as science with related videos, audios, documents, and so on.

E. Previous Related Study

The first research is "The development of online learning media by using Moodle for general chemistry subject" by Febliza et al (2020). The method of this study was the research and development method by using the ADDIE (Analyze, Design, Development, Implement, and Evaluation) model. Research instruments were validation sheets for expert and user response questionnaires. The validation sheet for material expects three assessment aspects: competency, content, and evaluation compatibility. The study subjects were 24 students of the chemistry education department in Riau Islamic University as user responses. The study results showed that used online learning media is eligible and can be used as online learning media. Both expert decided online learning media by using Moodle for essential chemistry subject was valid. The average number of percentage stand in good criteria and can be called this research was successful.

The second research is "The Effect of Moodle E-learning Material on EFL Reading Comprehension" by Ismail et al (2020). The participants in the current study were 27 EFL students at the English Education program, Faculty of Teacher Training and Education Muhammadiyah University of Mataram (UMMAT). Research instruments that used pre-test and post-test for EFL

reading comprehension. For data analysis techniques in this study that using statistical software package for social science (SPSS). The result shows that the E-learning Moodle material effectively improves students' learning outcomes on EFL reading comprehension.

The third study is "A Comparative Study of E-learning Platform in Reading and Translating Course for Engineering Students" by Xue Shi (2016). The participants in the current study were 179 people at the Luoyang Institute of Science and Technology. The data will take from the student's activity, namely, the first four semesters entered this course. The course lasts for 16 weeks and comprises lectures, an oral presentation, a final examination, and lectures for students. The students can choose classroom seminars divided into three subgroups to follow the course on a specific day, for data analysis techniques in this study using statistical software package for social science (SPSS). The result shows that the E-learning Moodle material effectively improved students' learning outcomes in reading skills and recommended supporting teaching activities, homework tasks and course communication.

Based on the three previous studies above, there are similarities and differences. Similarly, using Moodle as learning media, the skill being focused on the researchers is reading skill and data analysis techniques that used SPSS (Software Statistical Package for Social Science). The difference among the previous studies is that Moodle does not focus on reading skills and, proven by the results on average, effectively and successfully assists the learning process.