

CHAPTER II

REVIEW OF RELATED LITERATURE

There are some important terms to understand some terms in this thesis. Thus, the researcher explains term of the study as follows:

2.1 Teaching and learning

Teaching and learning is the part of activity students and teacher in the class. In the teaching and learning process strategy and media determine how the material delivery to the students well or not. Therefore, the teacher must be able to adjust which strategies and media that appropriate for students.

2.1.1 Definition of Teaching

Frimpong (1990) defined teaching as the process whereby a teacher imparts knowledge, skills, attitudes and values to a learner or group of learners in a way that respects the intellectual integrity and capacity of the learners with the aim of changing the behavior of the learner(s)'. Smith (2004) sees teaching as the process of carrying out activities that experience has shown to be effective in getting students to learn. He goes on to say that teaching is that which results in learning is the responsibility of the teacher and that if students do not learn, it is the fault of the teacher.

Ababio (2013) stated although what the teacher has to teach is contained in the teaching syllabus, he/she is constantly making decisions with regard to students' learning and appropriate teaching strategies and methods to employ. Among the decisions that a teacher has to take on a daily basis are how to plan for his/her lessons which cover issues such as what to teach, how to teach what has

been selected and how to evaluate what has been taught. These questions are concerned with three basic teaching functions are Planning Pre-Teaching, Phase Implementation Teaching Phase, and Evaluation (Post-Teaching Phase).

2.1.2 Definition of learning

Learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience. Both types of definitions are problematic. We define learning as ontogenetic adaptation—that is, as changes in the behavior of an organism that result from regularities in the environment of the organism. This functional definition not only solves the problems of other definitions, but also has important advantages for cognitive learning research (Houwer, Barnes-Holmes, & Moors, 2013).

2.2 Reading

Reading is an activity that must to do by the students in English learning process in the class. Reading also to be important part in teaching and learning process because without reading students can't understand the material well. There are some terms about reading:

2.2.1 Definition of reading

Reading is an activity to get knowledge and information from written language like words, symbols, and pictures. In addition, reading is getting meaning from printed words and making sense for different purposes like for getting new knowledge, for pleasure, and for interest (Linse & Nunan, 2005). The key areas of reading like who read, how we read, what we read as well as where

we read have to base on the reading purposes (Pyrhonen, 2018). Grellet (2001) stated Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired, consistently.

Reading is a skill that a reader uses to search for knowledge of the world and understanding. Reading brings up the human beings knowledge to know about written statements that are available in various sources (Muthaiyan & Kanchana, 2016). Urquhart & Weir, (1998:22) said Reading is defined that “Reading is the process of receiving and interpreting information encoded in language form via the medium of print.

2.2.2 Reading Techniques

Each reader has own technique style in reading. Moreover there are many techniques in reading by many experts. Grabe and Stoller (2001) summarize the technique reading as follows:

1. Scanning

Scanning is technique in reading that helps the readers search quickly for the specific information. Wiryacitra (2001) stated if scanning make student trained to think of clues to help reader find the specific information.

2. Skimming

The purpose of skimming is to see what exist in the text by glance at a text to get the gist of it. Skimming teach reader to become a selective reader as it helps to select only those that are worth to read.

3. Extensive reading

Extensive reading is a fluency activity because it reads longer text and usually the reader has general understanding of the text without translating and necessarily understanding the whole text.

4. Intensive reading

This strategy is used to extract some information. This detailed reading expects the reader to understand everything in details.

2.2.3 Micro skill and macro skill in reading

According to Brown (2004), micro-skills in reading comprehension are as the following:

1. Discrimination between graphemes and typical English orthographic patterns.
2. Store pieces of the language of different lengths in short term memory.
3. Process writing with efficient speed to meet objectives.
4. Get to know the core words, and interpret word order patterns and their significance.
5. Recognize grammatical words of class nouns, verbs, etc., Systems, for example, tense, agreement, pluralization, patterns, rules, and elliptical shapes.
6. Know that certain meanings can be expressed in different forms of grammar.
7. Get to know the cohesive tool in written discourse and its role in signaling the relationship between and between clauses.

Moreover Brown (2004) describe that macro skills in reading comprehension are as follows:

1. Recognizing the rhetorical form of written discourse and their importance for interpretation.
2. Recognize the communicative function of the written text, according to its form and purpose.
3. Give an explicit context using background knowledge.
4. From the events described, ideas, etc., conclude relationships and connections between events, deduce causes and effects, and detect relationships such as main ideas, supporting ideas, new information, the information provided, generalizations, and examples.
5. Distinguish between the literal and implied meanings.
6. Detect specific cultural references and interpret them in the context of an appropriate cultural scheme.
7. Develop and use a series of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemes for text interpretation.

2.2.4 The purpose of reading

When people read anything, it means that people have a purpose. According Nuttall (1989) People read because they wanted to get something from the writing; whatever it was, people wanted to get the message that the writer had expressed. Grabe on his books concludes the purpose of reading into some point, they are:

1. Reading to search for simple information and reading to skim quickly.
2. Reading to learn from texts.

3. Reading to integrate information, write, and critique texts.
4. Reading for general comprehension.

2.3 WhatsApp media

WhatsApp is created by CEO Jan Koum and Brian Acton in Mountain View of California (United States) in 2009 (M & Kanchana, 2016). It is one of the most popular applications that are used by people in communicating with each other. There are some important terms about WhatsApp:

2.3.1 The definition of media

According to Arsyad (2015:18) in general media can defined as human, materials, or creation of which develop a condition that can help learner to get knowledge, skill, and attitude. Besides, a medium has functions as a distributor and a conductor, it also as a mediator. It means that media also create and effective relationship between the sides.

2.3.2 The definition of WhatsApp

WhatsApp is created by CEO Jan Koum and Brian Acton in Mountain View of California (United States) in 2009. WhatsApp messenger can send and receive messages, videos, pictures, and audios to individual or group easy and fast. It can be done using an internet connection. WhatsApp messenger is free in sending and receiving data from the users. Besides that, this application is so easy and simple to be used for Youngers until adult people (M & Kanchana, 2016).

2.3.3 The ways of using Whatsapp as a media in teaching and learning

The ways to make WhatsApp messenger work as learning media as follows (Santrossa & Castillo, 2017):

1. Rules making

The first step to use WhatsApp messenger is mentioning the guideline to the students, therefore they know what the teachers' hope to them. The vital thing is the students know what they do and how the teacher assesses them. Clear instruction about how to do the task is so essential to avoid students' confusing.

2. Group creating

At the first meeting, the teacher and the students create a WhatsApp group with all students and the teacher as its members. The teachers need a "trial" how to use WhatsApp in the group to help the students understand with the process well. Besides that, the teachers are able to create a small group that consists of 4 until 5 students only and still include in the class of WhatsApp group. It for getting more personal assessment and improvement to the students and then change the members with other students.

3. Applying reading activities

The teacher can give different activities to the students like homework, extra activities for smartest students in the class, entertaining activities like funny text and so on. In this process, clear instruction is very necessary for the students in comprehending the task well.

4. Designing reading activities

The reading activities can be in the form of a document or reading text, electronic source, audio, video, and picture. It means that the reading activities can be provided to the students in some forms through a mobile phone. The reading text may not longer, so the students can read it easily. Reading activities

on WhatsApp group are used for improving students' reading comprehension which is already learned in the class, give real-life materials to the students like a joke, short article, video, audio, and photo. It means that this activity does not change extensive reading in the classroom into WhatsApp group activities. Other utilizations of these activities are it is able to be accessed anytime and anywhere.

2.3.4 Advantages of WhatsApp media

According to Dekhna (Dekhna, 2016), there are the advantages of WhatsApp media:

1. WhatsApp instant messaging facilities online collaboration and cooperation between online students connected from school or home in blended mobile teacher.
2. WhatsApp is a free application that is easy to use.
3. Group connected to WhatsApp instants messaging can share learning object easily through status, audio, video, comment, texting and messaging. Discussion are related to the course content taught in class.
4. WhatsApp provides students with ability to creat a class publication and thereby publish their work in group. 5) Information and knowledge are easily constructed and shared through.

2.4 Narrative text

Narrative text is the text that must studied by the first grade students Senior High School in the second semester. Narrative text is story that has purpose to entertain the reader. There are some terms about narrative text:

2.4.1 Definition narrative text

According Sadler and Hayllar (2000) stated that Narrative is telling a story, it sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It sets out to entertain and amuse listeners and readers. Thus, the purpose of narration is story telling. It means that in reading a narrative paragraph, the reader read the action or the events that happened in chronological order which has a definite beginning and a definite ending.

2.4.2 General structure of narrative text

Derewianka, states that the steps for constructing a narrative are:

1. Orientation

Orientation is the beginning of the story in which the writer tells the audience about who the characters in the story are, where the story is taking place, and when the action happens (can be a paragraph, a picture or opening chapter).

2. Complication

Complication is to pushed the story along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s). Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

3. Resolution

A resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved

(although this of course possible in certain types of narrative, which leave us wondering how the end is).

2.4.3 Language features of Narrative text

Anderson, states that the language feature usually found in narrative are:

1. Specific characters
2. Time words that connect to tell when they occur
3. Verbs to show the actions that occur in the story
4. Descriptive words to portray the characters and setting.

2.4.4 The types of Narrative text

Narrative can be imaginary and factual, Mark and Kathy Anderson classified types of narrative, there are:

1. Humor
2. Romance
3. Crime
4. Real life fiction
5. Mystery
6. Fantasy
7. Science fiction
8. Dairy novel
9. And Adventure

2.4.5 The purpose of Narrative text

Basically, the purpose of narrative text is to entertain the readers. So, the readers are expected to be able to enjoy the text which being read. Andersons state

that the purpose of narrative text is to entertain the reader or audience. In addition other than providing an entertainment, narrative can be make the audience think about an issue, give them a lesson from the story that they read.

2.5 E-learning

E-learning become alternative ways today in teaching and learning process, this is occur because E-learning as a concept covers a range of applications, learning methods and processes (Rossi, 2009).

2.5.1 The definition of E-learning

Maltz et al (2005), stated that term E-learning is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. E-learning, according to OECD (2005) is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes.

Wentling et al (2000) also stated that the term e-learning refers to the attainment and use of knowledge that are predominantly facilitated and distributed by electronic means. To them, the e-learning depends on computers and networks, but it is likely it will progress into systems comprising of a variety of channels such as wireless and satellite, and technologies such as cellular phones. the concept of e-learning is proposed based on distance learning, thus a transmission of lectures to distant locations by way of video presentations Gotschall (2000).

2.5.2 Types of E-learning

Algahtani (2011) divided e-learning into two basic types, consisting of computer-based and the internet based e-learning:

1. Computer-based

Computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology and also each component can be used in either of two ways: computermanaged instruction and computer-assisted-learning. In computer assisted- learning, to him, computers are used instead of the traditional methods by providing interactive software as a support tool within the class or as a tool for self-learning outside the class. In the computer-managedinstruction, however, computers are employed for the purpose of storing and retrieving information to aid in the management of education (Algahtani, 2011).

2. Internet based E-learning

The internet-based learning according to Almosa (2001) is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors (Almosa, 2001). Zeitoun (2008) classified this by the extent of such features use in education, mixed or blended more, assistant mode, and completely online mode. The assistant mode supplements the traditional

method as needed. Mixed or blended mode offers a short-term degree for a partly traditional method.

2.5.3 The use of E-learning in education

The three ways of using e-Learning technologies in education are “adjunct, blended e-Learning and online” (Algahtani 2011).

1. Adjunct

The “adjunct e-Learning is the situation which e-Learning is employed as an assistant in the traditional classroom providing relative independence to the learners or students (Algahtani, 2011).

2. Blended E-learning

In the blended e-Learning, Algahtani (2011) and Zeitoun (2008) explained that, in this way of using e-Learning, the delivery of course materials and explanations is shared between traditional learning method and e-learning method in the classroom setting.

3. Online

The online is devoid of the traditional learning participation or classroom participation. In this form of usage, the E-learning is total so that there is maximum independence of the learners or students (Algahtani, 2011; Zeitoun, 2008).

2.5.4 The Advantages of E-learning

Holmes and Gardner (2006) summed up the advantages of E-learning from Marc (2000) in his book review about e-learning strategies for delivering

knowledge in digital age, there some of the advantages that summed up by Holmes and Gardner (2006) includes the following:

1. Flexible

Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.

2. Efficacy

E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.

3. Provide opportunities

It is able to provide opportunities for relations between learners by the use of discussion forums. Elearning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

4. E-learning is cost effective

E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.

5. Takes consideration

E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.

6. Helps compensate for scarcities

E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.

7. Allows self-pacing

The use of e-Learning allows self-pacing, for instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick

2.5.5 The Disadvantages of E-learning

E-learning, in spite of the advantages that it has when adopted in education, also has some disadvantages. Valentina and Nally (2014) stated there are the disadvantages of E-learning that summed up by studies include the following:

1. Lack of interaction or relation

E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects.

2. Less effective

With respect to clarifications, offer of explanations, as well as interpretations, the e-learning method might be less effective than the traditional method of learning.

3. Negative effect

When it comes to improvement in communication skills of learners, e-learning as a method might have a negative effect. The learners, though might have an excellent knowledge in academics, they may not possess the needed skills to deliver their acquired knowledge to others.

4. Be difficult

Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating.

5. Easy of copy and paste

E-learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste.

6. Make it worse

E-learning may also deteriorate institutions' role socialization role and also the role of instructors as the directors of the process of education.

7. Less Precise

Also not all fields or discipline can employ the e-learning technique in education. For instance the purely scientific fields that include practical cannot be properly studies through e-learning.

8. Lead to congestion

E-learning may also lead to congestion or heavy use of some websites.

2.6 Previous study

The first previous study was conducted by Khancana, M., & Muthaiyan, M. (2016) entitled “A study on developing reading skills of engineering students through WhatsApp as motivational strategy.” The result of this study showed that they are having more interest to use of reading message which is sent by others or those who belong to class. They can develop their reading skills by reading message via WhatsApp which makes them to involve for reading text message and developing their understanding power. When the students are coming to know the intimation of assignment through WhatsApp, they do not forget it as well as they will write it in their examination (Muthaiyan & Kanchana, 2016).

The second previous study is a research by Subhan Shabri, Yenni Rozimela, & Mukhaiyar (2020). Improving Students’ Reading Comprehension Through Online Reading Texts and Whatsapp Chats at Grade Eleven of SMAN 1 Teluk Kuantan, Kuantan Singingi Regency, Riau. The result showed that the use of online reading texts is effective to improve the students’ ability in reading comprehension. The improvement can be seen from the increase of their scores from preliminary test, test of cycle I and cycle II. the percentage of the correct

answers of the students was 62.50%, it increased to be 71.32% in cycle I test, and then it became 75.00% in cycle II test (Shabri, Rozimela, & Mukhaiyar, 2020).

The third previous study is a research by Susanti (2020). The title is “The Use of WhatsApp in Reading Lesson at the STMIK Pontianak, West Kalimantan, Indonesia.” The results indicated that WhatsApp mobile learning usage in learning reading skill to the 2nd semester students of Informatics Technique Program at the STMIK Pontianak shows an insignificant results of this study. So, it is needed to support from other institutions for the ease and decent WiFi (Wireless Fidelity) access for using WhatsApp in mobile phone assisted learning (Susanti, 2020).