# CHAPTER II

# LITERATURE REVIEW

This chapter presents the following subtopics: (1) Concept of Online Teaching, (2) Concept of Teaching Reading, (3) The Challenges on Teaching Reading, (4) The Problems of Teaching on Online Platforms, (5) Facebook, (6) Facebook Messenger, (7) Reading, (8) Teaching Reading through Facebook, (9) Previous Related Studies.

## 2.1 Concept of Online Teaching

Online teaching is the process of educating between the instructors and the learners-- over the interrnet. According to Tamm (2020), online teaching is the method of transferring knowledge to the sudents through electronic technology and media. In addition, Arianto (2020) claims that online teaching refers to online education, which is carried out on internet connection, where teachers and students can access their teaching materials at any time. So, online teaching is the activity of presenting ideas and knowledge to the students by using internet connection.

Furthermore, Adebo, Sadiku, and Musa (2018) states that for online learning to be successful, there are seven principles of online teaching that should be followed by the instructors, they are:

1. Encourage student participation

2. Encourage student cooperation

3. Encourage active learning

4. Give prompt feedback

5. Emphasize time on task

6. Communicate high expectations

7. Respect diverse talents and ways of learning

## 2.2  Concept of Teaching Reading

There are four English skills that must be mastered by the students. Those skills are reading, writing, listening and speaking. Reading is an important basic skill of English language learning, because it enables people to find out information from variety of the texts, to get pleasure, to get jobs, and to deal with some study purposes (Aprilia, 2015). Therefore, the teachers usually use techniques to get the reading class success. In this case, Brown (2001) states that the teacher can apply three main stages, those are: (1) before reading, (2) whilst reading, and (3) after reading. These stages indicate that the teacher introduces the students to the topic of the text. Then, the teacher monitors students' comprehension by encouraging them to answer the questions. After that the teacher will give follow-up activities.

In teaching reading, the teacher should follow some principles in order to have a good impact on the students' comprehension. Anderson (1991) proposes eight principles of teaching reading as follows.

1. Exploit the readers' background knowledge

2. Build a strong vocabulary base

3. Teach for comprehension

4. Work on increasing reading rate

5. Teaching reading strategies

6. Encourage readers to transform strategies into skills

7. Build assessment and evaluation into your teaching

8. Strive for continuous improvement as a reading teacher

## 2.3 The Challenges of Teaching Reading

The teachers usually have challenges to their students in teaching reading. The students have some problems in learning reading. Then, it is the challenge itself. As Baradja (1999) states that there are five facts that exist as problems in teaching reading (as cited in Iskandar, 2017), they are:

a. The students' lack of mastery of the basic

Basic reading knowledge includes mastering basic structural patterns and adequate vocabulary items. The basic knowledge is the the key to reading. It means that the reading learners must acquire the basic knowledge at the required levels.

b. The students' habit of slow reading

Generally, slow readers have poor comprehension. In certain cases, thus, slow readers are at a disadvantage. In Indonesian context, the students try to read very slowly, because they want to grasp a word of the passage. Then sometimes, when they do not understand a word or expression, they have no awareness of searching for word by word in a dictionary, so they read very slowly.

c. The students' inability to figure out inferences, implications and main ideas

Students are concerned with two factors in reading English text, decoding the text as what writer means and being familiar with the content schema, which involves culture and background knowledge. The mastery of these factors will provide accurate inferences for learners, assess the implications of what has been read, and classify the text's key ideas accurately. Most students do not understand the text properly because they are unable to identify the main idea, make correct inferences, and understand precise implications.

d. Text selection

Generally, teachers are not confident in choosing the reading materials in the text selection. Then the teachers depend on accessible English textbooks, which do not require modifications. Automatically, the teachers follow the book's contents and exercises to use the textbooks. In this case, the teachers have teaching target to select the text such as they have to elicit vocabulary terms to be design in the text, topic of the passage that have been outlined in the curriculum, and exercises have been designed to provide grammar exercises.

e. Exercise to include

The problem on this subject include that generally, the teacher do the same approaches to discuss one passage to another so that the students face the same strategies in a repetitive way. Modification to the exercises is hard to do since it wastes time and energy. As a result, a good exercise that includes

items that ask for facts or information, inferences, implications, and implicit answers are not available.

## 2.4 The Problems of Teaching on Online Platforms

In online teaching and learning process, teachers and students often face some problems. According to Atmojo & Nugroho (2020), there were some problems that come from the teachers and students in the online EFL learning. These are the problems that come from the students as follows.

a. Poor internet access

For the online teaching to be successful, communication between teachers and students need good internet access. In this case, the internet coverage become a problem in rural and remote areas. The students also have problem to afford sufficient data packages to take part in the online learning.

b. Low digital literacy

Many students have low digital literacy. They have difficulties in operating the applications and platforms that used in the online learning. Therefore, the students is often misuderstanding in online process.

c. The difference of students level of mastery on the subject

The difference of students level of mastery on the subject is vary in online class, even in face-to-face class. So, the teachers need lots of time to prepare various learning experiences based on student learning style in online learning.

d. Lack of awareness in online learning

This problem appears because the students have misperception about online learning. They perceive that online learning is informal so that they are lazy to do the task, then they submit their works after the deadline, and even they don't attend the online learning as scheduled.

Meanwhile, Atmojo & Nugroho (2020) also revealed that there were several problems that come from the teachers in the online English language teaching as follows.

a. Difficulties in creating learning materials

In online teaching, many teachers have difficulties in creating learning materials since the teachers only apply low technology applications. It happens because the lack of facilities from the students, for example the instability of internet connection network and the inability to provide internet data. So, the teachers have difficulties in creating learning materials which are easy to learn in online learning.

b. Difficulties in giving personal feedback

Many teachers find difficulties in giving personal feedback in real-time to each students. This problem happens because the allotted time for online learning as schedule by the school is not enough. Then, there are also some students that submit their works at different time, so the teacher can't give the personal feedback to their work as soon as possible.

c.  Difficulties in engaging low motivated and passive students in online learning

Some teachers have difficulties in engaging low motivated and passive students in online learning setting. This problem happens due to the student' laziness, unstable internet connection, and low English language proficiency.

In addition, Prabawati (2021) also added there were two problems of online teaching that faced by teachers during online learning or distance learning. Those problems are identified as follows.

a.  Internet Access

Internet access itself is very necessary for distance learning or online learning, especially in the context of the current Covid-19 pandemic, to ensure that the teaching and learning process runs smoothly. In this situation, some students have restricted access to the internet, specifically the signal coverage. It is a significant problems for the teachers because it will have an effect the student's online learning experience.

b.  Students' low participation

All of schools are doing distance learning because it is considered more effective during pandemic of Covid-19 outbreak. In this case, student's participation is very important for distance learning, but when online learning took place there are still many students who do not participate actively in the classroom, which is due to the teacher's inability to supervise the students directly.

**2.5  Facebook**

**2.5.1 Concept of Facebook**

Facebook is a social networking site that started officially in February 2004. Facebook is built by Mark Zuckerberg in 2003 with his classmates at Harvard University. Facebook is an application that can help people to connect each other, but now the usage of Facebook becomes wider. Besides conneting people, the use of Facebook is also used to share information, market product, even looking for knowledge. According to Nguyen (2017), Facebook is a social service that enables users to exchange information and connect with their family and friends easily. In adddition, Al-Badi, Al-Mukhaini, and Al-Qayoudhi (2014) add that Facebook has high popularity among the people of the world, because it is extensively used for various purposes, such as chatting and exchanging information in various sectors like engineering, nursing, business, and even education. So, Facebook is a popular social networking site that used to connect and interact with others even for education.

Facebook is also a social networking site that can be used as a medium by teachers and students in teaching and learning process. According to Alhomod and Shafi (2012), the use of Facebook has positive impacts on the online learning environment and is an important platform for formal teaching and learning activities. Additionaly, Kho and Chuah (2012) explain that the teachers is encouraged to integrate Facebook into teaching and learning activities to build more enjoyable and engaging lessons. Briefly, the use of Facebook is very useful in teaching and learning process.

Furthermore, the usage of Facebook in educational environment can facilitate students to create communication with their teachers and students. According to Liu (2010), Facebook has the potential to become reliable platform to support the educational communication of students. Additionally, Bosch (2009) states that the use of Facebook as part of teaching has been prove to enable teachers and students to communicate quickly and easily. In conclusion, the use of Facebook is very helpful to build communication between teachers and students.

### 2.5.2 Features of Facebook

Facebook platforms have many features which can be used by users. According to Suryantari and Priyana (2018), Facebook's features consisted:

a. Timeline: This feature includes the personal activities on Facebook, including user memories and information.

b. Status update: It is used for status sharing. Users may share their recent activities, post a link, tag or mention in a conversation who they want to include, and share pictures, videos, and products.

c. Likes: The "like" button is located near in any piece of content on Facebook, such as status update, images, videos, comments, brand timelines, application, and adsvertisement. Users can klick the like button of the status when they like it.

d. Comment: It is used by writing something on the "comment box" to answer a post.

e. Shares: By using the "share" feature, users can share content from a different post on their own page.

f. Fans: This feature allows Facebook users to join a page because they have a specific interest in the subject or a link to the product.

g. Messenger: It is used to send instant message to other users.

Facebook can be used as English language teaching and learning tool based on the description of those features. Because most of its features are set in English, it is a great place for English learning practice, so that the users, particularly students, are required to have sufficient knowledge in English to optimize the use of Facebook (Kabilan, Ahmad & Abidin, 2010). Facebook's features also offer students the chance to engage actively and frequently in the online classroom.

**2.5.3 Advantages and Disadvantages of Facebook in Learning**

According to Nguyen (2017), the advantages or benefits of Facebook as follows:

a) Facebook is helpful for communication and exchanging school-related information.

b) Facebook helps students to enhance group work and collaboration among group members.

c) Facebook helps students to access or share educational resources/materials.

In addition, according to Yunus and Salehi (2012) added that the advantages of Facebook are:

a) Facebook lowers students' stress levels and enhances learners' engagement and interaction.

b) Facebook lowers students' stress levels and enhances learners' engagement and interaction.

c) Facebook can increase the level of effort and level of motivation of students.

d) Facebook helps to broaden students' knowledge.

While, there are the several disadvantages of Facebook by Coklar (2012), namely:

a) Users have problem of control mechanism when using Facebook.

b) Facebook give excessive information overload.

c) Facebook has problem of visual sharing in teaching and learning.

## 2.6  Facebook Messenger

### 2.6.1 Concept of Facebook Messenger

Facebook Messenger is a free app which is used to send message other. Tamara (2017) clarify that Facebook Messenger is an online platform who used to send messages to other users or a group. In Addition, Wigmore (2016) states that Facebook Messenger is a mobile app that allows chat, audio and video communications between web-based  Facebook messages and smartphones. So,

the use of Facebook Messenger facilitate users to interact each other by sending messages, even voice and video call.

Messenger is an app that created from Facebook. Stenovec (2014) states that Facebook Messenger is an American messaging app which is developed by Facebook but separated from the main Facebook app. In April 2016, Facebook opened its messenger platform to let chatbots into the application and it can also be used as a tool for teaching and learning in the online education (Smutny & Schreiberova, 2020). In conclusion, Messenger is an application from Facebook that can be applied as educational tool.

### 2.6.2 Advantages and Disadvantages of Facebook Messenger

Many people use Messenger application to access their messaging system through Facebook. This application helps them to communicate with people on mobile devices easily. Gaille (2016) states that there are some advantages and disadvantages of using Facebook Messenger. Here, some advantages of using Facebook Messenger are:

a.  Speed

Facebook Messenger is so easy to chat, because people can send and receive messages more quickly. This application connects directly to Facebook's chatting system, and it appears immediately on the user's screen.

b. Similarity to texting

The style of sending message from Facebook Messenger is similar to sending a text message on mobile phones. This application also allows user to send pictures and links to another friends or group without paying any cost.

c. Easy phone calls

Facebook Messenger connects you to another users. This application allows you to call and make video calls as well normal calls.

Beside having some advantages, Gaille (2016) claims that Facebook Messenger also have some disadvantages as follows.

a. Privacy concerns

Facebook Messenger is difficult to completely protect user's privacy. This is because Facebook Messenger allows recording audio at any time without permission and calling phone numbers without knowing the users.

b. Battery sucks

Facebook Messenger can quickly drain the battery of users' devices. It's because Facebook Messenger is always working in the background which keeps using user's battery of the phone.

c. Storage

Facebook Messenger takes a lot of space in the phone, because if users want to use the Facebook application, of course the users need Messenger appplication to send messages via Facebook. The Facebook and Messenger applications use around 100+ MB of storage space on mobile devices. So, the users have to provide a lot of space in the phone to apply this application.

Based on the explanation above, the researcher concludes that Facebook Messenger helps students in learning, because Facebook Messenger provide some awesome features that can be used in teaching and learning activities. Facebook Messenger allows students to make group discussion. In group discussion, the students can share information, links, photos, and make students easy to collaborate and communicate with each other. Although Facebook Messenger have some disadvantages, but it also can be used as a medium in education.

## 2.7  Reading

### 2.7.1 The Definition of Reading

In English language learning, reading is an essential skill that have to be learned by English learners. By reading, students can acquire informations and knowledge.

Based on some experts, reading can be defined into several definitions. According to Anderson et al. (1985), reading is a process in which information from the text and the knowledge possessed by the reader act together to generate the meaning. Linse and Nunan (2005) add that reading is a set of skills that make sense of the printed word and derive meaning from it. Additionally, Spratt, Pulverness, and Williams (2005) explain that reading is a relationship between the writer and the reader through a text and a process to connect the text with the knowledge of the reader to understand the whole-text. Moreover, Nur and Ahmad (2017) clarify that reading is a passive skill that involves interactive process to understand the context in order to get written text knowledge or ideas. So, reading

is a reader's process of interpreting the information transmitted by a writer in the text.

From the definitions above, the researcher concludes that reading is an interaction process between the readers and texts in comprehending the content of the writen text.

## 2.7.2 Five Aspects of Reading

Five aspects of reading are available. According to Brown (2004), the students should learn how to understand a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words. These aspects are challenges that the students face in reading the text.

a.   Determining Main Idea

The key point of a paragraph that the author wants to convey  about the subject to the readers is the main idea. Olviyanti, Marbun, and Arifin (2015) argue that the main idea of a paragraph is a central notion of the text. Students are supposed to find the the main idea of the text when determining the main idea, so they should understand the subject that is mentioned in the text. Usually the main idea is in the first sentence, but it may also be in the middle or in the last sentence. Because of this, the main idea is more difficult to locate and make the students to get confused in determining what the main idea of a message is, and where the main idea is placed.

b.  Finding Specific Information (Scanning)

According to Brown (2001), scanning is method in searching a specific item or piece of information in a text quickly. Students have to locate the detail information or notion that was listed of the text. Therefore, sometimes students often feel difficult to comprehend and differentiate between unimportant and important information in the text such as name, date, word, phrases, and references.

c.  Making Inference

Inference is the method of drawing personal meaning from the text. In making of inference, students try to grasp and understand the reading text and find the conclusion of the statement in the text. Kopitski (2007) also claims that in order to make inferences, readers need to practice integrating hints from the text with their context information. Therefore, it is difficult for students to find the conclusion of the text since the purpose of the statement is not written on the text.

d.  Identifying References

References are one of the cohesive devices that connect words and sentences in text through grammatical means (Halim & Rashid, 2011). The students are supposed to understand what the pronouns in the sentences are used for when identifying references, such as the pronouns that are used to show person, place, or circumstance.

e.  Understanding the Meaning of Word

In understanding the meaning of words, the students need to consider the meaning of new word on the text by understanding and guessing the meaning of

the sentence or the text, automatically they can discover the proper meaning of the word. Anjomshoa (2014) assumes that knowledge of vocabulary is another major prerequisite and causal factor in comprehending the reading text. Therefore, before reading the text, unfamiliar vocabulary of the text to be taught to students so that they can understand the material.

## 2.8  Teaching Reading through Facebook and Facebook Messenger

Facebook is an application that lets the users connect to other users. The usage of Facebook also can be used in educational environment. Many teachers use Facebook to teach their students. For educational purposes, Facebook can be used as media by the teachers (McCarthy, 2012). It means that Facebook can simplify the teachers to present the material to students, particularly for English language teacher.

In English language learning, Facebook have an important role in improving language skill. According to Kabilan, Ahmad, and Abidin (2010), in terms of improving language skills, confidence, motivation and attitude, Facebook can become an online learning environment that supports English language learning even outside the classroom. Boonkit (2011) has conducted the research about the use of Facebook for extensive reading in English learning activities. In this research activity, students are introduced to an extensive reading activity that performed outside the classroom, and  used Facebook as place of discussion for students to share their reading topics, reading strategies, and what they learn from their reading in the context of the real word. This research activity is seen as one

way of motivating EFL students in real-world communication to use their four integrated English skills. Each student is encouraged to read real-world English topics and may inivite their Facebook friends to post their thoughts and to share reading strategies, and new vocabulary. Then, the teacher is also invited to read and give suggestions on the reading topics of each students. So, this study explained that when posting topics through Facebook, teachers can encourage students to feel comfortable.

In relation to this case, there is an application developed by Facebook, that is Facebook Messenger. Facebook Messenger has an important role in teaching and learning process especially in teaching English language skill. As Samani and Noordin (2020) argued that Facebook Messenger can be applied as a pedagogical media for developing language skill. In this application, the teachers and students can send various type of messages such as text messages, voice messages, voice and video calls, share pictures, documents, and video links easily. Facebook Messenger also allows the teachers to create a group for each subject particularly English Subject including in teaching reading. It means that by using Facebook Messenger the teachers can use the various type of messages to share and discuss the learning materials for reading class. Then, the teachers can send some photos or video links of the kind of texts to the students in the class group. Therefore, The use of Facebook Messenger makes the teachers and students easier to communicate and it also helps the students to reduce their anxiety when the online learning was started. So this application is very useful for the teachers to use the group chat as a teaching and learning media for reading class.

From some explanations above, the researcher concludes that the usage of Facebook and Facebook Messenger are important for teaching English language skills, especially teaching reading. As well known, teaching by using social media can affect the student achievement and improve their self-confidence.

**2.9  Previous Related Studies**

In this part, the previous related studies also described. The first previous related study was written by Samani and Noordin (2020), which explored about getting connected with Facebook Messenger: exploring meaningful interactions through online chats in the ESL context. The aims of this study was to collect information on students' experiences with using a social networking platform (eg. online chats) in completing a gramamatical task at Putra Malaysia University and to investigate the platform's potential for learning through close examination of students' posts. The result of this study revealed that this platform can be used as a pedagogical tool to help students improve their language skils. The similarity of this previous and present study were the use of Facebook Messenger in English language learning, meanwhile the differences are the present study only focussed on reading skill and conducted in senior high school level.

Secondly, a study conducted by Hanip and Sa'adah (2010) which aimed to examine the effectiveness of Facebook as media in teaching reading comprehension recount text. The result of this study showed that there is a significant difference between the student who are taught by using Facebook better than the students who are taught without using Facebook. Therefore, the use

of Facebook is effective media in teaching reading comprehension. The similarity between the previous journal article and this present study were the use of Facebook in teaching reading. Meanwhile, the differences of this study are this study conducted at SMA N 1 Abab and focussed on teachers' challenges about the use of Facebook for teaching reading.

The last, a study conducted by Al-Mashaqbeh (2016), which aimed to investigate the challenges faced by the higher education students in the use of Facebook, as one of the social media tools. The result of this study revealed that the use of Facebook applications as a learning tool was a major challenges. The main challenges in the use of Facebook applications as a learning tool are the security concern, insufficient time for managing activities and lack of internet connection. The similarity between the previous study and this present study were to find out the challenges on the use of Facebook in online teaching. Meanwhile, the differences are this study chose the teachers as a participants to identify the challenges in teaching through Facebook and only focussed on English language teaching particulary for teaching reading.