

CHAPTER II

LITERATURE REVIEW

This chapter presents about : (1) Writing, (2) Online Learning, (3) Types of Online Learning, (4) Features of Whatsapp, (5) WhatsApp as learning media, (6) Previous Related Study.

2. Literature Review

2.1. Writing

It is one of the four skills in language teaching. Writing is part of the process of changing thoughts into written language. In other words, writing can be interpreted as a process of expressing ideas, thoughts, or feelings in words on paper (Tiwari, 2005, p 120). In starting the writing process, students need to have good ideas, arrange them well, and express them appropriately. The statement above is supported by a statement (Nunan, 2003, p. 88) that says that writing is mental work to find ideas, think about how to express them, and arrange them into statements and paragraphs that are clear to the reader.

Writing is a process of communicating with others in which a writer sends his ideas and thoughts in written form to the reader. According to Wingersky (1999), it is a thought process discovered, organized, and communicated by the writer to the reader (p. 4). Moreover, it is about conveying meaning by using words that have been selected and put together in written or printed form (Fabrain & Whinch, 1996, p. 32). Overall, writing means sending information and expressing ideas through written form. In short, writing is a communication tool in written form.

In addition, Richard (1990) learning to write in either the first or second language is one of the difficult tasks that students face (p. 100). Not only for those learning English as a foreign language or a second language, but it is also difficult for native speakers (Esmeralda, 2013). Good writing must pay attention to several aspects of writing; grammar, vocabulary,

mechanics, content, and organization (Hartfiel et al., 1985, p. 89). Grammar is a set of rules that help students construct sentences that make sense and are in acceptable English (Farbrain & Whinch, 1996, p. 108). Vocabulary relates to the English words that students choose to express their ideas in their writing. In addition, an organization is the ability of students to organize their ideas into logical coherence and cohesion to make paragraphs into one (Hartfiel et al., 1985, p. 93).

2.1.1 Importance of Writing

Writing is a complex process, meaning that in writing, students must pay attention to many things to build good writing. Harmer (2004) states that there is much importance in learning to write (pp. 31-33) :

1. Writing is often timeless in a conversational way. In writing activities, they have more time to think than in speaking activities. They can express what they know in their minds, and even students use dictionaries, grammar books, or other reference materials to help them.
2. Writing encourages students to focus on using accurate language. This is a good way for students to develop their language when they write down what they think or express their ideas with inaccurate language.
3. Writing is also often used as a means of strengthening the language that has been thought of. Teachers often ask students to write sentences or paragraphs using the grammar they have just learned in teaching writing. Students should make notes about what they have learned during the learning process. With that, students can understand the language they are thinking about.
4. Writing is also useful for preparing for some other activities.
5. Writing can be an integral part of a larger activity where the focus is on other things such as language practice, acting, or speaking.

6. Writing is also used in question-and-answer activities. In teaching writing, the teacher usually questions students, for example, about previous knowledge or material. Students prepare in advance to find the answer, and they also write down the answer then explain the answers they get in front of the class. Likewise, when on the test, students are given questions whose answers are in written form.

2.1.2. Aspects of Writing

To produce good writing, students need a lot of vocabulary, correct grammar, and good understanding. Quoted from (Nurgiantoro 2001, pp. 306-308), there are several components of writing, including:

1. Content

Content refers to a collection of information that supports a particular topic being discussed. In this aspect, the writer can develop complex ideas to describe the main topic.

2. Organization

Organization means how students organize their ideas. The structure of the text is a clear idea, a good arrangement, logical and cohesive.

3. Vocabulary

Vocabulary is the suitability of choosing and using vocabulary in every sentence that is important in writing.

4. Grammar

Grammar is the language rules in combining words. The use of grammar can be applied to all types of sentence structures so that writing becomes more meaningful.

5. Mechanics

Mechanics means the way students write. A paragraph is a combination of several sentences that requires good spelling and punctuation. If punctuation is not used correctly, the paragraph will be unreadable.

All of the above aspects, such as organization, content, vocabulary, and mechanics, are writing components.

2.1.3 The Problems in Learning to Write

Writing English in a foreign language is not easy for school students to overcome, especially seventh-grade students. Problems faced by students in learning to write Nurgiantoro (2001) are problems of organizing ideas, lack of vocabulary, and grammatical accuracy (pp. 298-299).

1. Organizing ideas

The problem students generally have in the writing process is how to organize these ideas into sentences. According to Nation (2009), some students can say what they want to write but have difficulty writing it (p.19). This is because students have difficulty developing ideas and sometimes do not know what they want to write. When writing, students usually write content that does not fit the theme.

2. Lack of vocabulary

Vocabulary is also an important part of writing composition. Lack of vocabulary makes students write sentences that are not communicative. They will find it difficult to express their ideas, especially writing, if students do not master vocabulary well. They also usually choose the wrong word.

3. Grammatical accuracy

When students try to write, they are usually confused about whether their sentences or grammar are correct or not.

Based on the description above, students and teachers need to know the problems in writing to find the best way to anticipate them, and students can learn to write more easily.

2.2 Online Learning

Online learning is a learning activity web-based that can be accessed from the internet. According to Dewi et al., (2020), online learning is learning that is delivered through electronic media such as computers and several other media which are similarly based. The material can be accessed via the network. It is supported by Carliner (1999), who defines online learning as a subject matter that makes computers a learning tool. (as cited in Anderson, 2004). In reality, online learning involves not only the presentation and delivery of material using the web, but students and the learning process must also be considered. In other words, online learning is a learning activity that uses a network such as an internet to deliver material in the learning.

According to Bransford, Brown, and Cocking (1999), they argue that effective learning environments are framed within the convergence of four lenses, namely, community-centred, knowledge-centred, learner-centred, and assessments-centred (as cited in Anderson, 2004, p.47). That lens can serve as an analytical framework as the basis for the characteristics of online learning. In online learning, the learning material must be well designed to engage students and encourage easier learning. E-learning also makes real interactions between students and material, or students and teachers. (Dewi et al., 2020).

Anderson (2004) asserted that online learning is a subset of all distance education. In use, online learning is more flexible in time and space than campus-based education (p.53). It is supported by Cole (2000), who claims that online learning allows participants to reduce space and time. As proposed by Anderson (2004), in online learning theory, there are benefits of online learning. For students, online learning doesn't recognize time zones; location and distance is not a problem. Students can access online material anytime and anywhere while there is an internet connection.

Apart from the benefits above, online learning has challenges in its use. According to Purdue University Global (2019), there are four challenges for students in doing online learning:

1. Digital Literacy

In online classroom learning, students must have a level of proficiency in using technology, such as successfully logging in, participating in class, sending assignments, and communicating with teachers and classmates.

2. Technical Issues

In the technical issue, internet signal connection is the most important obstacle for online learning. Students can access learning anywhere and anytime if they have an internet connection, but they can't do online learning if they don't have an internet connection. Therefore, the strength or weakness of the internet signal can influence students to participate in online classes.

3. Time Management

Time management is one of the challenges that students must do in online learning. Students must manage their time to take online classes on time and be responsible for their assignments.

4. Motivation

Online learning requires motivation to complete assignments. Lack of motivation is a common challenge for students by showing up and being involved more in online learning. Students can be active in discussions and share opinions, thus making students motivated to learn online.

2.3. Types of Online Learning

Online learning is now not a learning problem for colleges and primary and secondary schools. Therefore, now students can bring their electronic devices such as cell phones, iPods and other electronic devices to school. The modern web supports several media, each of which can be incorporated into an online learning course design. However, getting the mix right between opportunities for synchronous and asynchronous interaction and group and independent study activities remains a challenge (Daniel & Marquis, 1988). There are two competing models of online learning, each with a strong following and a growing amount of research and theoretical justifications for their use.

2.3.1 Synchronous Online Learning

The synchronous virtual classroom approach offers benefits in that it is a well-known educational format that is quite similar to teaching and learning in traditional classrooms. Synchronous online learning is a direct communication mediation where people communicate in real-time via chat or discussion software simultaneously with all computer users (Hafner et al., 1996). For example, Goggle docs refer to both synchronous and asynchronous networking tools that enable authors to exchange and retrieve created documents in real-time over the internet. Students can produce, edit or receive written papers synchronous or asynchronous with a chat room for synchronous communication. Goggle docs have tracking features for managing different versions of written documents and recording the time and date they were changed.

2.3.2 Asynchronous online learning

Asynchronous is a computer-mediated communication delay (where people communicate in computer-stored mode, using e-mail programs, forums, and reading and writing online documents via the world wide web). In this section, the teacher can prepare the material in advance, and learning interactions are carried out flexibly and do not have to be

simultaneous. For example, the response is not direct by using a discussion forum such as a feedback model. An example of proactive asynchronous communication is the use of Facebook. Ideally, there is a feedback process. The current study was conducted in an online learning community (an open Facebook group linked to a forum) founded in June 2011 by researchers and two instructors as an out-of-class area for EFL learners to improve their English. Unlike most previous studies on online peer review mentioned above, the current study uses Facebook groups to enable EFL learners to form online learning communities to engage in shared English activities outside of the classroom (mazman & usluel, 2010; Razak & saed, 2014).

The EFL learners in this study were members of an open Facebook group where they spoke in English with their peers and other group members on various themes. This encourages researchers and instructors to include them in the peer review process as well. Features such as likes, dislikes, discussions, pokes, sharing links, photos, videos, and exchanging messages through chat on Facebook can facilitate their communication (shih, 2011). Furthermore, the structure of Facebook groups corresponds to the nature of group learning in studies based on sociocultural theory (kabilan, Ahmad, & Abidin, 2010). In addition, according to Razak & Saeed (2014), Facebook groups can also be useful for students' peer review exercises, especially if the instructor embeds posts or posts links provided from forums to avoid destroying other posts in the group.

2.4. Features of WhatsApp

Whatsapp is a means of interaction through messages that uses the user's cell phone internet connectivity to chat with other users. The community widely uses Whatsapp to communicate the goals of the individual/society itself. Whatsapp is used as a communication medium in conveying information through messages delivered effectively according to its satisfaction due to message information technology quickly received by the goal or target (Trisnani, 2017).

According to Jumiatmoko (2016), Whatsapp is an internet-based application where users can share various kinds of content according to their supporting features. Whatsapp has various features that can be used to communicate. By requiring internet service. Some of the features that WhatsApp has to include: Sending text messages, Sending photos and videos from the gallery, Sending office files from various forms such as Word, PDF, PPT. Then you can make calls, send voice messages, make video calls, share your location using GPS, send contact cards, and use stickers and emojis.

2.4.1. Advantages and Disadvantages of WhatsApp in Teaching and Learning Process

According to Pangestika (2018), there are four advantages of using WhatsApp, namely:

1. The exchange of information was faster and easier between teachers and students

It makes it easy to open WhatsApp. Therefore the communication among us is running smoothly. Baisya and Maheswari (2019) discovered that the presence of a teacher in the group help in direct communication. Students can directly ask for help from the teacher, and the teacher also can send materials to the group. In addition, Chan (2005) revealed that mobile instant messaging through WhatsApp for academic purposes provides students with opportunities to interact together, to construct and share knowledge. In brief, teaching and learning writing by using WhatsApp was easier and faster in learning writing.

2. WhatsApp promoted good interaction between teachers and students

The students were easy to ask or discuss the material with the teacher through WhatsApp. Mahmoud and Fayez (2013) revealed that the WhatsApp platform provided participants with an open and flexible space to communicate, express ideas, and exchange information. In addition, our analyses support the notion that WhatsApp is not just another platform with which students communicate with teachers; considering its affordances, using it for this purpose demonstrate students' need to make student-

teacher relationship close and meaningful, probably to increase their sense of belonging to a school, which is vital for their personal growth (De Wit, Karioja, & Rye, 2010). In conclusion, the interaction between teacher and students are interesting.

3. WhatsApp Promoted an easily monitored class

The teacher easily monitors students during the learning process by using WhatsApp. Lestari, D., Akbar, J., & Martina, F (2014) stated that using WhatsApp to create good classroom interaction in online learning, both the teacher and students are must collaboratively build good communication to achieve learning effectiveness. In addition, Bouhink and Deshen (2014) said that students could access the material anytime. They are assisted as the teacher is available so that the learning can be continued outside class. In conclusion, students and teachers have innovative to support education by online learning.

4. WhatsApp allowed the students to study anywhere and anytime.

The students were able to access or submit the material of the study more flexibly by using WhatsApp. According to Jackson, E., A (2019), WhatsApp has become common in this direction, with its easy and flexible means of embedding both audio and video contents of teaching resources to capacitate students understanding of concepts. In addition, Prabowo, Rahmawati, & Puput (2019) claimed that a mobile phone used as a learning resource would provide learning convenience for students. They can learn by opening an application on their cell phones at school, on the bus, in the canteen, at home, in other public places. In conclusion, WhatsApp makes students flexible to do assignments anywhere and anytime. According to Balci (2010), as cited in Prasojito et al ., (2017) added that there are some advantages of SNS use:

a. Freedom from time and place constraints.

- b. The use of social media for education has improved the quality, success, and efficiency of education.
- c. Ability to study in a more organized and efficient manner.
- d. Learning should be personalized.
- e. The ability to receive immediate feedback.
- f. Allowing students to repeat course topics as many times as they choose.
- g. Displaying the content with ease.
- h. Providing the ability to create visual and aural learning environments.
- i. Course content and synchronized class (virtual class) applications are being archived.
- j. Compared to traditional programs, there is a tendency for students to engage in more voluntary actions to improve their research, knowledge, and abilities.
- k. It provides the ability to assess pupil performance.
- l. We are keeping the danger of measurement errors to a minimum.
- m. Improving students' and teachers' abilities to access, assess, use, and cite knowledge effectively.

2.5 WhatsApp as learning media

According to Santarossa & Castillo (2017), the ways to make WhatsApp work as a learning media as follows:

A . 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. The rules example:

Screenshot 1 : Rules



Screenshot 2 : Assessment



B . 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.

C . Applying writing 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. The writing activities instruction can be seen as bellows.

Screenshot 3 : Example of the activity



D . Designing writing activities

The writing activities can be in the form of a document or writing text, electronic source, audio, video, and picture. It means that the writing activities can be provided to the students in some forms through a mobile phone. The writing text may not longer, so the students can read it easily. writing activities on WhatsApp group are used for improving students' writing comprehension which is already learned in the class, give real-life materials to the students like a joke, short article, video, audio, and photo. In addition, this activity does not change extensive writing in the classroom into WhatsApp group activities. Other utilizations of these activities are it is able to be accessed anytime and anywhere.

Screenshot 4: Writing Task.



2.6 Previous Related Study

The previous related studies are explained. The first previous study was written by Zidni (2019) entitled “English Students’ Perceptions of Using WhatsApp in Paragraph Writing Class”. The results of this research the participants are familiar with many kinds of social networking services and are actively used those social networking services which not limited to WhatsApp only. Thus, the findings indicate that those social networking services potentially provide significant benefits for the students in higher education. Furthermore, all of the participants agreed that WhatsApp can be implemented to support their learning activities in language learning, especially in paragraph writing class. Based on these findings, the popularity of social networking services should be wellutilized by educators to use WhatsApp or other social networking services as one of their teaching and learning media. However, it should be noted that some courses which required special setting do not support the integration of networking services as additional learning media. Finally, the findings of the current research could help educational practitioners to make decisions on whether to use and implement WhatsApp or other social networking services as one of the teaching media in their teaching and learning process. The similarity between previous journal articles and present study was to find out English students’ perceptions of using WhatsApp in paragraph writing class in one public university. Besides, the differences between previous journal and this research would be conducted on senior high school level while the previous journal was conducted on university level

The second was written by Dedi (2016) entitled “Utilizing Whatsapp Application For Teaching English Language: Why And How”. The results of this research showed that WhatsApp application is a useful tool for teaching English language. It provides students with: a) opportunities for practicing English language skills and components for free, b) more

personal and comprehensive relationship between students and teachers, c) students will be more sociable person and also to be better, and d) staying connected to the learners and making the students available for help and support in their quest to learning English. Then, Students will feel confident, independence, enthusiasm, and had a positive attitude to learn English language. In addition, students do not only access the WhatsApp in the classroom but also outside the classroom. It helps students to learn English in 24 hours. They can read and write the materials times that is given by their teachers more than one time whenever they wants. Students are free to ask their classmates and their teachers through WhatsApp when she/he gets difficulties or there is something not clear enough about the learning material given. The similarity between previous journal articles and present study was to find out the benefits of WhatsApp as an educational platform to assist students during their learning writing process. Besides, the differences between previous journal and present study are this research will be conducted on senior high school level while the previous journal was conducted on university level. This research uses qualitative case study research design and used an interview instrument. While the previous journal was quantitative design.

The third was written by Noer (2018) entitled “the contribution of chat using whatsapp on the student’s ability in developing english writing sixth semester of english department at UINSU”. The result showed that using chat WhatsApp contribute on student’s ability in developing English writing are developing ideas in writing English through chat in whatsapp, enrich the student vocabulary, besides increase knowledge also broaden insight and communication more useful. The commitment also be able to develop abilities to write english more fluently. Confident to used English in chat looked more open to the language used. Even though students sometimes still have shortcomings in writing English but with confidence students also be able to learn to be even better. The frequently practice used chat in whatsapp can also improve students' writing skills. Because more often students used chat in English,

that mean students more fluent in English. The similarity between previous journal articles and present study is to find out students lived experience in using WhatsApp for writing. Besides, the differences between previous journal and this research uses qualitative case study research design and using an interview instrument. While the previous journal uses interview instrument and questioner.