

CHAPTER II

LITERATURE REVIEW

This chapter describes about: (1) The concept of perception, (2) The concept of ICT, (3) The concept of WhatsApp, (4) The concept of writing and, (5) Previous related study.

2.1. The Concept of Perception

2.1.1 The Definition of Perception

Perception is an aspect that always there in every individual. According to Kotler (2000), perception is the process by which an individual selects, organizes, and interprets information inputs in order to form a meaningful overall concept. Furthermore, perception is the process by which people select, organize, and interpret sensory stimuli into meaningful workplace information. Furthermore, perception is the process of interpreting information about another person; it is obvious from the sense of perception that all perceptions can be influenced by the information received and how the information is interpreted to be true information. (Nelson & Quick, 2009). The sensing process, which is the process by which individuals receive stimulus through their senses, comes before perception (Walgito, 2020 as cited in Irvianti et al., 2020). From the definitions above, perception is get information that comes from the process of interpreting sensory stimuli which depends on previously obtained information.

The perception of teachers is really important to know because they can evaluate their systems in teaching after knowing the results in learning systems. Instructional style of teachers and the use of learning techniques, it is very

important to support the progress of students in the learning process (Mantasiah & Yusri, 2018). In short, through teachers' perceptions observations in their daily teaching, they also have a major role in deciding what is needed or what will work best for their students.

2.1.2 The Characteristics that Influence Perception

Perception must exist in each individual; there are some factors that influence the perception. According to Nelson and Quick's (2009), there are three main characteristics that affect the perception of other people:

- a. Characteristics of perceivers: Familiarity with the object of perception is a factor in this type of perception. It is easier to make assumptions and make good judgments about a specific situation when informants and perceivers are close together. But you should see the informant very accurately, and during the observation, you must produce very accurate data.
- b. Characteristics of target: Social perception greatly affects this perception. An informant's physical appearance is very influential, such as height, approximate age, and even sex. The physical appearance and emotion obtained by perceivers is the most important.
- c. Characteristics of situation: This is a very significant factor that affects an individual's impression of others. In other words, a major influence is the social context of the interaction. In some environmental settings, the frequency of situational signals also offers strong indicators of behavior that is appropriate. As a consequence, there are special conditions that influence

an individual's actions but do not affect that individual's disposition. This is known as the discounting theory in social perception.

2.2. The Concept of ICT

2.2.1 The Definition of ICT

ICT is information, communication, and technology used in teaching and learning English. According to Ratheeswari (2018), ICT covers any communication device or application, including radio, television, mobile phones, hardware and software for computers and networks, satellite systems. It makes dynamic shifts in society, all aspects of life are affected by them. At schools, the influences are felt more and more. Because ICT offer more opportunities for both students and teachers to adapt teaching and learning to individual needs, society is forcing schools to respond appropriately to this technological innovation.

According to Yusuf (2005), ICT is an important tool for the development of quality teaching and learning; it is a catalyst for fundamental change in current school practices and a real vehicle for students to plan for the future. Furthermore, information, communication, technology (ICT) is having a significant influence on the field of education. Moreover, Kostikova et al. (2018) state that ICT is a valuable and innovative teaching tool that can help enhance EFL learning. From the statements, it can be concluded that ICT gives contribution in education, where it influences and develops in teaching and learning especially in language English learning.

2.2.2 The Impact of ICT in Education

ICT gives impact in education such as giving teacher and students opportunities to be creative in communication. ICTs are defined by Wright et al. (2005) as allowing students to explore, discover, create, communicate with instructors efficiently and freely, complete and receive online tasks and feedback, and facilitate and participate in online discussions. Additionally, Yusuf (2005) It is well documented that information and communication technology (ICT) has an impact on the quality and quantity of teaching, learning, and research in traditional and distance education institutions. In concrete term, ICT has the potential to improve teaching and learning by providing dynamic, interactive, and engaging content, as well as real opportunities for individualized instruction. Education technology has been confirmed to have significant implications for teaching and learning. It motivates and engages students to learn while also broadening their skills and simulating workplace experiences, thereby preparing students for the labor market's challenges. This enhances the school environment, facilitates teaching by providing teachers with useful teaching aids, and connects the school to the outside world (Afolake et al., 2014). In conclusion, ICT gives impact on system education and increase better opportunities for teachers and students in learning.

2.2.3 The Benefit of ICT in Education

ICT gives support in learning in teaching. Using the technology student can be active learner in. ICT allows students more time to explore content beyond

the mechanics of the course and helps them to grasp concepts better. The use of ICT modifies the relationship between teaching and learning. According to the findings of Reid's research, teachers reported that when it comes to information technology, the relationship between teacher and learner is frequently reversed. Ease of teaching and learning, access to data and up-to-date information (Reid, 2002 as cited in Fu, 2013). In addition, Tools, online interaction between staff and students, establishing communication with the outside world by sharing academic work, and achieving more in less time are some of the contributions of ICT to teaching and learning (Adedokun & Kehinde, 2015). ICT gives impact in society especially in education.

Sangkar et al. (2009) found that ICT increases the quality of education by creating new types of interaction and also makes the process of teaching and learning more interesting. It offers equal opportunities for a large number of learners to access information and education. For learners with visual, hearing or mental disability, it provides specialized opportunities to learn and develop information at their own pace and gives share educational experiences with the numerous communities across the country with distance education system more effective. ICT helps to encourage technology literacy to every person and to young person and increases the efficiency of the teacher in terms of both teaching and research.

2.3 The Concept of WhatsApp

2.3.1. The Definition of WhatsApp

WhatsApp is a free application to communicate to others people using internet. According to Ali and Hady (2019), WhatsApp is an application for a social network through which people can chat, send photos, exchange documents and create groups with each other. It enables its user to send messages to each other using their Internet connection. For cell phones, WhatsApp is like a chat application. Additionally, smartphones are becoming increasingly popular and almost all smartphones can install WhatsApp. The application has been on the market since 2010, and the developers' stated intention was to replace the current SMS platform with a free system in an ad-free environment. WhatsApp offers a variety of features for sending and receiving messages to and from people or groups, including text messages, attached images, audio files, video files, and links to web addresses. (Bouhnik and Deshen, 2014). WhatsApp can be a communication tool among teachers and students especially in learning and teaching process.

2.3.2 Writing Activities by Using WhatsApp

WhatsApp gives students creativity in learning. Dunlap (2006) found that WhatsApp one of the innovative teaching strategies that captivates the interest, responsiveness and fun-based learning of students. This enables students to share their thoughts and thoughts through various WhatsApp application platform features, such as adding photos, sharing videos, sharing web links, capturing videos, and many more. Students may openly provide their answers and the

instructor responds to the inquiries and feedback of the students, initiates new problems in posts queries. Additionally, Ma'ruf et al. (2019) found students can express themselves freely in an interesting learning environment through the use of WhatsApp. In addition, it also provides students with an opportunity to write to their teacher and other students to actively engage them in teaching and learning activities. Teachers may have the ability to teach outside the classroom with the use of WhatsApp, as social networking sites provide users with contact everywhere. This application would then build a certain environment in which students and teachers would connect with each other.

In this research, there are some steps as the procedures of the use of Whatsapp in class. The teachers of writing subject give instruction to the students to make a WhatsApp group. Then the teachers sent the material about writing text in group discussion by using WhatsApp, then the students discuss together with their group. The teachers give the assignment of writing. The students take picture of their writing, then they sent it to the the group discussion on WhatsApp. The teachers reviewed the students writing and give score to the students on WhatsApp.

2.3.2 The Benefits of Using WhatsApp in Writing Activities

Fattah (2015) in his research found that WhatsApp technology can help students participate more actively in the EFL classroom. It can provide students with opportunity for students to be more sociable while also learning better, a free opportunity to practice the language, the opportunity for students to synchronize

their opinions with those of others, and a more personal and comprehensive relationship between students and teachers and In short WhatsApp is very helpful in teaching and learning process. There are some benefits when using WhatsApp in teaching and learning process. According to Prasojo et al. (2017), there are some benefits in writing by using WhatsApp.

a. Independence from time and location

The benefit of using WhatsApp is the independence of time and location. Teachers are not required to accept the assignment directly in the school by using WhatsApp. Because teachers can go anywhere and anytime with their smart phones, it increases the effectiveness of the teaching process. Mikic et al. (2007) believed that mobile learning has created a new learning environment in which learners can learn at any time and from any location.

b. Grammatical improvement

The benefit of learning writing by using WhatsApp for language learning in writing is grammatical improvement. Students perform better in grammatical because many of them focus on grammatical errors in learning writing during peer reviews. However, not every student's acquire grammatical improvement Rahmayanti's study (2018) grammar errors were discovered to occur when students did not fully comprehend English sentence structure. The students have poor knowledge about certain rules in English. It is impossible to learn a language without learning its grammar. Grammatical errors often happen when students do have not enough knowledge about grammar rules (Abbasi & Karimnia, 2011).

c. Perceived progress of vocabulary

Another advantage of using by WhatsApp in writing class is the perception of progress in vocabulary. Students are able to see their friend's paragraphs as well as their vocabulary and make their vocabulary richer. According to Ma'ruf et al. (2019) Through WhatsApp, they can identify their friends' paragraphs as well as their vocabularies, allowing them to expand their vocabularies. This is in contrast to the research they conducted by Hidayat et al (2015) in their research which found that students had difficulties in increasing vocabulary because they did not have a lot of vocabulary. According to Barhoumi (2015) some factors influence the students' motivation in interacting with their peers online in course discussions. These factors are examined at the technological, individual, and community levels. The technological level is concerned with habits and usability. The individual level concerned with the affordances of the tool as perceived by the students.

2.3.3 The Limitations of Using WhatsApp in Writing Activities

There are four limitations of WhatsApp in Writing Activities, as follows:

a. Internet connection

According to Ma'ruf et al. (2019) WhatsApp is an attractive tool for teachers due to its popularity because WhatsApp presents opportunities for independence from time and place. However, using social networking services necessitates the use of an internet connection. It will hinder the learning and teaching process because of low connection.

b. Costly to use

According to Prasojo (2017) that students are required to prepare a good operator in order to make them able to write and send their assignments everywhere. As a result, they have to buy more expensive internet access card. Additionally, Ismail et al. (2020) who said that the main concern of the challenge is heavily pointed to the poor internet connection experienced by the students. Besides that, the institution did not provide internet quota for the students in learning activities. According to Setyawan (2020), who mentioned that “People connect with each other through an internet that needs media as a tool and it can be a smart phone, tablet or computer, meanwhile, several students do not have a smart phone. Ma’ruf (2019) who stated that all the respondents decided that they had the same problem: linking to the internet

c. Inexperienced in using WhatsApp

According to Prasojo (2017), some of the teachers had never used some of the applications required in the writing courses. They admitted to using the services for simple purposes such as sending messages, making phone or video calls, and sharing photos or videos. Other of WhatsApp features, such as italicizing, bolding, and forwarding messages, were unfamiliar to some teachers.

d. Incomplete features of WhatsApp

According to Gon and Rawekar (2017) who found that WhatsApp weakness was message flooding. This is what causes teachers to be overwhelmed when correcting student assignments due to message flooding. WhatsApp does not yet have a feature to filter student assignments. In addition, Stephens et al

(2017) stated that as the number of incoming messages increases, individuals are found to feel unable to process and respond to these messages effectively. This is in contrast to the research they conducted by Nihayati and Indriani (2021) stated that during online learning teachers always use features on WhatsApp such as voice notes, media files such as pdf, ppt, documents, etc. help in online learning by using WhatsApp.

2.4 The Concept of Writing

2.4.1 The Definition of writing

Writing is the important skill in learning English besides listening, reading, and speaking. Writing is actually seen as a process of discovery as writers attempt to find their way while struggling to think, write and bring together their ideas (Ismail, 2011). According to Isgiarno et al. (2020), writing is the art of reaching out to one's subconscious and creatively exploring. It describe as a complex ability, this is because before delivering ideas in their writing, EFL students should have accurate data, strong arguments, and good knowledge of writing organization and mechanics. Additionally, Nunan et al. (2003) found writing is a physical as well as a mental act. Writing is, at its most basic, the physical act of committing words or concepts to some medium. Writing is the mental work of generating ideas, deciding how to express them, and organizing them into statements and paragraphs that the reader can understand. Furthermore, Rao and Durga (2018) stated that writing conveying clear and lucid language emotions, ideas, and details. In short, writing is the process of physical that

convey the idea of conveying and providing information that is in a person's subconscious and expressing it creatively

2.4.2 The Process of Writing

Process in teaching writing is important because writing can help the students to think critically and be brave to share their ideas and feeling by write.

In the writing process Harmer (2004) noted that there are seven elements:

- a. Planning, the first step in writing is to plan. In their writing, the authors try to decide what they are going to say.
- b. Purpose, writers have to consider the purpose of their writing, as this will influence not only the type of text produced, but also the language used and the details they want to include, among other things.
- c. Audience, writers often think about the audience for which they are writing, as this will influence not only the structure of the writing (how it is set out, how the paragraphs are structured, etc.) but also the language choice, whether it is formal or informal language.
- d. Content structure, the writers also have the content structure of the piece, the content structure, which is how best to sequence the facts, ideas, or arguments that the writers decide to include.
- e. Drafting, drafting involves getting ideas down on paper in the manner that is intended for the completed work.
- f. Editing (reflecting and revising) is usually re-read after the writer's draft to make sure that the order of the information may not be clear, ambiguous or

confusing. They may use, represent and then revise a different word from the words of a particular sentence.

2.4.3 The Aspect of Writing

Writing skills are not only in the form of activities that transfer thoughts into written form, but also must be done in properly structured writing. According to Weigle (2002), there are five aspects in writing they are:

a. Content

The term "content" refers to sentences that flow well and are easy to understand. What is meant by content is reasonable sentences or ideas arranged into a good story. The author's concept is also included in the content. It refers to the composition's content, which includes a topic, explanations, discussion, and the core of the main topic discussed. That kind of thing should be considered well for gaining good writer result.

b. Organization

Writing organization is concerned with the order in which each sentence or paragraph is composed while writing the text. There should be some kind of organization among them.

c. Vocabulary

The ability to use as many words as possible in a composition is referred to as vocabulary. The greater the use of vocabulary in texts, the greater the chances of producing a well-written result.

d. Language use

The construction, structure, and components of language used in written text, such as grammar and sentence complexity, are all part of language use.

e. Mechanics

Mechanics is concerned with punctuation, spelling, and capitalization, as well as whether or not it is clear and illegible. It is critical to properly arrange the writing mechanics because they can have an impact on the final product. Mastering the role of how to write using true mechanics will result in a sentence that is readable and appropriate with the meaning..

2.4.4 Teaching Writing

Teaching writing is one of skill in English must be learn to students. According to Harmer (1998), explained that there were four reasons for teaching writing to the students. They are reinforcement, learning style, language development and writing as ability.

a. Reinforcement: Some students benefit from developing oral/aural languages, while others benefit from having the language written down. The visual display of language construction is invaluable for both comprehension and memory. It is advantageous for learners to begin writing in the new language as soon as possible after learning it.

b. Development of language: Writing differs from speaking in that the former allows us to learn as we go, whereas the latter does not. "The mental activity of creating proper written texts is part of ongoing learning experiences."

- c. Style of learning: Some students can learn a language simply by looking at it and listening to it. Others may require more time to produce language, so writing is appropriate for those students.
- d. Writing as a skill: The primary reason for instructing in writing Students must learn how to write letters, compositions, essays, and research papers, as well as how to employ writing conventions.

2.5 Previous Related Study

In this part, the previous related studies are also described. The first previous study was written by Linda and Ri'aeni (2018) which entitled "WhatsApp Messenger as a Mobile Media to Learn Writing for EFL Students". The aimed of the research was to find out of WhatsApp Messenger as a mobile media to learn writing in EFL classes. The sample of this research is three class of student of class at Unswagati English Department that is 22 students. The research method used is survey method. The results showed that WhatsApp Messenger piqued the students' interest and elicited positive responses from them when they used it. The previous journal article and the current study are similar in that they both analyze the use of WhatsApp in writing. Meanwhile, the differences is the present study conducted will be conducted teachers at Junioh High School as the sample, while Linda and Ri'aeni (2018) took the students in University as the sample.

Second, a study conducted by Ma'ruf et al. (2019) which entitled "English students' perceptions by using WhatsApp in paragraph writing class. The aim is to

investigate English students' perceptions by using WhatsApp in paragraph writing class in one public university. This study used qualitative research with a case study approach to explore the perceptions of English students on the benefits and limitations of using WhatsApp during their learning activities. There were six participants in this research that the researcher got through purposive sampling; two students who got high, average, and low scores of pre-test. WhatsApp potentially provide significant benefits for the students in higher education. However, WhatsApp has limitations such as internet connection and costly. The similarity of the previous journal article and the present's study is to find out the perceptions of using WhatsApp in Writing. The differences are, Ma'ruf et al. (2019) used questioners and interview as instrument to take data and the writer will only use interview.

Third, a study conducted by Prasojo et al. (2017) which entitled "Managing digital learning environments: Student teachers' perception on the social networking services use in writing courses in teacher education". The aims are to examine how effective and what impacts dealing with students' and teachers in learning and teaching experiences as well as the problems faced by the students in writing by using WhatsApp. This research was conducted in ten classes of two Indonesian universities for one year. This qualitative research involved a total of 6 focus group discussions with 60 students. This study found the advantages and problem face in teaching and learning by using WhatsApp. The advantages they found were offering possibility of peer review, independence from time and location, perceived progress in vocabulary, and grammatical improvement and the

problem faced on WhatsApp used are internet connection and costly to use. The similarity of the previous journal article and the present's study is to find perceptions on the use of writing by using WhatsApp. The difference between the previous study and present study is level, Prasojo et al. (2017) used students and lecture in university level, and the writer will take teachers in junior high school as the participant.