

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the following subtopics: (1) Perceptions, (2) Perceptions and Its Impact on Learning, (3) The Use of ICT, (4) The Use of WhatsApp, (5) Features of WhatsApp for Reading Activities, (6) The Advantages and Disadvantages of WhatsApp for reading activities, (7) Teaching Reading, (8) Aspects of Reading Comprehension, (9) Teaching Reading Using WhatsApp, and (10) Previous Related Studies.

#### **2.1 Perceptions**

Perception is the potential to sense something or the way of knowing something. According to Walgito (2003), perceptions were influenced by two elements. External factors, also known as stimuli and characteristics, come first. It establishes, among other things, social and environmental determination or oneness. Second, there are internal concerns to be addressed. It is linked to self-ability, which is based on emotional, intellectual, and physical factors. Wang (2007) mentioned that perception is a fundamental cognitive skill that determines personality at the subconscious layers. To sum up, perception refers to observing something or how to respond to something in an experiential situation.

Perception is the conscious act of a person observing their activities through physical sensations, which indicates their ability to perceive surrounding activities. McDonald (2011) found that perception is the unique way an individual or group perceives a phenomenon and combines memories and experiences in an

understanding process that involves processing stimuli. Demuth (2013) stated that perception is the process of the interaction between the stimulus and internal hypotheses, expectations and knowledge of the observer, while motivation and emotion play an important role in this process. Pointly, Perception is a reaction that is felt from the process of understanding an activity or event that occurs.

## **2.2 Perceptions and its Impact on Learning**

Teachers have positive perceptions of using learning technology in learning English. Hidayat, Tanduklangi and Badara (2018) mentioned that teachers ere increase their role as teachers in the use of technology and make them more professional in language learning. It means that teachers are believe that using technology has changed their lives to be positive in the language learning process. Nurhasanah, Sulistyoy, Agustiani, and Ulya (2020) indicated that technology is an important part of the teaching context and learn about the role of the teacher as they can use this to promote learning for student. Exactly, the role of teachers in technology classes has a positive influence on teachers.

The perception of learning English online is a process in which teachers and students use smartphones to receive information from the internet by involving hearing, sight and feeling. In addition, Fauzi (2018) stated that the English teachers interviewed understand the effectiveness of mobile gadgets to improve English skills. In addition, students can develop independent study habits and access resources repeatedly from various sources available on the internet. English teachers believe that mobile devices are useful for students for the online learning process. To sump up, the perception of learning English online is a

process by which a person receives knowledge and information to improve English language skills via the internet by involving all senses.

### **2.3 The Use of ICT**

The use of ICT to learn to read has helped students feel comfortable, develop self-confidence, facilitate students 'self, and improve students' language in authentic use. According to Arimbawa, Kerti and Sudiana (2013), ICT also plays an important role in helping learners find reading materials from original sources. In finding articles from international journals, students can get it just by sitting in front of computers connected to the internet network. By creating and using their own electronic materials in class, teachers will be able to provide extra practice for learners. In short, the use of ICTs for learning to read has helped students to learn independently at any time in the future, providing changes to students in increasing their ability to obtain extensive information and can greatly motivate them.

ICT facilitates teaching and learning process by providing access to wider sources of information and varieties of articles. Prasojo et al., (2018) argued that the fact is that when the integration of technology and ICT is one element for school culture, teachers will not experience obstacles in their efforts to apply ICT in the teaching and learning process. Hence, ICT is a technology that can reduce space limitations and time to presents and convey data information and very useful to support media in education.

## **2.4 The Use of WhatsApp**

Among various online media, WhatsApp is considered as the easiest, most popular and effective tool that can be occupied by teachers. Damanik (2019) discovered that WhatsApp is a platform messaging application for smartphones, This application provides users to send text messages, voice messages, voice and video calls, share pictures, documents, show location and other media easily. Ali et al., (2019) indicated that WhatsApp developer initially released a phone number-based messaging application for simple communication. However, the popularity of free messaging apps has made the developers keep improving more and more features on WhatsApp. Currently WhatsApp is not only used on smartphones, but can also be accessed from a desktop computer by connecting to the internet via WhatsApp Web. All in all, WhatsApp is applied to accommodate learners' participation, feedback and achievement through giving comments, questions and discussion.

Precisely, WhatsApp is rated as a great societal connection that connects individuals to get and share the humongous worldwide information rapidly. Haron, Abri and Alotaibi (2021) indicated that WhatsApp is a versatile platform for teaching speaking and even reading or even other subjects taught at schools. Susanti (2020) claimed that WhatsApp has spread mostly between youth who are students and assist them in their learning through the exchange of information needed in learning English. It concluded that WhatsApp makes help for teachers and students in teaching and learning process.

## **2.5 Features of WhatsApp for Reading Activities**

According to Alshammari, Parkes, and Adlington (2017), WhatsApp allows teachers to take on a greater facilitation role in their teaching. The teachers can facilitate all features to support their English teaching. The features of WhatsApp are as follows:

### **a. Message**

The Message feature in WhatsApp is reliable and simple message. The teacher can send the material and give assignments to the students and also the students can submit the assignment to the teacher for free. WhatsApp uses the phone's internet phone connection to send messages so users can avoid the cost of SMS.

### **b. Photos and Videos**

Through photos and videos features, the teacher can share photos related to the material and give the video to support the students understand.

### **c. Document**

The teacher and the students can share the material or assignments easily. They can send PDFs, documents, spreadsheets, slideshows and more, without the hassle of using email or file sharing apps.

### **d. Chat Group**

The teacher and students can use this feature to discuss about the material during online learning to make sure that the students understand who was delivered by the teacher.

### **e. WhatsApp on Web and Desktop**

WhatsApp can make conversations run with WhatsApp on the web and on desktops. The teacher and students can use it to. They can download the desktop app or visit [web.whatsapp.com](http://web.whatsapp.com) to get started.

f. Voice Message

The teacher can use this feature to explain the material to the students by voice note. It makes easy for the students to understand the meaning of words than give the material only.

Briefly, the teachers and students can use all the features of WhatsApp depends on their need and easy to operate it.

## **2.6 The Advantages and Disadvantages of WhatsApp for Reading Activities**

The advantages and disadvantages of the WhatsApp is an English learning process that can help teachers to provide information to students where there are obstacles and benefits when using it. According to Nuraeni and Nurmalia (2020). There are two aspect of using WhatsApp. Those aspect are advantages and disadvantages.

### **2.6.1 Advantages**

a. Alternative for engaging online classes

Online learning has been structured as a learning medium that combines conventional learning with information and communication technology. In line with that Pratama and Yusro (2016) stated that WhatsApp is an option that can be applied in the era of technology and communication that is growing too high now. Amry (2014) mentioned that WhatsApp has helped students easily share knowledge through WhatsApp social networking even WhatsApp is a good

solution to improving community level interaction and social presence among students. Furthermore, the COVID-19 pandemic highlights the need to use online models and applications such as WhatsApp to achieve learning goals.

b. Facilitates students in motivating students to learn English

Learning with the help of online applications such as WhatsApp Messenger can increase student learning motivation in building and developing knowledge. Susilawati and Supriyanto (2020) mentioned that whatsapp messenger Group provides collaborative and collaborative learning facilities online between teachers and students or fellow students both at home and at school even Knowledge information can be easily created and then disseminated announcements and publish his work in groups through various comments, texts, images, videos, sounds and documents from Whatsapp Messenger Group. Afsyah (2019) found that the teacher must have the skills to motivate students so that students have more motivation to learn English. After that, the teacher gives several questions to activate the students' background knowledge to help them understand what information they will learn. Therefore, The use of WhatsApp has added to facilitating students' knowledge of using WhatsApp and students' learning motivation to be proactive.

c. Overcoming fear

WhatsApp helps to facilitate students to overcome their fear of using the language in discussion. Afsyah (2019) indicated that students are happy and comfortable using WhatsApp in learning English because students can use English and are not afraid and ashamed to use grammar and choose the right

vocabulary. Juliana (2021) stated that WhatsApp can inspire students to hide them from obstacles that can affect their learning performance, such as fear of failure or embarrassment to practice English. Pointly, to overcome their fears in discussions using English in online activities, it turns out that using WhatsApp groups students feel happy and enjoy these activities by studying together in a group or a team.

d. Help students to believe in abilities and to have confidence

WhatsApp can build students' confidence in use language in language activities and help students learn language better. Juliana (2021) showed that WhatsApp can help students build confidence, enthusiasm, and independence in studying and exploring their English skills. Mwakapina, Mhandeni & Nyinondi (2016) defined that students are always worried about making mistakes while studying, but WhatsApp makes them feel relaxed among friends. in this case, it is more likely that students will participate and learn more. For that case, students will feel relaxed and their tension is reduced during the learning process.

e. Enables students to learn their colleagues' mistakes

WhatsApp allows students to learn their colleagues' mistakes. Mwakapina, Mhandeni and Nyinondi (2016) indicated that providing enough opportunities for students to know their errors and mistakes to improve English vocabulary, giving broader understanding of the topics discussed in class, giving prior information of what will be discussed in class and many other. Juliana (2021) claimed that students regarding their perception of using



WhatsApp to learn English, students see WhatsApp as an effective application, saving time and motivating them to be braver and not be afraid of making mistakes. So that, giving opportunities for students to know and learn their mistakes to improving English language interactions.

### **2.6.2 Disadvantages**

#### **a. Extra time needed to prepare material**

Material is learning material that will be delivered and taught by the teacher and studied and understood by students. Maqlubin (2021) found that WhatsApp made the teacher easy to deliver the materials and it can be scheduled based on the teachers' wishes and the students' time to finish their work. These are in the form of a Covid-19 emergency daily learning plan, weekly learning implementation plans and semester programs that still refer to the standard level of achievement of child development. Napratilora, Lisa & Bangsawan (2020) mentioned that WhatsApp is very useful in teaching and learning activities, especially in teaching reading, teachers can send material to students anytime and anywhere. In addition, it is also easy for teachers to inform students about schedule changes or assigning reading assignments, additional assignments, homework, and assignments before starting class. Therefore, teachers can prepare materials and send materials easily during online teaching and learning activities even students are easy to provide information to teachers when they can't be present in class and easy to follow materials and assignments in WhatsApp groups.

#### **b. Students as silent reader and do not participate in the discussion**

In the process online learning, some students as a silent reader and do not participate in the discussion. Silence is not always the way students feel inferior. It can be one of the characteristics a person has. Paramasivam (2021) stated that the students who promoted less in the current study's chats were interviewed, and some of them disclosed that they were frightened of disrupting the flow of the debate if they contributed, thus they opted to stay silent rather than participate. Baguma, Bagarukayo, Namubiru, Brown, and Mayisela (2019) found that all students are unlikely to have cellphones with the same level of technology, and WhatsApp groups have the potential to generate an untraceable volume of data, including non-mandatory relevant information at the individual level. This led to students using their smartphones because their smartphones' memory capacity is limited, making it difficult to download materials. Thus, students who do not participate does not mean they don't want to but the lack of availability that students have such as not having internet facilities.

c. Copy and paste of the task

The teacher should be careful about students copy and paste of the tasks. Yilmazsoy, Kahraman and Kose (2019) showed that some students can not all learn from the same material even WhatsApp causes students to tend to participate only by copying and pasting ready-made text. Therefore, the teacher must recognize and mark the answer to the assignment of each student who has sent their assignment, so that there is no manipulation of answers between

students. If there are students who have the same answers to their assignments as their friends, the teacher should immediately ask the students.

d. Lack of students' attention

In using WhatsApp, not all students learn and students' lack of attention to the material provided by the teacher. Maqbulin (2021) indicated that students complained about their problem with understanding the material because the teacher just gives simple instructions via a certain platform and this fact shows that students still overly rely on the teacher. However, Muallim, Ma'rufah and Sartika (2019) stated that not every student was adapted to this online learning, for some students are passive learners who are accustomed to grasping the materials from the teacher's explanation. Thus, this makes the dissemination of learning information still less than optimal even though it is already using WhatsApp.

e. Instructor must be cautious and patient

Students agree that smartphones are a prerequisite for learning where WhatsApp features are chosen in the learning process, teachers must always be careful and patient to control groups and students who do not have smartphones cannot access the WhatsApp. According to Desi, Rahmiatin, and Nasrullah (2021), Teachers were not directly to control student activities or student expressions when they respond or comment on learning and only some students actively comment on online discussions while other students only listen. Abubakar and Tsuraya (2021) found that the activities of all students are difficult to control because students only post their chats at the beginning of the

meeting and then “leave” the class. Hence, the teacher must be patient in controlling student learning activities through WhatsApp and there are some students who do not have access to the WhatsApp.

## **2.7 Teaching Reading**

Teaching can be defined as a method of assisting pupils in learning how to perform something and comprehending the information provided. Marzulina et al., (2021) stated that teachers of English as a foreign language must communicate the English language in an engaging and expressive manner in order to encourage students to develop their English skills. Teaching English through reading is one way for students to increase their knowledge of English in understanding sentences in a text. Reading is a complex, meaningful, interactive, comprehending, flexible activity that takes a lot of time and resources to develop. Bojovic (2010) defined that reading is flexible, meaning that the reader employs a distance of strategies to read efficiently. Deny, Bahri, and Fajrina (2016) supported that during reading, the reader gets information from written words, and compiles the information inside his mind. The reader has to think to obtain the information so that it can be stored. In addition, Grabe et al., (2013) found that a reader can begin by looking at the printed word, understanding the information in the written text and interpreting it appropriately using knowledge. In brief, reading is a complex process of reconstructing the author’s ideas in order to gain meaning from the print.

In reading lesson, teachers should vary the comprehension instruction to achieve all comprehension levels. According to Jasrial (2018), teaching reading

by using WhatsApp can be done by teachers in the classroom as classwork and also in the outside classroom as homework. Teachers can send the reading materials to the class Whatsapp group in the form of file. For example, the teachers share a narrative text and some questions in the form of doc file. Then, students can download the file. After that, the students read the text and the questions. They can send their answers to their teachers on Whatsapp. They send their answer do not in the class WhatsApp group but into their teacher's message. It aims at avoiding their classmates to copy paste their other classmates work. Pointedly, In any reading lesson, teacher should focus on comprehension, especially in teaching reading as a foreign language.

## **2.8 Aspects of Reading**

Reading comprehension has many aspects. The aspects of reading comprehension are determining the main idea, finding the specific information, making inference, and then identifying the reference as well as understanding the meaning of the words (Brown, 2004). The descriptions of each of the aspects are mentioned below:

### **a. Determining the main idea**

Determining the main idea is the first aspect of reading comprehension. In reading comprehension, the main idea is a sentence which conveys the writers point of view of the text or the passage. To determine the main idea of a passage, the students are hoped to search and find the main idea in order to comprehend the topic which is written in the passage. Olviyanti, Marbun, and Arifin (2015) argued that the main idea of a paragraph is a central notion of the text. To put it another

way, the author's main point will be developed throughout the paragraph. The difference between the main idea and the topic is in the form of the main idea of the sentence whereas the topic is usually a phrase. main idea is the central idea of the text. comprehending the main idea and supporting ideas is a skill that can be known by the reader what is the reading text telling about in general. Therefore, main ideas is difficult to find and make students confused in determining the location of the message of the main idea.

b. Finding the specific information

Scanning means reading carefully and choosing certain keywords or phrases. For scanning to be successful, it is needed to understand how the material is structured so that readers can find the specific information they need. According to Brown (2001), scanning is a way to quickly search for keywords or certain information in the text. students have to locate the detail information or ideas that are in the text. Hence, scanning is to extract certain information without reading the entire text and asking students to search for names or dates, to find definitions of key concepts supporting a text.

c. Making inference

Inference is the process of defining the meaning of a conclusion based on information that has been obtained directly in reading comprehension. In making of inferences, students try to draw a conclusion from the statements in the reading text. Kopitski (2007) discovered that in order to make inferences, the reader must be able to predict a complex strategy in reading from the text with contextual

information. Briefly, It is not easy for students to draw conclusions from the meaning based on the information obtained in the reading comprehension.

d. Identifying the reference

The next aspect is identifying references, reference is a part that makes up text in a meaningful way, usually like a pronoun used to denote a person, place, or situation. Halim and Rashid (2011) supported that References are one of the grammatical elements that help connect words and sentences in a text. Shortly, reference is a text structure that refers to the understanding part of the text that very often shows a word, usually a pronoun.

e. Understanding the meaning of the words

Understanding the meaning of a word is a reader's knowledge in interpreting a sentence from the context of the reading, the reader can automatically find the exact meaning of the word. Understanding vocabulary is the composite of vocabulary and grammar in a context that helps readers make predictions about meaning. According to Hager et al., (2005), vocabulary refers to knowing the meaning of a word as important as knowing how to say it whereas comprehension means understanding what you read so that readers can get information. Putra and Marzulina (2015) mentioned that the students struggled to recognize and comprehend the words in the English reading text, which makes it difficult to imagine what it must be like to read something and not be able to comprehend it or say much about it afterwards. Essentially, understanding the meaning of the words in the paragraph is necessary, the reader must understand the meaning of each word in the paragraph.

## 2.9 Teaching Reading Using WhatsApp

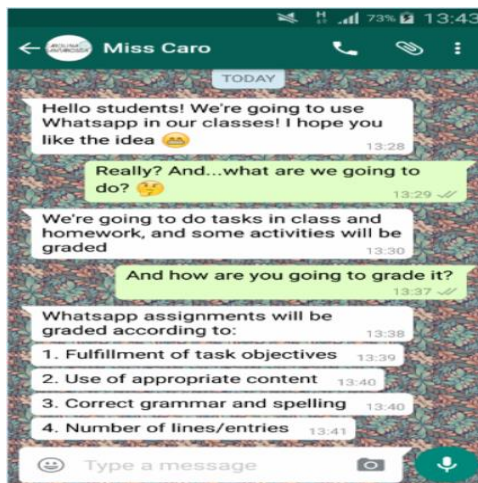
According to Santarossa and Castillo (2017), the ways to make WhatsApp work as a learning media as follows:

### A. Rules making

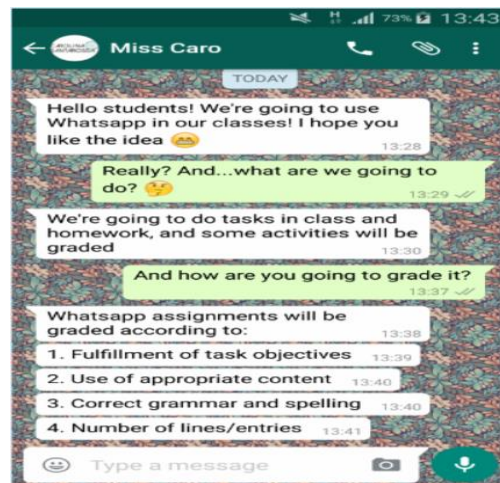
The first step to use WhatsApp messenger is mentioning the guideline to the students, therefore they know what the teachers' hope to them. The vital thing is the students know what they do and how the teacher assesses them. Clear instruction about how to do the task is so essential to avoid students'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

The rules example:

**Screenshot 1 : Rules**



**Screenshoot 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

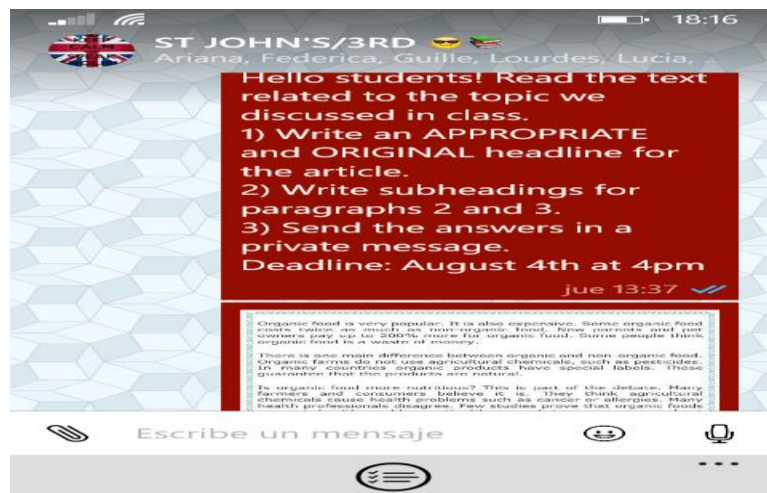


getting more personal assessment and improvement to the students and then change the members with other students.

### C. Applying 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. The reading activities instruction can be seen as bellows.

#### Screenshots 3 : Example of the activity



### D. 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. In addition, 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.

### **2.10 Previous Related Studies**

In this part, the previous related studies are also described. The first previous study was “The Effect of E-mail and WhatsApp on Jordanian EFL Students’ Reading Skill” written by Khalaf (2017). The objectives of the research are to find out the effectiveness of e-mail and WhatsApp as catalysts for skimming and scanning. Yet, these differences are higher on scanning than they are on skimming. The positive effect of WhatsApp on skimming and scanning could have been resulted from two reasons. Firstly, WhatsApp creates a unique interactive environment. Secondly, WhatsApp facilitates student-centered learning and non-limited learning environment which enable students to stay collaboratively on-task inside or outside the school. The previous journal article were to examine the Effect of E-mail and WhatsApp on Jordanian EFL Students’ Reading Skill. Meanwhile, the present study were to find out Teachers’ Perceptions on the Use of Whatsapp Reading Activities: A Case Study at SMP N 48 Palembang. Besides, in this previous study, the data collection were a pre-test and post-test while in this study the researcher used one data collection in-depth interview. Therefore, this previous study is considered to be as guideline for this study.

The next previous related study is “Students’ Perception of Using WhatsApp in Blended Learning on Reading Comprehension” from Warman

(2018). This research aimed to find out investigate students' perception of using WhatsApp in blended learning on reading comprehension. even though there were a few negative aspects of using WhatsApp in blended learning on reading comprehension, the positive aspects of it still gave more benefits to the students' learning activities and their performances especially in reading comprehension. the result from questionnaire and interview illustrated that most of the students considered learning through WhatsApp in blended learning reading comprehension is useful and helpful. Majority of participants had positive attitudes towards using whatsapp in blended learning It is a effective way to improve their reading comprehension anytime and anywhere. The difference between previous and present study is the place in which previous study was focused on university level, meanwhile the present one is focused on junior high school level.

The last previous related study is "Utilizing WhatsApp Application in English Language Learning Classroom" from Nuraeni and Nurmalia (2020). A case study is drawn from participants of 5th semester students at English Department Universitas Bina Sarana Informatika. It is found that WhatsApp was significant in helping ELL activities since it was used by both teachers and students for ELL related activities. The results are the first, In the field of technical advantages, WhatsApp provides simple operation and next is WhatsApp can enhance learning opportunities outside the classroom for students. The difference is this research is going to be conducted for SMP N 48 Palembang. Meanwhile, Nuraeni and Nurmalia (2020) conducted his research for the students

of University level. Then, the similarity is that this research also uses WhatsApp in online learning.