

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

First study is from Wijaya (2016), with the title Students' Responses towards the Use of WhatsApp in Learning. This study is focuses on the students' responses to the use of WhatsApp in English learning, as this smartphone application has been used in some of the courses at some level of students at Muhammadiyah University of Surabaya who are majoring in English. This research designed qualitatively, this paper shows you how much students learn. It is shown that even though self-interest in accessing the Internet was the biggest barrier to learning, their reading and writing skills have been enhanced.

Second study is from Wahyuningsih (2020), that conducted the study entitled Kulwap: The EFL Learners' Perspective on the Online English Course Conducted through WhatsApp Group Interactions. The objectives of this paper is to highlight the perspective of EFL learners on the Kulwap-Online English course conducted through WhatsApp Group Interactions. This is an exploratory analysis experiment using a qualitative process. The study results were collected through an informal, semi-structured interview and written testimonials from students. Research findings suggest that conducting an online English course via Kulwap provides benefits as well as obstacles that need to be considered in the future educational process. The advantages of Kulwap include the usability, ease, comfort and versatility that students have acquired throughout the course of instruction. On the other hand, the difficulties faced by students regarding the online course through Kulwap cover the

problems of internet access and other technical issues, including eye strain, lack of encouragement for students and limited response from the lecturer during the online instruction process.

The third study come from Damanik (2020), with the title Student Attitude Toward the Use of WhatsApp in EFL Class. This study was focused on the use of WhatsApp as a media in the teaching and learning process. A large number of teachers have experimented with the usage of WhatsApp in the classroom. As a result, the author was curious to discover about students' attitudes toward using WhatsApp as a learning tool. The questionnaire was transformed into descriptive research by the author. The researcher discovered that the student has a beneficial impact on the usage of WhatsApp in the classroom after examining the data. Dealing with this outcome, the researcher proposes that the reader use WhatsApp efficiently to lessen WhatsApp's weaknesses and combine it with other methods or strategies to achieve the aim.

The fourth study was from Warman (2018), with the title Students' Perception of Using WhatsApp in Blended Learning on Reading Comprehension. The purpose of this study was to explore the perception of students using WhatsApp in blended learning on reading comprehension. It was a descriptive research. The participants in this research were 40 second-semester students at STMIK-AMIK Riau, Pekanbaru, Indonesia. The data gathered from the questionnaire and interview. The findings of this study revealed that most participants had a positive opinion of the use of WhatsApp in blended learning on reading comprehension. All the means of the students' answer to the questionnaire in each item were 3.5-4.5, indicating that the students' response was either positive or strong. The results of the questionnaire

also showed that students agreed that it was positive, helpful and efficient to use WhatsApp in blended learning on reading comprehension to learn English anytime and wherever. The findings of the interview have showed that there were beneficial aspects and negatives of using WhatsApp in blended learning on reading comprehension. Nevertheless, the beneficial aspects of the use of WhatsApp in blended learning on reading comprehension have provided further gains for students' learning experiences and their success. These advantages may be applied to students' learning outcomes, especially in terms of their reading comprehension skills.

The last study with the title Utilization of WhatsApp application as discussion media in blended learning was conducted by Qamar, Riyadi, and Wulandari (2019). The purpose of this study is to explore the use of WhatsApp as a discussion medium in Blended Learning. The thesis aimed to implement learning technology to increase the efficiency of student learning. The Messenger application is used to interact synchronously, so that it can be positioned as a conversation media. This research based on WhatsApp capabilities can be used to perform Blended Learning on-line. The purpose of this analysis is to identify the conversation media. This research review analysis outlines the phases of Blended Learning using the WhatsApp platform as a discussion medium using qualitative approaches. The result indicates that the use of WhatsApp as a discussion media in Blended Learning sessions began offline using traditional approaches, then the on-line session centered on discussion as demonstrated by dialog and contact between participants. Previous research has correlations and differences with this research, not all of them include blended learning as the learning method but all of them use WhatsApp

messenger as the media for the learning method. However, this study was somewhat different from the research alluded to above, where the perspective of the subjects is from students in junior high school while the study above is the students from the universities.

2.2 Theoretical Framework

2.2.1 Teaching English as Foreign Language

According to Harmer (2004), English as a foreign language is generally taken to apply the students who are studying general English at the school and institution in their own country as transitory visitor in a target language country. It means that students learn English and only have the opportunity to practice it on a regular basis at school or university level.

In our country, the government has agreed that students from elementary school to university should be taught English. Students are supposed to have the skill or understanding of English that can be used to communicate. In order for students to compete in this globalized era, English must be learned. Many of the criteria, such as work and continued education, require English skills.

Teachers should be able to handle the classroom well when teaching English as a foreign language. Teachers should be innovative to handle classes with an interesting strategy, as Brown (1994), stated that teaching teaches or makes students learn how to do things, advise them to read something, provide them with a vocabulary, and make them know or understand. This means that the instructor must make students feel relaxed and engaged in studying the subject, particularly

English, by using an innovative method, so that students can concentrate on the learning process.

It is obvious that by studying English, students are supposed to be able to apply their English skills to foreign communication. Teachers, particularly those who teach English, should plan the idea of teaching as much as possible, because they are asked to construct enjoyable learning, since some students blame English as the most challenging subject. Pleasant learning will improve students' desire to learn as much English as possible.

2.2.2 English Teaching Media

Media plays an important part in the teaching-learning process. Teachers should use a variety of media or teaching aids to provide materials to students as described by Harmer (2001) that "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a subject matter or as a basis for an entire activity".

One of the media that can be used in this era is online media. This media is widely used to share and collect knowledge from and among people around various regions of the world. As Zaideh (2012) points out, "social networking has become very popular over the last few years, and today it plays a significant role in people's lifestyles." It is, in reality, useful and used in a number of fields, such as politics, economics and education. The use of social media and mobile devices provides both benefits and obstacles, with the majority of the positives recognized in terms of accessing course information, video clips, transferring instructional notes, and so on. Overall, students believe that social media and mobile devices are the most cost-

effective and convenient ways to access relevant information. Studies in Western countries have revealed that the usage of online social media for collaborative learning has a substantial impact on students' academic performance and satisfaction (Zhu, 2012).

Students can use social media and mobile devices to produce, edit, and share course content in text, video, or audio formats. These technology advancements give rise to a new breed of learning cultures, ones founded on the ideals of collective exploration and interaction (Selwyn, 2012). The phenomenon of social media emerged in 2005, following the realization of Web2.0, and is more precisely defined as a series of Internet-based apps that build on the conceptual and technological underpinning of web 2.0 and allow the creation and exchange of user-generated content (Kaplan & Haenlein, 2010).

In the field of education, teachers may use it as a teaching tool to help students learn English. There are some fundamental reasons on why online media are used in the learning process. Firstly, it is assumed that this method will act as an alternative tool to offer inspiration and new learning opportunities for learners. Teachers typically require significant efforts and means to engage learners in classroom conversation and allow them to practice speaking or writing in the target language.

It is also important to remember that students are possibly familiar with such technology. Most of them use gadgets and are interested in online social media, such as Facebook, Twitter, WhatsApp, Blackberry, Thread, WeChat and other similar online devices. While most of them may have negative attitudes towards learning and feel that English is not the core skill they should learn in college (i.e.,

learning the computer network), the use of such devices will help them alleviate their anxiety and motivate them to engage in learning the English language.

2.2.3 WhatsApp as Blended Learning Media

Blended is made up of two words: blended (to mix) and learning (to learn) (studying). Blended learning is an educational program that blends online digital material with traditional classroom approaches, whether official or informal. Blended Learning, according to Santosh (2013), is a formal education program in which a student learns at least in part through online delivery of content and teaching with some degree of student discretion over time, place, path, and/or speed. According to Melbourne (2012), blended learning combines face-to-face, mobile, and online teaching and learning approaches, as well as features of both synchronous and asynchronous online learning alternatives.

Furthermore, Ja'ashan (2015) defines blended learning courses as those that include some face-to-face class meetings as well as certain class sessions that are replaced with online instruction. According to Santosh (2013), the reasons for choosing a blended model usually determine which of the six (6) types of blended learning is being used:

1. Face-to-Face (F2F) Driver

Face-to-face driver is a blended learning style in which the majority of the material is delivered through lectures. Lecture lead the students in a lecture using a pre-determined process, with technology being a secondary consideration. They also, however, provide online tools to complement or update course material, which students can access from home, the classroom, or a technology lab.

2. Rotation

Within a specific course, a student rotates on a defined schedule between learning online in a one-to-one, self-paced environment and sitting in a classroom with a traditional face-to-face teacher in the Rotation model of blended learning.

3. Flex

Most of the lessons are delivered via an online platform in the Flex model of blended learning. The face-to-face model exists to give on-site support for a flexible and adaptive, as needed basis through in-person tutoring sessions and small group sessions.

4. Online Lab

Online lab is a blended learning approach that describes programs that use an online platform to offer the whole course but in a physical lab setting. The entire course and instruction is delivered via the internet. Prerecorded videos, audio and video conferences, discussion forums, and email are all used by lecturers to communicate with students.

5. Self-Blend

The Self-Blended model is a fully customized strategy that allows students to enhance their standard school's curriculum by taking one or more online courses. Although the majority of the learning will be done online, the student will still be required to attend face-to-face classes.

6. Online Driver

To deliver the courses, Online Driver uses both an online platform and a lecture. The most of the time, students work from home and only attend school for voluntary or obligatory face-to-face classes.

In the Covid 19 pandemic, blended learning has become one of the methods implemented by several schools in Indonesia that cannot do online learning due to several things, such as difficulties with internet access and communication tools to study online at home. Even though they are still learning directly, teachers and students still have to adapt to this learning method.

In this case, the use of WhatsApp can be the alternative media in this kind of learning method. According to Fogg (2010), information may be found everywhere, at any time, and in a variety of circumstances. WhatsApp is one format that can be used. As a result, utilizing WhatsApp is very beneficial for students to get knowledge connected to studying not only in the classroom, but also outside of the classroom. According to Dunlap (2006), students are allowed to express themselves, and the teacher reacts to students' questions and remarks, initiates new difficulties, or sends questions. WhatsApp is one of the most intriguing teaching approaches, grabbing attention, response, and student-centered learning. This enables students to express themselves through numerous WhatsApp application platform features such as adding photographs, sharing videos, sharing web links, recording videos, and much more.

Furthermore, among many online media, WhatsApp is known to be the simplest, most popular and most powerful platform that teachers and students can use. It is a

proprietary, cross-platform, instant messaging subscription service for smartphones and selected feature phones that utilize the internet for networking purposes. Rolve (2013) adds that most people prefer and use this program because it helps them to deliver messages at a low cost to each other. Users are not only able to send text messages, but can also share images, videos, and audio messages as well as their location using the built-in mapping tools. Those features therefore provide a great opportunity for people, including students, to share their emotions, opinions, suggestions, or activities with others more effectively and efficiently.

According to Hendro and Eko (2016), there are four benefits of using WhatsApp in learning. First, the transmission of information between teachers and students is faster and easier. Second, Social media interaction promotes the establishment of new public places and new communication patterns between professors and students as information producers. Third, Modifications to formerly democratically managed practices and communication spaces. Lastly, Students can learn anywhere and at any time by using the WhatsApp app.

Besides, there are also some considerations when a teacher tried to use WhatsApp. According to Nur (2018), a teacher should pay more attention on the language since WhatsApp is more commonly used for non-formal communication or outside of school by high school students. Second, since WhatsApp is text-based application miscommunication commonly happen during interaction. Third, when WhatsApp became primary communication tools for daily interaction students may not be aware of new information delivered by teacher. Furthermore, the abundance of group discussion and information make the students lose focus during the learning

process. Lastly, WhatsApp capacity in terms of size is limited depending on students' personal hand phone storages.

Sperof (2016) provides the following steps for implementing WhatsApp in the Teaching Learning Process:

1. The teacher requests that students form a WhatsApp group.
2. The teacher creates ground rules for WhatsApp usage, such as communication style or language etiquette. The teacher should explain what should and should not be posted in the WhatsApp group.
3. The teacher establishes guidelines for WhatsApp usage, such as bringing earphones to ensure clear on-earring.
4. The teacher assigns the task, combines the material, method, strategy to improve students' skills in speaking, listening, reading, writing, and vocabulary.

In addition, WhatsApp is one of the alternative mobile technologies that can be used to help, improve or even role in blended learning instructions. Blended Learning is learning that incorporates direct instruction (face-to-face) or off-line learning with WhatsApp or online learning. The aim of the mixing sessions learning offline and online sessions is to help the education system implemented by the government in this COVID 19 pandemic, and students can use it as a learning resource as a variation of the discussion.

2.2.4 Students Perspective towards Blended Learning

Students' perception of the blended learning method are one that must be considered by the teacher, so that they can know how students' reactions and opinions in blended learning. Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. It comes from the Latin word perceptio. The ability to see, hear, or become aware of something through the senses, as well as the way something is regarded, comprehended, or interpreted, are all examples of perception (Oxford Dictionary,2016).

Furthermore, perception is a process that precedes the sensing process, which is the process of receiving stimulation from individuals via sensory devices or sometimes called sensory processes as explained by Walgito (2010). However, not only does the process cease, but the stimulation continues, and the next process is the process of perception. Moreover, perception is a process that is experienced to achieve awareness or understanding of sensory information, according to Qiong (2017). So, from the definition explained, it can be concluded that students' perception is the way students interpret a picture and understand what they feel. This process goes through phases that begin with the collection, recognition and interpretation of the sensory information that is obtained of receiving stimulation from individuals via sensory devices or sometimes called sensory processes.

According to Talis (2018), perceptual ability differed from person to person. The same stimulus may be perceived differently by two people. People's perception are influenced by the following factors:

1. Perceptual learning

Everyone in the group learns to prioritize certain sensory signals while ignoring others. A person who has received training in an occupation such as artistry or other skill jobs, for example, can perform better than untrained people. For such perceptive skills, experience is the best teacher. Blind people, for example, recognize people by their voices or the sounds of their footsteps.

2. Mental set

The term "set" refers to a state of readiness or preparedness to receive sensory input. This sense of anticipation encourages the individual to prepare by paying close attention and concentrating. When we're waiting for a train, for example, we listen to its horn or sound even if there's a lot of background noise.

3. Needs and motivations

Our motivations and needs will undoubtedly influence how we perceive things. A hungry person, for example, is motivated to recognize just food objects among other stuff. His focus cannot be diverted to anything else until his motivation is met.

4. Cognitive styles

People are thought to digest information in different ways depending on their personality. Every individual will interpret the issue in his or her own way. People who are flexible are considered to have better attention, are less affected by interfering stimuli, and are less dominated by internal demands and goals than those who are constrained.

One of the students' evaluations for the teacher could be their perception. The lecturer will be able to determine what the students' needs in order to learn through

perception. The study of perception is beneficial to teachers who want to be more efficient in their teaching. Students' perception can make teachers evaluate this learning method from student perception. Students' perception can show the effectiveness of this method and make a reference for teachers whether they have to change or make variations so that this blended teaching and learning activity can be accepted and understood by students.