CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presented the theories of interactive learning media, WhatsApp application, Syntax subject, and the previous study.

A. Interactive learning Media

1. The definition of interactive learning media

Sadirman (2013) stated that learning media as a set of tool or equipment used by the teacher or educators in order to communicate with the students. Then, Lati, Supasorn, and Promarak (2012) stated that interactive learning media can be interpreted as a multimedia that is able to describe messages from teacher to the students, and in the process of learning was occur two-way communication so that it can help the learning process easily. Arrosyida (2015) also stated that interactive learning media is something relates to software or hardware that can be used to intermediary in explaining the materials for the students then there is feedback.

It concluded that the interactive learning media is the media; including software or hardware that can be used to send messages of the materials from the teacher to students and it had two-way communication, so there is interaction between the teacher and the students, or the students and others. In this study, the interactive learning media is WhatsApp application. It would make interaction between the teacher and the students, or the students and others. Also the materials can be understood by the students.

2. The characteristics of interactive learning media

Munir (2012:135) stated that there are several characteristics of interactive learning media: (a) interactive; Interactive means that the media has the ability to accommodation the user response. Then, it makes each user can be interaction with others. (b) Independent: It means that the user can operate the media independently. (c) Convergent here means that the media can be merged the one media. It also has some features that can connect to each other media, but it can be back in one media. (d) Responsive, the media has ability to make the user can response quickly. (e) Controlled, the media has to can be controlled by the user itself. (f) Participation of user: the media has access for user to give response, including the question, or answer.

B. WhatsApp application

1. Definition of WhatsApp

Mistar (2016) stated that WhatsApp is a smartphone application for instant messaging. It provides faster and easier communication among the users. Then Jain, Luaran, and Rahman (2016) also stated that WhatsApp is particularly popular because its enhanced capabilities allow users to interact in a variety of ways. I t can be indicated that WhatsApp is an application on Smartphone that can make the users can be interaction with other users faster and easier in the form of instant messaging. But, actually WhatsApp has some features that mad the users easier to share their opinions, or share what they do.

In this study, WhatsApp is used as an interactive media. According to Jain, Luaran, and Rahman (2016) WhatsApp is a useful learning tool that makes

posting, sharing content and it makes the online discussions easy and available anywhere and anytime. As cited in Mistar (2016), it is one of the creative teaching media which is used to attract students' interest, attention and provides fun-based learning. WhatsApp allows the students to express thoughts and ideas via various features of the WhatsApp application platform, such as attaching pictures, sharing videos, sharing web-links, recording videos and many more. It can helps the students to get actively involved in learning activities via various features on this application. It is concluded that the WhatsApp features help the students in learning process.

2. **WhatsApp features**

As cited on official WhatsApp web (www.whatsapp.com) WhatsApp has some features. There are eight main features:

a) Text or share messages: Reliable, simple messages, can send messages to friends or other people using an internet connection.

b) Group Chatt or WhatsApp group: can keep in touch to people in the community, family, or other people in the WhatsApp group; can share messages, photos, videos, voice messages, documents, etc. It can consist of 256 group members.

c) WhatsApp on Web and Desktop

d) WhatsApp Voice and Voice Calls: can make voice or video calls.

e) End-to End Encryption: Security by default

f) Photos and Videos: can send or share photos or videos directly or previously saved.

g) Voice Messages (Voice Note): record voice messages directly without the hassle of having to write at length.

h) Docs: Share documents easily in PDF, Word, PPT, Spreadsheet, etc. format up to 100MB in size.

Besides the main features, there was sub-feature on text or share messages features. Those are: share-link, emoji, starred messaging. Share link can be used to share the link from other platforms, for example YouTube link. The way to use this feature is just paste the link that was copied for other platforms. Emoji is a small picture on Smartphone, tablets, and other electronic devices to convey the emotion or represent a symbol more succinctly than a text statement.

C. Syntax

Learning Syntax is learning about the ways words are combined into larger structures including sentences (as cited in Berk, L.M. 1999). Fromkin et,.al (1997) states that syntax is the study of structure of phrases and sentences. The word Syntax is derived from Greek which means a setting out together or arrangement (Yule, G, 1994).

Based on the definition above, Syntax is the materials about the structure of the word, phrase, which can arrange into the sentence. It becomes the complicating lesson, so it has to explain clear. For example the materials that has to be described using chine's boxes and tree diagram has to explain clearer.

In this research, the English students of fourth semester 2019/2020 in IAIN Tuluggagung have to learn Syntax by online learning. It made the students have to get the appropriate media that can explain the Syntax material clearer. This chance,

the students had to use WhatsApp as media to learn Syntax. It is hoped the WhatsApp can help the lecturer to explain the material, and the students are hoped can understand well about the Syntax materials.

D. Relevant of Research

The researcher found several previous studies related to those cases. Most of previous studies had focused on the same topic like this study, about the interactive learning media, but the specific focused were different. Rachmadtullah, et al (2018) focused on development of interactive learning media on Civic Education Subject. Vega, et al (2019) focused on the implementation of interactive learning media using Macromedia Flash. Munir, et al (2019) focused on development of interactive learning media based on Contextual Teaching Learning (CTL). Another previous study was conducted by Harno and Mulyani (2018) focused on interactive multimedia to learn reading *geguritan.* It showed several gaps with this study. The researcher interested to conduct the study focused on using WhatsApp group as interactive larning media.

The other differentiations were research design used. The most of previous studies used research and development research for their study, like in Rachmadtullah, et al (2018), Munir, et al (2019), and Harno and Mulyani (2018). Another previous study was conducted by Vega, et al. They used qualitative with complementary quantitative data. Meanwhile, this study used descriptive analysis with qualitative approach.

The ways to collect the data were also different between this study and other previous studies. The previous studies that was conducted by Rachmadtulah, et al (2018), Munir, et al (2019), and Harno and Mulyani (2018) used trial test. While Vega, et al (2019) used questionnaire, observation checklist, and also interview

guide. Those were different with this study. This study used online interview through WhatsApp application, share questionnaire in the form of google form to collect the data, and documentation technique. The researcher chose online system because the pandemic outbreak has been happened; it made each people had been kept in distance. So, online system was the alternative way.

The objects of previous studies above were also different each other, and could be different with this study. Rachmadtullah, et al (2018) chose five graders of State Elementary School in Mempawah district of West Kalimantan Province. Then, Vega, et al (2019) chose teacher and also the stydents of primary education in Tarakan. Munir, et al (2019) chose the lecturer and the students of Guidance and Counseling Department in University Negeri Medan. Meanwhile, another previous studies which was conducted for XI graders of three schools accredited A in Central Java region by Harno and Mulyani (2018) chose to be observed. In this case the researcher chose the college student. The reseacher chose the lecturer of Syntax and the students who learnt Syntax, it was the fourth semester of English Department at IAIN Tulungagung. It was because English Syntax subject was learnt by them in the fourth semester, it also used WhatsApp group for online learning; in the case of an interactive learning media.