CHAPTER II

REVIEW AND RELATED LITERATURE

This chapter, the researcher presented the theories of Students' Response, Online Learning Media, WhatsApp Application, Functional Grammar Subject, and the previous study.

A. Students' Response

1. The Definition of Response

A response is a reaction to a question, experience, or some other type of stimulus accepted, persons' response can be in the form of good or bad, positive or negative. According to Ahmadi (2009:150) stated that the response is "response as one of the main functions of the soul can be interpreted as a memory image of observation, has stopped, just an impression. Meanwhile, the response' is the activity of organizing it, not just a positive movement, of all types of activity caused by stimulants, can also be interpreted as the result or impression gained.

The term of response in communication is the listening activity process in which listener gives verbal or non-verbal reaction based on the short or long terms memory. After the remembering step, listeners can respond to what they listen both verbally and non-verbally. Non-verbal response includes gestures such as nodding, making eye contact, fidgeting, shaking his head, smiling, or other body language. This type of response can be displayed on the purpose or not.

Verbal response includes asking questions, asking for additional information, changing a focus of the conversation, criticizing or repeating what the speaker said them to verify the information received was the same as intended. With the responding to speakers and listeners or teacher and students in the classroom can stimulate what is spoke, listened by well, and made an effective communication.

According to Rosenberg and Hovland (1960), there are three components of attitudes that is called tripartite model, namely:

a. Cognitive is a response that closely related to knowledge skills and information of person. It is an act or mental process of gaining knowledge and understanding through mind to develop rational abilities. In addition, Bloom et al (1956) stated that cognitive aspects are divide into several more detailed, they are knowledge, comprehension, application, analysis, synthesis, and evaluation.

b. Affective is a response related to emotions. It is applied based on everything related on emotions such as appreciation, values, feelings, enthusiasm, interests, and attitudes towards things.

c. Conative (psychomotor) is a response related to real behaviors, includes habit, physical coordination, motor skills and physical abilities of a person. Skills will develop if they are practiced frequently. It could be measured based on the speed and technique in carrying out.

Based on the explanation above, response is a reaction to stimuli received by the five senses. Response arises from receiving messages between two people or small groups with effect and instantaneous feedback. Therefore, changing attitudes in a person is very dependent on communication which is an important medium foe self-development in social contact. If the stimuli are received and there is feedback. It means that communication between the lecturer and students is said to be effective. And the success of the learning process in class is not only about knowledge, but also about the students' interest in receiving material so that it is easy to understand. This makes the mastery of motor skills of students who can modify and adapt their skills to develop in a variety of different situations.

2. **The Factors of Response**

Someone's response occurs because there are factors that cause it. It is necessary to know that the individual concerned can respond well, because initially the individual doesn't only get a stimulus caused by circumstance. The stimulus gets a person's response, because someone receives the appropriate stimulus. Thus, the stimulus occurs in the individual their-self. According to Sobur (2003: 244-245) the factors that influence students learning responses are divided into parts, namely:

a. Endogenous factors or also mentioned internal factors, namely all factors that are within the individual. Includes two physical and psychological factors.

1. Physical factors or health factors, if the students' condition is unhealthy or a congenital defect will face difficulties when interacting in class or obstructed *information processing* on the students' memory system.

2. Psychology factors that affect the quantity and quality of the learning process. Among, many psychological factors, the most highlighted, they are (a) The intelligence factor which is showed that students who have high levels will easily get and understand the lesson. However, students who have high abilities don't mean that they don't be difficulties in learning. The possibility of the learning difficulties remains, but they consider it easy and definitely resolved, so they are reluctant be lazy to learn. (b) The interest and talent factors which is indicated that learning something is interesting will be more accepted than learning something that doesn't attract attention. That is why children have talents, and everyone's talents are different. (c) The motivational factor which is the internal state of the organism that encourages to do something that is active learning. (d) The personality factor which is indicated that the more of personality is formed, the

more helpful in overcoming the obstacles encountered in performing the role of learning.

b. Exogenous factors or also mentioned external factors referred to from outside of the student. Broadly divided by three factors, they are:

1. Family factors is an important role. Family circumstance will determine the ultimate success of students' learning process.

2. School environmental factors such as teachers, administrative staff and schoolmates can affect students' enthusiasm for learning. Teachers or others who show a sympathetic of attitude and behavior, and show role models and diligence to be a positive force for learning activities.

3. Friendship environmental factors affect student learning activities. If students do a lot of activities outside of the home and the school. While, they are less able to divide his study time. It will be detrimental to the students because their learning activities are disrupted.

3. The Definition of Students' Response

According to Suherdi (2010) stated that the students' response is actions from the students during interaction process in the classroom. Students' response is an interactive communication that allows formative assessment by enabling the teacher to pose questions and receive students answer immediately.

In this study, students' response means students action toward Functional Grammar learning process in online class. In this research, students' response is defined as students' reaction toward learning process has done, especially WhatsApp as learning media used by the lecturer.

B. Online Learning Media

1. The Definition of Media

The media are all kinds of formats, things used to deliver information. Gerlach and Ely (1980:241) stated that the media is any person, matter or event that sets the conditions for which the learners or students to acquire knowledge, skills, and attitudes. Media is tools to achieve goals. In this study, the researcher conducted research which used online media namely WhatsApp Group to help students' abilities in the learning process, especially in functional grammar subject. The media can be defined by that the type of substance used by the lecturer to improve teaching skills in online classroom and help students understand lesson more easily

Based on the explanation above, Media is in the teaching and learning process can support lesson presentation. Students can ask questions and respond by easily when lessons are presented in a certain way. Media provides motivation for student to be interested in the

learning process, especially in learning functional grammar by using WhatsApp group.

2. The Kinds of Online Learning Media

Online learning is a technology-based learning which can be done remotely using online media such as networking internet. In the implementation of learning online, a technology device is needed to access online anywhere and anytime such as mobile phones, laptops, netbooks, and others. This online learning system used a lot of online media in the form of applications like Google Classroom, Edmodo. There are also applications that can be used face to face online such as Google meet and Zoom to make it easier for the students and lecturers interact in the online learning process. Besides, social media used for online learning such as WhatsApp Group.

a. Google Classroom is an application created as an online classroom. In addition, google classroom is tools of distributing assignment, submitting assignment, even assessing the tasks that are collected.

b. Edmodo is a learning management system-based education network platform that will connect teachers, student, and parents to do online learning which can be accessed for free. Edmodo is designed to focus on teacher needs.

c. Google meet is web-based application for conducting online meetings or online classes by having a registered g-mail account can join it. It can be accessed by using computer or smartphone and the maximum of participants is 250 people. Moreover, it doesn't need to be downloaded and reduces storage on a smartphone.

d. Zoom is also application for conducting online conferences or online classes. It is need to be downloaded on laptops or smartphones. This application is used for the fifth student of English education department at IAIN Tulungagung – TBI 5 C to review functional grammar material that has been taught every two weeks.

C. WhatsApp Application

1. The Definition of WhatsApp

Mistar (2016) stated that WhatsApp is a smartphone application for instant messaging. It provides faster and easier communication between among the users. 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. It can be indicated that WhatsApp is an application on smartphone that can make the users can interact with the others user more quickly and easily in the form of

instant messaging. WhatsApp has some features that made the users to share their opinions, or share what they do.

Jain, Luaran, and Rahman (2016) stated that WhatsApp is useful learning tool that makes posting, sharing content and it makes the online discussion easy and available anywhere and anytime. Mistar (2016) It is one of the creative teaching media which is used to attract students' interest, attention, and provides fun-based learning. It is makes students to express thoughts and ideas by various features of the WhatsApp application, such as attaching pictures, sharing video, sharing web-links, and many more. It can help the students to get actively involved in learning activities by various features on this application. It is concluded that the WhatsApp features help the students in learning process.

2. **WhatsApp Features**

Stated on the official WhatsApp web (www.whatsapp.com) WhatsApp has several features. There are eight main features:

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

b. Group Chat or WhatsApp group: it 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: with WhatsApp on the web and desktop, it can perfectly sync all your chats to your computer, so you can chat on whatever device is most convenient for you.

d. WhatsApp Voice and Voice Calls: with voice, it can talk to classmate or family even if they are another country. And with video calling, it can have face-to face conversations when text isn't enough to explain the discussion. WhatsApp voice and video call use your phones internet connection.

e. End-to End Encryption: some of your private are shared on WhatsApp, it secures your privation. So only you and the people communicate with can read or listen to them and nobody in between, not even WhatsApp.

f. Photos and Videos: it 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. Document: it can 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. And then, 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.

3. **WhatsApp Group**

    WhatsApp group is the best to keep in touch with people by using smartphone they have. And like texting, WhatsApp supports group chat so you can talk to a group of friends, learning at school, study clubs, or other groups of people. It consists of 256 participants. Santrosso and Castillo (2017) stated that the ways to make WhatsApp messenger work as learning media as follows:

    a. The implementation of online class rules

        Using WhatsApp group mentions guideline to the students. Therefore, the students know what the teachers' hope to them. The important thing is the students know what they do and how the teacher assesses them. Clear instruction how to do the task is so essential to avoid students' confusing.

    b. Applying learning activities

        Teachers can provide various activities to students such as homework, study clubs with certain groups, adding for references to functional grammar knowledge on YouTube and so on. In this process, clear instruction is needed for students understand the assignment well.

    c. Giving the feedback

The teachers have to give feedback by responding to the students' answer and opinion that them know the result of their work to improve and revise it to be better.

Based on the explanation above, WhatsApp group create easy communication to discuss the materials. The students have been familiar with the features of WhatsApp. It is very useful for the students and the lecturer in functional grammar learning collaboration well by using WhatsApp group.

D. Functional Grammar Subject

Functional grammar based on the systemic linguistic, point the way spoken and written language which is operate in different social situations. It was very useful in showing how text work beyond the level of sentence, how different texts is structured, how language varies to suit the purpose. It needed on descriptive approach and focused on group of words that functions to make meanings. According to Halliday (1994) stated that functional grammar encourages teachers to think about teaching grammar in terms of the functional patterns of the clause, how these are expressed and their potential for making meaning in whole texts. For example, to some approaches in which students learn idealized rules and fixed grammatical form isolated for their context of use.

Based on the explanation above, functional grammar subject is very useful for describing and evaluating how language can be used to write and

speak more appropriately and effectively. Using functional grammar can help us to read more carefully and critically.

In this research, the English students of fifth semester 2019/2020 at IAIN Tulungagung have to learn functional grammar by online learning. It is made the students get the appropriate media that can explain the functional grammar material clearer. This chance, the students had to response functional grammar by using WhatsApp Group. It is hoped the lecturer to explain the material, and the students are hoped can understand well about the Functional Grammar materials.

E. Previous Studies

The researcher finds several previous studies relate to those cases. Previous study is the result of research from the researcher before. The researcher will give some similar. There are some researchers who have conducted the similar research relating to the descriptive of students' response on learning process.

The researcher finds the other studies of descriptive study by the other researcher. The first previous study by Akhbaroh (2020) entitled *"Using WhatsApp Group as Interactive Learning Media in Teaching Syntax of English Department IAIN Tulungagung"*. In her research, she describes the process in teaching and learning would be active and more effective when the teacher gave the interactive activities. There was question and answer section that made the interaction between the lecturer and the

students, they could participate in the class, so the class was active and responsive. They felt could share their opinion, interact each other and they were not shy if want to asked.

The second previous study by Muslimah (2020) *"The Contribution of Chat Using WhatsApp on the Student Ability in Developing English Writing Fifth Semester of English Department at IAIN Tulungagung"*. This research describes the process of writing English through chat in WhatsApp. It can be improved more ideas or information in the writer chat memory related to the text being written by skill or proficiency in grammar. The students have positive response are enthusiasm to learn and could help to write good text, because WhatsApp is easy to learn. It's a pleasant and good media to teaching-learning process.

In addition, to the positive perceptions toward the online learning media, all of those previous studies also showed some challenge, the big challenge of learning with the difficulty to create collaborative learning. The researcher interested to conduct the study focused on students' response in learning functional grammar by using WhatsApp Group.

The research design and the ways to collect data were also related with this study and other previous studies. They used descriptive analysis with qualitative approach. And This study used online interview through WhatsApp application, and make screenshot of the learning process as documentation. The researcher chose online system to made each people had been kept in distance. So, online system was the alternative way.

This research has similarity with the other is the general them of the research. All of these the research investigated the learning process in online media. The different between those researches and this research can be seen from what aspect that the researcher studies, the strategy used and implementation. Also, the place and condition of the students gives the different thing with another.