

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides the theories from the experts and previous studies that related to the issues in this research. This chapter involves of literature review and previous studies.

#### **A. Literature Review**

##### **1. Teaching**

The development of teaching rapidly changes the way, pattern, approach, and technique. At the earliest of centuries, people learn from the nature and experiences directly. And then, changes to the culture that involves of teaching and learning practice with teacher and learner in the classroom. Nowadays, teacher and learner towards digital era with the use of internet and digital electronic device massively that possible to teaching and learning wherever and whenever they want. Automatically, the influence of digital era changes almost in all of segments in teaching and learning practice such as methods, pattern, style, technique etc. Collis (1996) states that, “however, the advent of internet-based communication technologies has transformed higher education for both teachers and learners” (2003:3). On the other hand, at the beginning, teacher only as a director who can be students’ manager or information giver and it makes students passive in the classroom. In the development of teaching, teacher’s role changes from director to facilitator who just facilitate based on students’ needs in the classroom. It require student to be active in the learning process and reduce the teacher-centered. “The teacher-facilitator establishes a classroom that is student-centered and activity-based” (Suzanne, 2010:1).

However, students’ activities in the present was changes. They not only taught by traditional model that related to common activities in the classroom anymore but also modern model that contain of digital technology such as computer, smartphone, and internet network. This change also offering a collaborative learning for both teachers and learners. According to Bonk, Malinkowski, Angeli. & Supplee (1998), “...greater use of online tools offer new

opportunities for student collaboration and new challenges for teachers supporting group work” (Roberts, 2004:4). Collaborative approach needed to construct positive relationships among students to the peers, teacher to students, and even for wider contexts outside the classroom. We can imagined that collaborative approach in the classroom became a significance thing. “Building and maintaining positive relationships will be critical for working in a world where collaboration is valued” (Suzanne, 2010:13). In the setting of collaborative learning, teachers will train students to being a person who able to manage and maintain their personalities in the various social context. “The ability to manage and control emotions and work in diverse social settings will serve students well in the classroom and in life” (Suzanne, 2010:13). Meanwhile, not only collaborative approach that used to manage different cultural backgrounds of student. Teachers also have to rethink about the media that can be an assembly point of students’ different cultural backgrounds. Computer-mediated communication can be a media to accommodate students from different cultural backgrounds. The use of computer-mediated communication in the classroom not only a solution to manage many cultural backgrounds of students but also to maintain their emotions as the tool that serve an entertainment aspect in the teaching and learning process. “Technology is not the only answer, but it is a tool that you and your students can have fun with by interacting with information” (Suzanne, 2010:127). According to Suzanne, “the relationship among the teacher, student, technology, and learning activity expressed as a fishbone or cause-and-effect diagram” (p, 128). (See the diagram below).

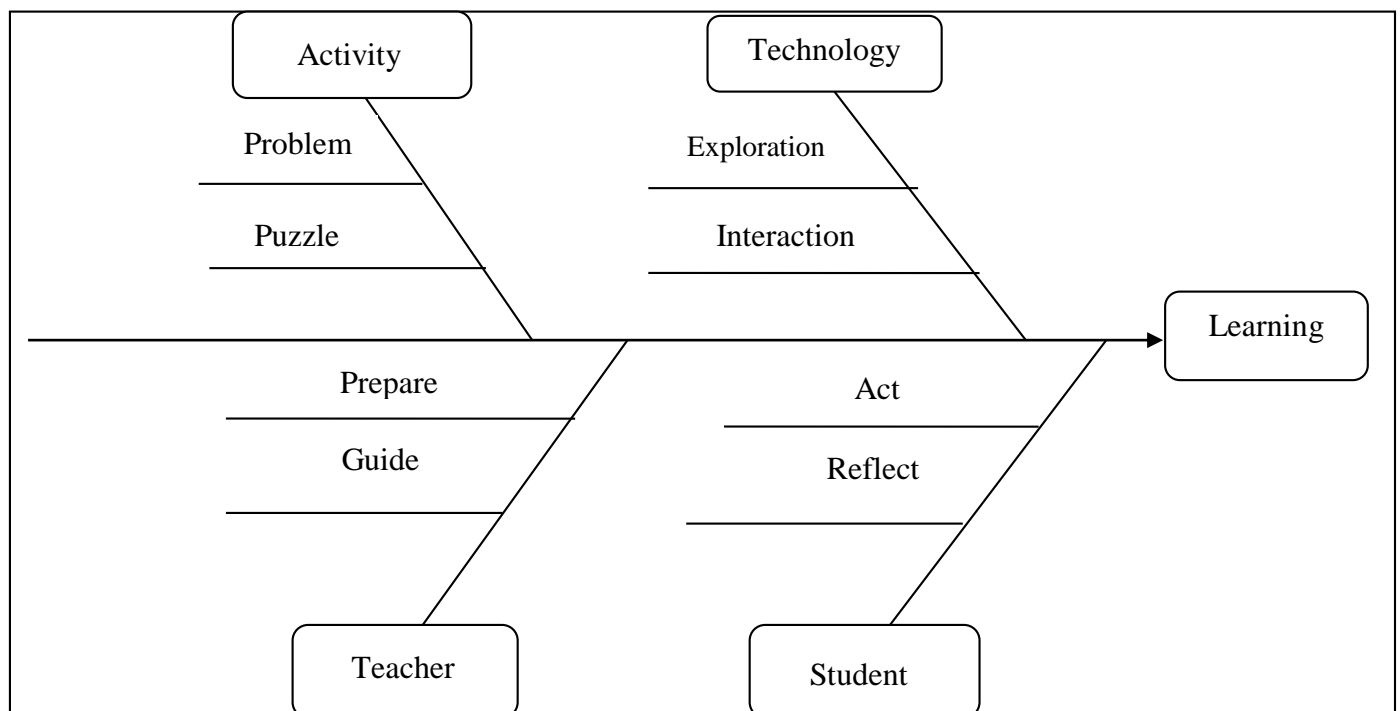


Figure 1 – *The fishbone or cause-effect diagram (The Classroom Facilitator, p. 129)*

The fishbone diagram simply means the activity was the problem for student to solve and teacher will guide and help them to explore and interact with the notion through technology as the media to learn.

## **2. Constructivism**

In teaching through collaborative approach, the teacher has to understand about the concept of constructivism. Constructivism is an individual's understanding based on his experiences – he try to reflect his own experiences into the way of life that has understood. “An individual generates his own *mental models*, which he uses to make sense of his experiences” (Brown & Green, 2016:29). Constructivism is needed before the process of integrating students into the learning groups through collaborative approach due to the different cultural backgrounds of student. One of the most significance thing in the constructivism is construct the understanding through social interaction. “With constructivism, one of the most important factors that influences learning – the construction of meaning and knowledge – is interacting with others” (Brown & Green, 2016:29). In addition, constructivism also needs several conditions to support a learning. Driscoll (2004) states that, there are 5 points of the conditions for learning in a constructivist environment:

- (1) Embedded learning in complex, realistic, and relevant environments
- (2) Providing for social negotiation as an integral part of learning
- (3) Supporting multiple perspectives and the use of multiple modes of representation
- (4) Encouraging ownership in learning
- (5) Nurturing self-awareness of the knowledge construction process

*(Brown & Green, 2016:34)*

Based on 5 points above, the necessary conditions that support learning in a constructivist environment require particular approach – that is collaborative approach. Collaborative approach can be an appropriate one that support learning related to the constructivist environment.

### 3. Collaborative Approach

In the digital era, social interaction is the necessary conditions of people to generate products and receipt multi-perspectives from the others. This phenomenon requires a collaboration in all sectors included teaching and learning process. Collaborative approach needed in teaching and learning process due to a dialectic condition among teacher, students, and the peer of students. On the other words, this approach requires all of the participants to serve their participation in the learning process. Not only teacher to students but also students to the peers must be participate and being a collaborative person in the learning groups.

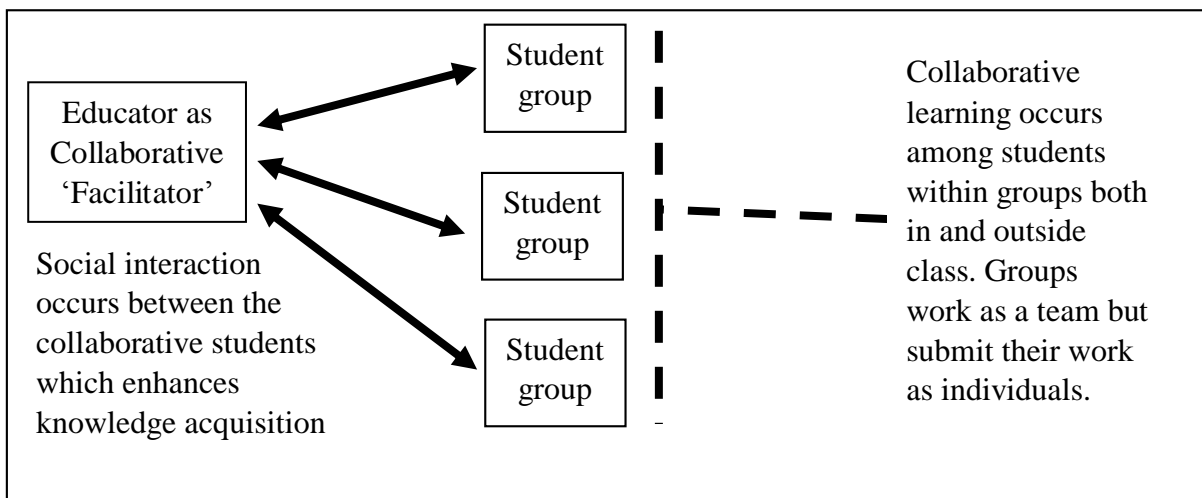


Figure 2 – *The roles in collaborative learning (Roberts, 2004:205)*

Based on the diagram above, collaborative learning plays a significance role in the modern teaching and learning process as the way to reach a common goal of learning groups. Literally, “collaborative is an adjective that implies working in a group of two or more to achieve a common goal, while respecting each individual’s contribution to the whole” (Roberts, 2004:205). Collaborative learning also has characteristics in an effort to build a learning within groups. According to Roberts (2004, p. 207), there are 3 characteristics of collaborative learning. Those characteristics formulated as follows:

- (1) Shared knowledge between teachers and students

(2) Shared authority between teachers and students

(3) Teachers as mediators

Those characteristics simply means collaborative learning is spreadable. In the learning process, not only teachers who play a role as the information giver and have authority to set the goals of learning process. Otherwise, students also allowed to spread their knowledge based on their experiences and set the goals of learning in particular topic. The teachers' role reduced as the director who spread the knowledge and decide the setting of goals independently became a facilitator and mediator for their students. As the facilitator and mediator, teachers will facilitate, encourage, and guide them to learn how to learn.

#### **4. Reading Comprehension**

Reading is one of receptive skills after listening in language skills. Reading play a significance role in students' language skills. Before students generates some product by using their knowledge & experiences, they need to collect information as much as possible with reading skills. Reading also has many branches depend on the goals. A branch of reading that used to understanding meaning is reading comprehension. In *Teaching Reading Comprehension to Students with Learning Difficulties p. 2*, "Ultimately, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency" (Anderson, Hiebert, Scott, & Wilkinson 1985; Jenkins, Larson, & Fleischer, 1983; O'Shea, Sindelar & O'Shea, 1987). Reading comprehension predominantly need to cognitive aspect. There are some significant things that involved in reading comprehension process, namely:

(1) Microprocesses

Microprocesses is a process of grouping words into phrases to generate meaning and understanding. This is a fundamental steps in a whole process of reading comprehension.

(2) Integrative process

This is a next level after microprocesses. An ability to ties multiple meaning in a sentence. Integrative process needed to make a connection among sentences in paragraph for a holistic understanding.

(3) Macroprocesses

Macroprocesses is an ability to remember and summarizing ideas automatically. Reader will be selective in this step. They will choose the most important information in paragraph to make a conclusion.

(4) Elaborative process

Elaborative process is an ability to make a conclusion without explicit explanations. In this steps, readers are able understand about a notion in the abstract form.

(5) Metacognitive processes

Metacognitive is a form of awareness that used to control and evaluate cognitive process. Metacognitive processes needed by reader to make a review, highlight the importance informations or sections of a passage, and re-check the understanding about the passage.

## 5. Narrative Text

Narrative text is a kinds of text in English subject that tends to fiction such as novel, short story, folk, etc. Typically, narrative text contains of sequence of events, elaboration, and resolution. Oakhill, Cain, and Elbro states that “a narrative (*usually fiction*) would typically consist of a sequence of causally related events, an elaboration of the characters’ plans and some attempts to achieve those plans, and resolution of the goals and outcomes”. Those have each of functions in narrative text. Usually, sequence of events used to introduce setting, the beginning of a story, or the main character. Elaboration used to reveal the reasons of characters’ actions and resolution to evaluate the characters’ efforts to reach his goals.

Narrative text constructed by structure that usually called generic structure of narrative text. According to Purba, generic structure of narrative text involves of:

- (1) Orientation: setting of the scene and introduces the characters in story
- (2) Evaluation: judgment about story's plot
- (3) Compilation: problem arises in story
- (4) Re-orientation: lesson from the story (optional)

## 6. Computer-Mediated Communication

In an effort of teacher to facilitate their students, actually, digital technology is a new innovation in the learning environments. Nevertheless, as the new innovation in the learning environments, digital technology play a crucial role in construct students' interest in learning process especially English language due to computer-mediated communication (CMC) create a convenient and comfortable environment to learning language. In the Mahdi's research, he found that CMC is a useful environment for language learning and comfortable when it is used.

*“CMC is a useful environment for language learning. It facilitates the interaction between the teacher and the students, and also between students themselves. It fosters the negotiation of meaning. The students feel comfortable when CMC is used” (World Journal of English Language. Vol. 4, No. 1; 2014)*

Those fact implies that CMC are able to increase students' interest in learning English language and also their interdependences in the context of collaborative learning. Yet, not means that as individuals have no effort to submit their own products (can see figure 2). Otherwise, CMC try to make each of students to be a responsible for their works in the context of collaborative groups.

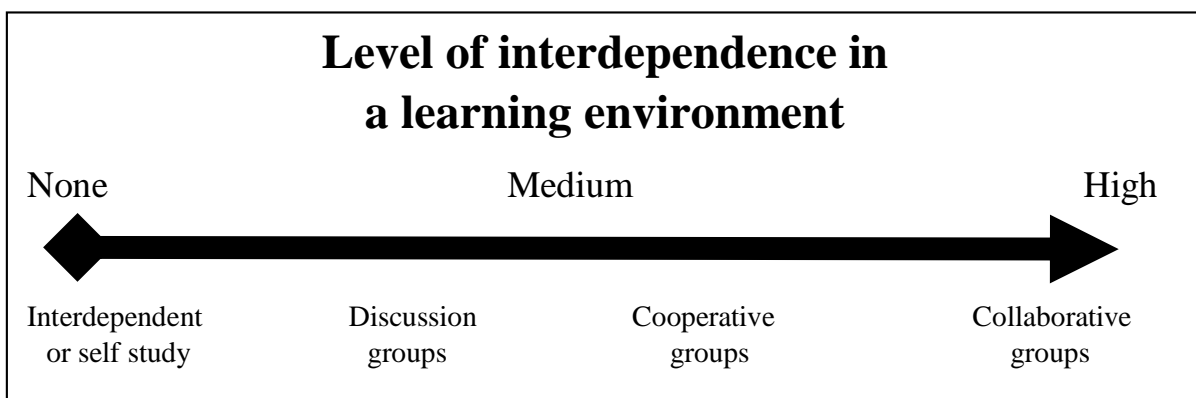


Figure 3 – *Level of interdependence (Roberts, 2004:184)*

We need to know, collaborative groups in this research is totally different with collaborative groups in the context of face to face. If face to face groups require a meeting with other members or peers physically, collaborative groups in computer mediated context more flexible than it. Flexible means students can meet up with their peers anytime and anywhere. On the other words, students allowed to meet with their peers virtually such as create online space, chat room, video call, etc.

*“...computer-mediated groups are commonly referred to as virtual teams. The term virtual refers to the fact that the group meets in a virtual or online space” (Roberts, 2004:186).*

In addition, based on the collaborative learning in the context of virtual group meets, students will reach some benefits for this approach. Individually, it will be raising the level of cognitive process start from organize the information to the way of thinking and also increase the motivation to get achievement. “It increases the level of cognitive processing as well as the organization of information, of reasoning and of insights and the personal commitment to achievement” (Roberts, 2004:187). Socially, students also will be a responsible person and integrate with their environments due to collaborative learning in CMC require a synergistic aspect in each of individuals. Brown (1989) states that, “collaboration focuses on the synergistic problem solving that often occurs when work in a group is more than the sum of its parts” (Roberts, 2004:186-187). However, each of approaches not only has benefits but also challenges. Collaborative approach in CMC also has challenges in the context create a learning environment. According to Graham (2002) there are 3 challenges in the collaborative approach in CMC mode, namely:

- (1) Creating the groups,
- (2) Structuring the learning activities, and
- (3) Facilitating group interactions

*(Roberts, 2004:190)*



Those challenges means creating the groups is a fundamental challenges in the context create a learning environment based on collaborative approach in CMC due to considering group size and group composition – in determining size and composition of the groups depend on the context which group is working. Related to the first challenges, structuring the learning activities is considering level of interdependences and creating the learner accountability. On the other words, students come from different backgrounds and teacher need to know background of students for determining the position students in a groups work appropriately. If one of students has low interest in learning, teacher can locate him into the small size and low heterogeneously composition of the groups for his responsibility and vice versa. And then, facilitating group interaction is considering group norms. The last one also depend on the first and second challenges due to it is a new experiences for students from different backgrounds to collaborate in a group of learning. Make sure that the first and second challenges already solved for dealing with the group norms.

## **B. Previous Studies**

Researcher found 2 relevant studies that related to this research. First, came from University of Malaya that written by Fransisco Perlas Dumanig, Maya Khemlani David, and Rodney Jubilado with tittle “Computer-Mediated Reading and it’s impact on Learner’s Reading Comprehension Skills”. That research took 140 participants were divided into an experimental and control group. The research found that computer-mediated reading creates a significant impact on students’ reading comprehension skills specifically in following directions, noting details, sequencing events, getting the main idea, making inferences, and making generalizations.

Second was come from Najran University, Saudi Arabia that written by Hassan Saleh Mahdi with tittle “The Impact of Computer-Mediated Communication Environments on Foreign Language Learning: A Review of the Literature”. That research took 40 recent articles, 10 peer-reviewed journals, 2 book chapters, and one conference proceeding as the data to analyze. This research provide some explanations related to impact of computer-mediated communication such as benefits of computer-mediated communication in language learning, factors that affecting the use of computer-mediated communication in language learning, and

computer-mediated communication environments that used for language learning. This research formulated guidelines for future research related to that topic.

Those researches provide good explanations and findings related to computer-mediated communication that help this research to develop it. In the first research tends to serve study empirically with experimental and control group that obtained from 140 participants. Otherwise, the second research tends to serve study theoretically with review 40 recent articles, 10 peer-reviewed journals, 2 book chapters, and one conference proceeding. Based on the previous studies, it can be concluded that this research has same issue with those studies in computer-mediated communication. Nevertheless, this research provides some differences in the theory and instrument that examines the implementation of teaching narrative text with computer-mediated communication through collaborative approach.