

CHAPTER II

LITERATURE REVIEW

A. Learning

1. Definition of Learning

Learning is a combination of two learning activities, and teaching methodology tends to be more dominant in students while teachers carry out instructional teaching (Susanto, 2016: 18). Learning combines human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives (Hamalik, 2015: 57).

Learning based on lexical meaning means the process, method, and act of learning. The essential difference between this term and teaching is in the act of teaching. In teaching, the teacher teaches, and students learn. Teachers teaching from a learning perspective are teachers providing learning facilities for their students. So, the learning subject is students (Suprijono, 2009: 13).

Learning is a system or process of teaching subjects that are planned or designed, implemented, and evaluated systematics so that students can effectively and efficiently achieve learning objectives (Komalasari, 2010: 3). Another understanding of learning is realizing situations and conditions so students are willing and able to learn optimally. Learning is a process that emphasizes that students are beings who are aware and can understand the importance of learning for their efforts to meet their needs and efforts to adapt to the environment. The learner is the figure who plays an essential role in the learning process. In contrast, the presence of teachers is intended to encourage learners to be willing and able to learn optimally (Kuntjojo, 2010: 3).

2. Definition of Learning Media

Learning media help make it easier for teachers to deliver content/lesson materials (Ratnawulan & Rusdiana, 2015: 78). Learning media is various components in the learner's environment that foster learning attitudes (Mudlofir & Rusydiyah, 2016: 122).

Learning media are tools and techniques used as communication intermediaries between teachers and students (Wati, 2016: 3). Learning media in the teaching and learning process can generate new desires and interests, motivate and stimulate learning activities, and even psychologically affect students (Azhar, 2017: 19).

In choosing media for teaching purposes, it is better to pay attention to the following criteria (Istirani & Intan, 2017: 92):

- a. Accuracy with teaching objectives means that the media used are selected based on predetermined instructional objectives. Instructional objectives that contain elements of understanding, application, analysis, and synthesis are more likely to use learning media.
- b. Support for the content of learning materials means that learning materials that are facts, principles, concepts, and generalizations need media assistance to make it easier for students to understand.
- c. Ease of obtaining media, meaning that the media needed is easy to obtain, at least it is easy for the teacher to make at the time of teaching. Graphic media, in general, can be made by teachers without expensive costs, in addition to being simple and practical to use.
- d. The teacher's skills in using it, regardless of the type of media needed, the primary condition is that the teacher can use it in the teaching process. The expected value and benefits are not in the medium but in the impact of the use by the teacher during student learning interactions with the environment. The existence of film projectors, computers, and other sophisticated tools, does not mean anything if teachers can not use them to enhance the quality of teaching.
- e. The availability of time to use it so that the media can be helpful to students during teaching.
- f. Following students' thinking level, choosing media for education and teaching must be by the level of thinking of students so that students can understand the meaning contained in it.

The types of learning media include (Meimulyani & Caryoto, 2013: 39):

a. Auditive Media

Auditive media only rely on voice capabilities, such as radio, cassette recorder, and LPs. Media that contains messages in this auditive form (can only be heard) can stimulate students' thoughts, feelings, attention, and willingness to learn teaching materials.

b. Visual Media

Visual media are media that only rely on the sense of sight. Visual media display still images such as film strips (film series), photo slides (film frames), pictures or paintings, and prints. Visual media also display moving images or symbols, such as silent films and cartoons.

c. Audiovisual Media

Audiovisual media is media that has sound and image elements. This media type has better capabilities because it includes the first and second media types.

B. Teaching

1. Definition of Teaching

Teaching refers to the process of imparting knowledge, skills, and values to students or learners. It involves the use of various methods and techniques to facilitate learning and understanding. Teaching can be done in various settings, including schools, universities, and other educational institutions. It can also be done through online platforms and other forms of distance learning (Villalobos, 2019).

Teaching is the act of imparting knowledge or skills to students through various methods, such as lectures, discussions, and demonstrations (Syaekhuddin, 2003). Teaching involves using active learning approaches to increase students' writing ability, creativity, and motivation to learn (Mariyam, 2014).

Teaching can refer to teaching specific language skills, such as writing poetry or dialogue, using appropriate teaching methods and media (Lestari, 2015). Teaching can be seen as a process of communication between a teacher and students, where effective communication is essential for conveying information and ideas (Rachmijati, 2019).

2. Factors that Influence the Success of Teaching

According to Sari (2021), there are several factors that can affect the success of teaching, including:

a. Motivation

Motivated teachers can encourage students to give their best effort, resulting in better academic results.

b. Pedagogical Competence

Teachers who possess good pedagogical competence can improve their teaching skills and teach professionally, which can lead to better student outcomes.

c. Creativity in Teaching

Teachers who are creative in their teaching methods can engage students and make learning more enjoyable, which can lead to better student outcomes.

d. Communication Competence

Effective communication between teachers and students is essential for conveying information and ideas, and can contribute to the success of teaching.

e. Discipline

Discipline can also affect student outcomes, as students who are disciplined are more likely to be focused and engaged in their learning.

C. Reading Skills

1. Definition of Reading Skills

Reading skill is the ability to read quickly and efficiently using techniques such as skimming (Azmi, 2020). Reading skill is the ability to receive, process, and understand diverse information, especially in the digital information era. This involves developing higher order thinking skills and being able to analyze and evaluate information critically (Setiawan, 2020).

Reading skill is the ability to read fast and understand the content of the text. This can be improved through the implementation of skimming techniques (Rufaida and Wachidah, 2022). Reading skill is the ability to read frequently and enjoyably, which can improve vocabulary mastery, reading speed rate, and critical thinking skills (Selian, 2022).

2. Benefits of Improving Reading Skills

According to Permatasari (2020), improving Improving reading skills can have numerous benefits for individuals. Here are some of the key advantages:

a. Enhanced Comprehension

Improving reading skills can lead to better understanding of written material. This includes grasping the main ideas, identifying supporting details, and making inferences.

b. Expanded Vocabulary

Reading exposes individuals to a wide range of words and phrases, helping to expand their vocabulary. This can improve communication skills and overall language proficiency.

c. Improved Critical Thinking

Reading encourages critical thinking by presenting different perspectives and challenging ideas. It helps individuals develop analytical skills, evaluate information, and form their own opinions.

d. Increased Knowledge

Reading exposes individuals to a wealth of information on various topics. It broadens their knowledge base, enhances general knowledge, and fosters a lifelong love of learning.

e. Enhanced Writing Skills

Reading extensively can improve writing skills by providing exposure to different writing styles, sentence structures, and vocabulary usage. It helps individuals develop their own writing voice and improves overall writing fluency.

f. Strengthened Focus and Concentration

Regular reading practice can improve focus and concentration skills. It requires sustained attention and mental engagement, which can transfer to other areas of life.

g. Increased Empathy and Understanding

Reading fiction and literature can foster empathy and understanding by allowing individuals to explore different characters, cultures, and experiences. It promotes empathy and broadens perspectives.

h. Reduced Stress

Reading can be a form of relaxation and stress relief. It provides an escape from daily pressures and allows individuals to immerse themselves in different worlds and narratives.

3. Types of Reading Skills

Here are different types of reading skills:

a. Critical Reading Skills

The ability to receive, process, and understand diverse information critically. This involves developing higher-order thinking skills, analyzing and evaluating information, and forming independent opinions (Setiawan, 2020).

b. Speed Reading Skills

The ability to read quickly and efficiently using techniques such as skimming. Speed reading skills focus on improving reading speed without sacrificing comprehension (Azmi, 2020).

c. Extensive Reading Skills

The practice of reading frequently and enjoyably. Extensive reading aims to improve vocabulary mastery, reading speed rate, and critical thinking skills (Selian, 2022).

d. Collaborative Strategic Reading (CSR) Skills

A strategy that improves higher-order thinking skills (HOTS) through collaborative reading activities. CSR involves students working together to comprehend and analyze texts, enhancing their critical thinking and comprehension abilities (Susanti, 2020).

e. Word Reading Efficiency (WRE) Skills

The ability to read words accurately and fluently. WRE is important for developing reading fluency and comprehension (Eason, 2013).

D. The Plickers Application

Plickers is an educational tool that uses printables, such as a quick response code. The answer options A, B, C, and D are printed on the image's paper. The teacher shows the questions during the learning process, and students show the Plickers card and their answers. Teachers scan all response cards using the Plickers app installed on a mobile device. They can instantly see student responses and grading data for that question, including who got the correct answer and who did not (Masita, 2020: 312).

Plickers is a web-based tool used for formative assessment, even in low-tech classrooms. This app requires one computer and one smartphone with the Plickers mobile app, and it is easy to use and saves time. Questions can be text, images, or a combination of both (Beegum, 2019: 167).

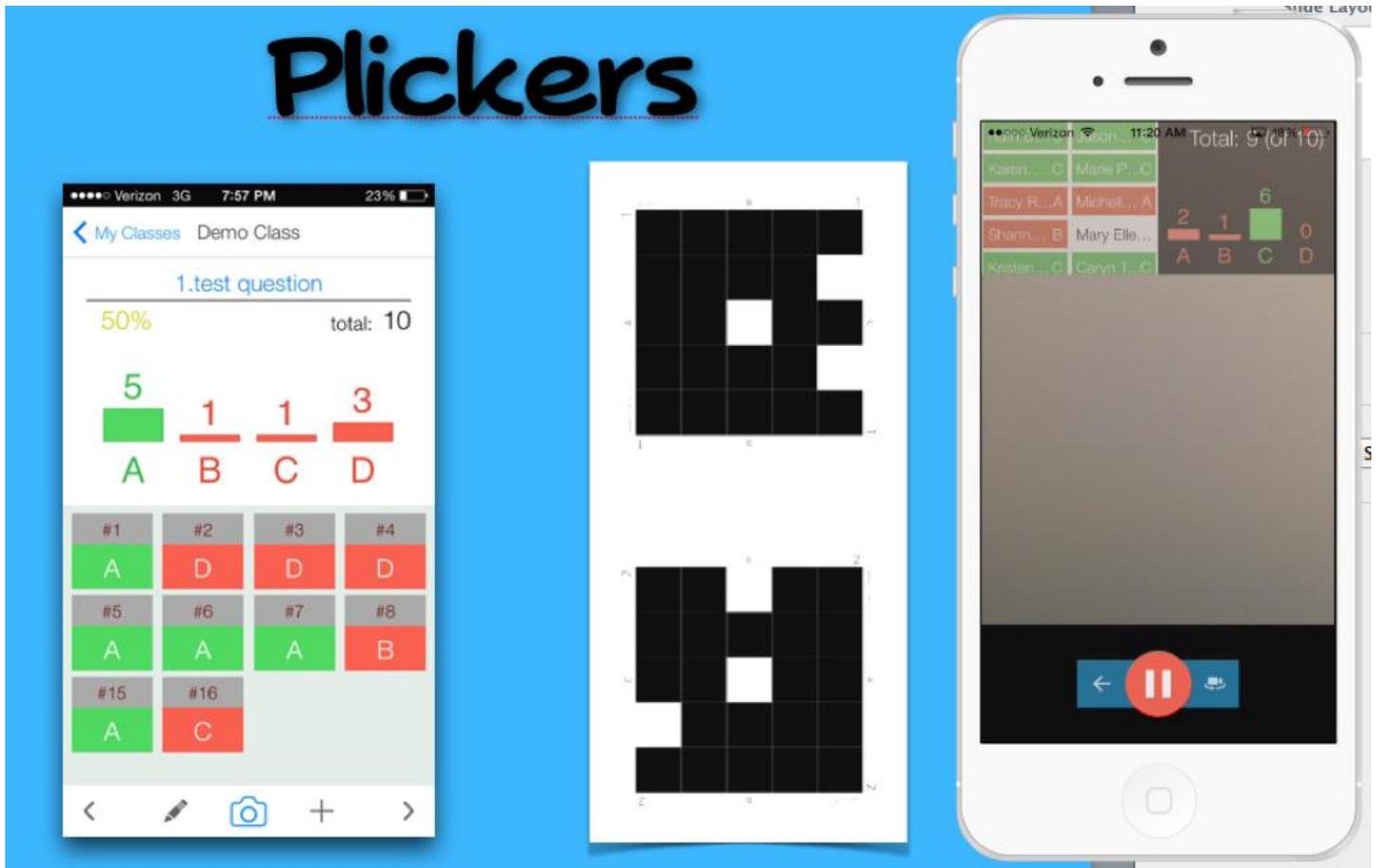
Plickers is an exciting and straightforward application with a quick response and user-friendly interface, suitable for all ages. All student responses to Plickers are available on the website and can be printed or exported for evaluation and archiving (Beegum, 2019: 168).

Plickers can be used for various purposes to formally assess students, such as warm-up or weekend tickets. By observing each student's percentage of scores and behavior to a question, the teacher uses the Live View Card to display responses from the teacher's digital device on the whiteboard (Damick, 2015: 362).

Students believe that using Plickers supported the importance of formative assessment and receiving feedback immediately. Using this app increases student engagement, saves time, provides equal participation opportunities, and creates a fun and engaging learning environment (Elmahdi et al., 2018).

The benefit of Plickers in formative assessment. This application can be adapted to various formative assessments, class assessments, and assessment activities. It helps students understand easily and quickly while providing the trainer with an overview of student understanding so they can identify student needs and knowledge gaps that can be addressed in subsequent lessons (Kent, 2019).

Image 2.1
Plickers Application



E. Teaching Reading Skills Using Plickers Application

According to Masita (2020: 312), some applications can help teachers measure student ability, such as Kahoot, Formative, Zipgrade, Google Form, and Plickers. Plickers is an educational tool that uses printables, such as a quick response code. The answer options A, B, C, and D are printed on the image's paper. The teacher shows the questions during the learning process, and students show the Plickers card and their answers. Teachers can respond to cards using the Plickers app installed on a mobile device. They can instantly see student responses and grading data for that question, including who got the correct answer and who did not.

The Plickers app is a technology for evaluating online learning using smartphones and coded cards. Plickers is a straightforward application used to find out the results of the student's knowledge test in the form of multiple-choice, and the results can be known quickly. An application that educators can download easily to assist educators in conducting formative assessments using the Plickers card held by each student so that it can assist educators in assessing the results of student evaluations (Yulanda, 2019).

There are several advantages of using Plickers in formative assessment. Plickers application facilitates the teacher to prepare the evaluation. This application is not time-consuming. It is easy to use. The students were focused and relaxed with this activity. Using Plickers in formative assessment showed positive responses from both teachers and students. This study also found some disadvantages of using Plickers. This application uses an internet connection, smartphone, laptop, and projector.

If the teacher wants to use it offline, they must prepare by installing the application into their smartphone. An internet connection is needed in the exam to operate the application using a smartphone, laptop, and projector simultaneously. So, this application can be used if all devices are completed. This application also was not accessible. According to Masita (2020: 318), this application is limited to five questions if the teacher wants to use it for

free. To maximize the application, the teacher needs to upgrade it by paying \$8.99/month or \$5.99/year.

According to the Plickers Help Center via help.plickers.com, here are the steps to use the Plickers application:

1. Open the Plickers site <https://get.plickers.com/>.
2. At the top right, there is an option to Sign In if you already have an account or Sign Up to register for a new one.
3. For a new registration, it's not complicated. Just enter this account's first name, Last Name, e-mail address, and desired password. After that, click the Sign-Up button.
4. After completing registration, the system will send an e-mail to the address you entered earlier. Be sure to click the confirmation link.
5. You can add a new class by clicking Add a new course. You can name the system, grade level, and related subject types. You can even give it a color to distinguish it from other classes.
6. After that, you can add your students' names one by one in the Enter Student Name box (ex: Tim Howard) or select Add Roster all at once and then enter the terms of the students separated by Enter for each student.
7. When finished, you can print a list of student names so that later you don't have to remember who is serial number 1, serial number 2, etc., by clicking Print Roster.
8. Then, select the Cards section at the top right. There you can choose the Plickers Cards that are suitable for your class. The options are as follows:
 - a. Standard – 40 cards (one sheet of paper will be printed for two cards) – This is the most commonly used option, as the number of students is usually no more than 40 per class.
 - b. Expanded: If your students are more than 40 people, you can choose this one. Just like Standard, one sheet of paper will be printed for two cards.

- c. Large Font – the same as Standard, only the text is more significant. Usually used for early childhood students or people who have difficulty reading the writing A, B, C, D.
 - d. Giant Cards – the same as Standard, only one sheet of paper will be printed for one card. This option can be used if the classroom is large (e.g., in an auditorium). However, it is necessary to pay attention to the position of the students so that the Plickers Cards do not get in the way of each other because they are more significant than Standard.
 - e. Large Cards Expanded – the same as Large Cards – with 63 cards.
9. Printed Plickers Cards can be distributed to each student; don't forget to explain how to use them.
 10. To organize questions:
 - a. Select the Library section at the top left.
 - b. Click New Question.
 - c. Enter the question, then the answer choices.
 11. Here besides Multiple Choice, you can also choose True or False. A for True answers and B for False answers.
 12. For Multiple Choice, don't forget to determine which answer is correct by giving a tick to each choice's right. There can be more than one correct answer.
 13. When finished with one question, save it and proceed to the next problem.
 14. Add these questions to the classes created by clicking on the calendar-like image in the lower left corner of each question, selecting Add to queue, and selecting the desired course.
 15. Install Plickers on your smartphone via Play Store or App Store. Log in with the account you created earlier.
 16. To start the test, you can choose the question you want, read it to the students, and ask them to raise their Plickers Card with the answer that is considered correct in the top position. Then select the camera button to scan the solutions that have been submitted. Each recorded response will be added to the data in the account.

17. There is a more excellent way than having to read out the questions and the answer choices. Connect your laptop to the projector, then select Live View, which is in the top center. Every time you choose a question from your smartphone, the question will be displayed on the monitor screen and projector.
18. To the right of the question, there are options for displaying data. You can choose the Students view, where the students' names will be displayed, and see which students have their answers scanned and which have not. The Reveal Answer button will show the responses from each student.
19. If you choose Graph view, it will display how many answers from each choice. Of course, most choices don't mean that's the right one. The Reveal Answer button will show which answer is correct. Choices in Green are the correct answers, and Red colors indicate the wrong answers.

F. Previous Related Study

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows:

Sasmiko (2019) conducted a research entitled “The Use of Plickers to Enhance Students’ English Reading Comprehension at SMP Muhammadiyah 6 Makassar. The application of Plickers improved the students reading comprehension more significantly in the eighth grade of MTs 6 Muhammadiyah Makassar than non-Plickers. The mean score of the pretest of the experimental and control group was significantly different. In addition, the mean score of the post-test in the experimental group was higher than the control group.

Michael (2019) conducted a research entitled “The Use of Plickers for Language Assessment of Reading Comprehension. Plickers is one of the technology tools for teachers to administer language assessment in an easy way inside the classroom. The main finding shows that the teachers agreed that Plickers helps them in assessing reading comprehension of year 3 and

year 4 pupils. This study concludes that Plickers can help in language assessment of reading comprehension.

Masita (2020) conducted a research entitled “The Use of Plickers for Formative Assessment of Vocabulary Mastery Corresponding Email Article’s History CC BY-NC-SA 4.0 License. This study concludes that Plickers help the teacher prepare, execute, and examine formative assessment. The teacher was interested in using this application in the other classroom. This application was able to increase students' motivation and participation. The students were focused and relaxed during the assessment. Plickers' application is pedagogically adaptable to a learning process, particularly formative assessment. This study also shows positive responses from all the participants.

Hassan (2021) conducted a research entitled “The Use of an Interactive Online Tool (Plickers) in Learning Vocabulary among Young Learners in ESL Setting. Several recommendations for further action were addressed, and a conclusion was generated for the overall study. As a result of the study, it is seen that most of the students agreed that using Plickers is easy based on their perceptions of perceived use. Meanwhile, from the aspect of perceived usefulness, more than half of the participants strongly agreed that Plickers is useful for vocabulary learning. From the aspect of attitude toward using Plickers, it can be said that most of the students found that using Plickers in class is enjoyable. Further, from the intention towards using, the participants think that using Plickers is a good idea and have shown a tendency to use it for their next learning class. Overall, this study shows positive responses from all the participants based on the four factors mentioned above.

Based on the description of the three previous studies above, it can be concluded that the difference with the current research lies in the object of study. Even though they both discussed vocabulary mastery using the Plickers application, the three previous studies added objects such as formative assessment, ESL settings, and reading comprehension. Meanwhile, the current research only focuses on general vocabulary mastery.