

CHAPTER II

LITERATURE REVIEW

In this chapter the authors discuss various subjects underlying research among others: 1) reading skills, 2) *mentimeter*, 3) *web-based applications*.

2.1. Reading

2.1.1. Definition of Reading

Reading is an active activity in which people try to get a concept or idea from a word or sentence in a reading. Reading is a process in which readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2008) This ability can help students gain greater understanding. Besides, they can also understand and respond to what they read.

Reading is an active activity in which people try to extract an idea, concept, or image from a pattern of words on a printed page. In addition, reading may introduce learners to new vocabularies (words, phrases, and sentences), structure, and grammar, all of which are important for the development of other abilities such as listening, speaking, and writing. Reading, in particular, helps learners gain comprehension, which leads to their understanding and responding to what they read. (Suwarso & Praseno, 2022) says that reading is a valuable skill to master because it allows students to make sense of written and printed texts and derive meaning from them.

2.1.2. Reading skills

Reading is one of the language skills offered in the instructional learning activity, and essential for both receptive and productive language abilities. The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals (Lani Suryani, 2015) Because most communication is done in writing.

It is important for individuals to have strong reading skills in order to effectively understand and interpret written messages. Additionally, reading can also enhance one's vocabulary, critical thinking skills, and overall cognitive development. In today's digital age, the ability to read and comprehend various forms of digital media such as emails, articles, and social media posts is becoming increasingly important in both personal and

professional settings. Therefore, it is crucial for individuals to continue to develop and strengthen their reading skills throughout their lives.

2.1.3. The purpose of reading

The purpose of this reading is to unite a concept or ideas that are on the page with what is already understood by the reader. Besides, the purpose of reading is also to increase focus, and we will acquire a lot of new vocabulary.

According to (Grabe, 2009), the categories of purposes for reading include: reading to search for simple information; reading to skim quickly; reading to learn from text; reading to integrate information; reading to write; reading to critique texts; and reading for general comprehension. That is:

a. Reading to search for simple information

Reading for basic information is a general reading ability in which students have the ability to recognize a word or sentence, associate it with sounds, and understand the meaning of the written reading; that is, they start with the capacity to listen to the letters well and correctly.

b. Reading to skim quickly

Reading to skim is a typical aspect of many reading tasks and a beneficial skill in and of itself. It entails a variety of tactics for predicting where relevant information could be in the text and then using basic reading comprehension abilities to those portions of the text until a broad notion is formed.

c. Reading to learn from text

Reading to learn is the most common activity in the academic environment and is capable when one has to learn knowledge from a multitude of books. It requires a qualified ability to be able to remember important concepts, detect, develop, and connect rhetorical framework texts with the reader base.

d. Reading to integrate information

Reading to integrate information also requires a deeper consideration of the relative value of information that is complementary, supportive, or

contradictory, as well as a potential redesign of the rhetorical framework to accommodate information from various sources.

e. Reading to write and reading to critique texts

Reading to write and reading to analyze texts are two task variations of reading for integrating knowledge. Both require the ability to produce, choose, and criticize textual content.

f. Reading for general comprehension

Reading for broad comprehension is understanding the main idea and significant aspects of a work without requiring to know every single word or subject. It entails being able to recognize the text's purpose, tone, and any underlying messages or themes. Developing good reading comprehension abilities is critical for academic and professional success.

Reading is done for a variety of reasons, not just for students. They must read generally in order to get information and understanding of social existence. It can assist a person in staying informed about his country's social, political, and economic challenges.

2.1.4. Types of reading

In terms of reading purposes, reading can be grouped into four types of activities: extensive reading, intensive reading, aloud reading, and silent reading.

1. Extensive reading

The extensive teaching is selected according to the acquisition of support and recognition in the field of EFL pedagogy. Extensive reading is a language teaching procedure where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text (Day et al., 1998) For example: a teacher may incorporate extensive reading into their EFL classroom by providing a library of books with varying levels of difficulty for students to choose from. Students are encouraged to read at their own pace and select texts that interest them, allowing for autonomous learning and enjoyment of the reading material. The teacher

may also provide activities such as discussion groups or book reports to further enhance the learning experience

2. Intensive reading

Reading activities involve a student reading in detail with the aim of being able to understand the reading text broadly, among other learning tasks. This intensive reading is useful for students to learn English because, by reading it intensively, it can help students understand the grammatical form and context of the text as a whole, both express and implied meanings. according to (Suwarso & Praseno, 2022) Intensive reading mostly focuses on the comprehension, sound-spelling, relations, vocabulary, cohesion, information structure, Genre features, and strategies by emphasizing detailed study of vocabulary and grammar. For example: The students read as many different kinds of books such as journals, newspapers and magazines as you can, especially for pleasure, and only need a general understanding of the contents.

3. Aloud reading

Reading aloud is a reading activity that is carried out aloud to practice fluency in reading and speaking. Besides that, reading aloud can also help you understand the material being read. For example: Reading poetry, dialogue, and other types of text.

4. Silent reading

Silent reading is read without voice so that students or readers can understand text quietly without voice and without moving their lips. For example: The students reading a text by heart.

2.2. Mentimeter Web-Based Application

2.2.1. Definition of Mentimeter Application

A *web-based application* is a program that can be accessed through an internet network connection using a web browser. A *web-based application* is often referred to as a web application or online application, such as *mentimeter* application.

Mentimeter is an easy-to-use application that facilitates the students to communicate by answering questions anonymously (Puspa & Imamyartha, 2019) Overall, *Mentimeter* is a valuable tool for increasing student interest and participation in the classroom. Its anonymous characteristics help students to feel more comfortable

sharing their views and opinions, resulting in more fruitful dialogues and better learning experiences.

This media *mentimeter* is less like the Quizizz media, but there is something that differs from the media, i.e., in this media, it can be used for presentations or giving material to students. Furthermore, this media model offers a wider range of customization options, allowing users to tailor the content to their specific needs. Additionally, it can be easily shared and accessed online, making it a convenient tool for remote learning. According to (Vallely & Gibson, 2018) *Mentimeter* can involve students in 3 things. First, "Measured opinion" or in this case students can voice their opinions and adjust their learning according to their needs even though it is the first time they encounter technology. Second, "engaging discussion", which involves students in various discussions. The third is "voicing concerns" where students can voice their ideas and opinions and ask questions related to the material. Here's what the *Mentimeter* platform looks like on the start page. A previous study has investigated the use of *Mentimeter* for collecting students' responses in the English for specific Purposes (ESP) and English for Academic Purposes (EAP) classrooms (Moorhouse & Kohnke, 2020)

This media is a type of software that may be used to carry out the preparation of sentences and can be instantly known, mainly in the portion where children commonly use the sentence in making queries and offering guidance, especially during a pandemic like this. This media meter may be found on Google. Students write the phrases on the media by going to www.menti.com. and entering the code supplied by the teacher. The system is only accessible with a pin code, and no additional student information is entered into the system. When students enter the system, the answers they provide to the application are immediately retrieved and created in real time by their professors and peers. While students' personal information is not displayed on the system screen, students with passive abilities and shame on classmates can engage actively and be encouraged by the possibility to participate in the class.

2.2.2. The Used Mentimeter Web-Based Application

This *web-based application* doesn't require downloads because it can be accessed over the internet. For its own *web-based application*, it requires a web server, an application server, and database. The web server handles request from client, the application server sets the requested tasks, and the database stores all the necessary notifications.

Mentimeter is an interactive presentation and polling tool that allows presenters to engage with their audience and gather real-time feedback. While the specific steps may vary depending on the version or setup of *Mentimeter*, here is a general outline of how to use *Mentimeter*:

- a. Create an account: sign up for a *mentimeter* account on their website or log in if you already have one.
- b. Choose a presentation type: *Mentimeter* offers various presentation formats, such as multiple-choice questions, word clouds, open-ended questions, quizzes, rating scales, and more. Decide on the type of interaction you want to use for your presentation.
- c. Create a presentation: Once you have chosen the presentation format, you can create your interactive slides. Add your questions, prompts, or content to each slide. You can customize the design and appearance of your slides using *Mentimeter's* tools.
- d. Customize settings: Configure the settings for your presentation, such as the duration of each slide, whether participants can answer anonymously, and any additional options specific to your chosen presentation type.
- e. Start the presentation: Begin your presentation and display the slides on a projector screen or share your screen with remote participants. Participants can join the presentation using a unique code or link provided by *Mentimeter*.
- f. Participants respond: As you present each slide, participants can use their smartphones, tablets, or computers to answer the questions or provide feedback in real-time. Their responses will be instantly collected and displayed on the screen.
- g. View results: *Mentimeter* provides real-time visualizations of the participants' responses, such as charts, word clouds, or rankings, depending on the type of question. You can discuss and analyze the results with the audience as they come in.
- h. Engage with the audience: *Mentimeter* allows you to involve the audience further by enabling features like live quizzes, group competitions, or asking participants to submit their own questions or ideas.

Conclude the presentation: Once you have gone through all the slides and collected the necessary feedback, you can end the presentation. *Mentimeter* typically provides options to export the data or share the results with participants if desired.

2.2.3. Web Based Application in Learning

Web-Based Learning is an online learning media or a website that has educational goals, and many institutions develop instructional material of science as a media for a source of integrated science learning material (Kenny, 2000); (Wang,

2017). Web-based learning environment is the learning environment used in the learning process using web-based software that contains learning content among others: title, Purpose, Learning Materials and Assessment. for example, learning that uses *web-based applications* such as Google Classroom, Microsoft Teams, Moodle, Fedena, Edmodo, Schoology, PesonaEdu, *mentimeter*, quizizz, kahoot, duolingo, etc. The use of the Internet as a mode of delivery, engagement, and facilitation, aided by numerous other types of learning services. Therefore, Out of the many web applications available, the researchers decided to use the application *mentimeter* in the learning media in class X to boost students' learning interest.

2.2.4. Advantages of Mentimeter

Mentimeter media has benefits that can affect the interest of students in learning as a media that can be used for data collection and to express opinions. (Nidaul Khasanah & Sari, 2021b) According to the researchers, multimedia can provide an exciting learning experience, so students can actively participate and immerse themselves in English through media such as internet platforms. In addition, timers also provide more educational flexibility as students can access content at their own speed and convenience. This allows students to personalize their English language education to their specific needs and tastes. Finally, the media offers a diverse set of tools and materials that are interesting for a variety of learning styles and interests and can make the learning process easier and more effective

2.3. Previous Study

In the preparation of this thesis proposal, the author considered several previous studies to support the author's proposal, namely: first, previous research used the application of *mentimeter* to develop writing skills. "The effect of the *mentimeter* on students' writing achievement in online learning" (Chotimah & Cahyani, 2022)

Second, previous research investigated the involvement of EFL students in Indonesia using the *mentimeter* app. (Sari, 2021) wrote this study with the title The Impacts of Mentimeter-Based Activities on EFL Student Engagement in Indonesia.

Third, this study was thoroughly studied by (Fachrul Syaputra & Rijal, n.d.) with the title "Web-Based *Mentimeter* Learning Media in Learning German Writing Skills." His research demonstrates how web-based learning media (*mentimeter*) is effective in learning German speaking skills for students in X grade IPA SMAN 1 Makassar.

Other researchers who studied the use of *mentimeter* media written by (Samad & Munir, 2022) With title “The utilizing of *mentimeter* platform in enhancing the EFL students’ English skills in digital era”.

