

CHAPTER II

REVIEW OF RELATED LITERATURE

1.1. Theoretical Background

1.1.1. Mobile Collaborative Learning

Mobile learning represents a new approach to education and is unique in its own way in that it offers learning opportunities anywhere, anytime. Mobile Collaborative Learning (MCL) is becoming increasingly important in educational environments as a type of mobile learning application (Lee & Salman, 2012). The use of collaborative learning on mobile devices has increased, as has the relationship between these two concepts. (Fu & Hwang, 2018).

According to Caballé et al. (2010) stated that by combining mobility as a crucial and ground-breaking necessity, mobile collaborative learning is seen as the next development of online collaborative learning. The widespread use of wireless and mobile technology today does, in fact, offer immense potential for e-learning in terms of ubiquity, pervasiveness, personalisation, flexibility, and other factors.

MCL is when students use mobile and wireless devices or only smart devices. MCL is an advanced type of computer-based collaborative learning in which a student uses her SD to interact informally outside the classroom or under the supervision of a teacher. (Baloch et al., 2012).

Mobile Collaborative Learning (MCL) differs significantly from traditional classroom-based learning in its philosophy. This educational approach opens up a wide range of possibilities, including giving people who work for the same or other businesses the chance to participate in the achievement of a specified objective via mobile devices. (Lee & Salman, 2012).

Moreover, the mobile collaborative learning includes quick and easy access to crucial and significant information that is shared among users, as well as interactions between users that are more varied and that reduce

cognitive load throughout the learning process. (Abdulla & Ch N Iyengar, 2016).

1.1.2. Collaborative learning

Collaborative learning research emerged in the 1970s as a practical response to psychological and didactic approaches that focused on individual learners (e.g. participating limited resources such as computers with students had to share). (Baker, 2015). The foundation of collaborative learning is the notion that learning is a naturally social activity in which the students converse with one another. (Lee & Salman, 2012).

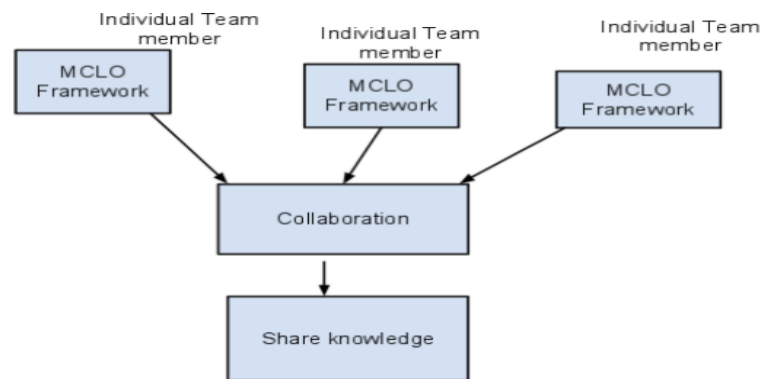
Fakomogbon & Bolaji (2020) define CL “an approach employed by instructors to facilitate learning and improve learner’s performance” (p.268), an activity to which a group of students everything together to complete a logical responsibility that is assigned as few the knowledge action (Alavi Wheeler and Valacich.1995), and teaching method in which a group of graduates agree to answer a question, complete a task, or construct a product. (Laal & Ghodsi, 2012).

Djaali. A. (2003) asserts that these qualities of collaborative learning are present as a result: a) Interdependence that is beneficial; b) In collaboration, there is face-to-face interaction; c) A sense of personal responsibility for completing tasks as a group; d) Interpersonal skills and cooperation in small groups are necessary.

According to Johnsons (2009), as cited by Brown & Lara (2011) state that when individuals behave in response to the activities of others, they do so in three ways. One's actions may benefit or hinder others' success, or they may have no bearing at all on others' success or failure.

Meanwhile, Johnson's (2009) assertion, one of the following three aspects may influence how student learning develops. The first aim of cooperative knowledge search out provide undergraduates with a way of assisting with one another. Because student success may be helped by the

actions of others. Regardless of the second aspect (individual behavior can inhibit the actions of others and the third aspect (individual behavior has no influence at all on the failure or success of others).



Collaboration key for knowledge sharing

Figure 1 adapted in Baloch et al. (2012)

Based on the illustration above, a collaborative learning activity can be carried out by three to five participants who work together to finish the material as a group. Typically, three to five people work together during a CL activity to learn a specific educational objective. (Dillenbourge, P. 1999). Yet, two or more persons learning or attempting to study something together (Baloch et al. , 2012) .

According to Suprijono. A. (2009) states that an educational approach recognized as collaborative learning emphasizes individual accountability and respect for others. Students practice self-reliance and respect for others. Students are in charge of their own education and look for information to respond to questions that are put to them. The teacher serves as a facilitator, offering assistance but refraining from directing the class toward the predetermined outcomes.

The steps for collaborative learning are as follows :

- 1) Students divide tasks into individual parts and set learning objectives in groups.
- 2) Each individual in the group reads, talks, and writes.

- 3) In order to identify, demonstrate, research, analyze, and formulate solutions to tasks or problems that have independently discovered, collaborative groups collaborate on a task.
- 4) Each student drafts a detailed, independent report after that the collaborative group unanimously accepts the solution to the problem.
- 5) In an online class, the teacher selects one group at random to present the outcomes of their collaborative group discussion. Students in other groups watch, observe, compare the presentation's outcomes, and respond. The duration of this task is roughly 20 to 30 minutes.
- 6) Each student in the collaborative group elaborates, draws conclusions, and revises (if necessary) the reports that will be gathered.
- 7) Reports from each student on the assignments that have been gathered and compiled in collaborative activities.
- 8) Student reports are reviewed, corrected, and evaluated before being returned and discussed at the following meeting (Raharjo, 2013).

1.1.2. Mobile Learning

Mobile learning is a multimedia approach to learning that is based on the facilitation of cellular technology and the use of Handphone as a learning medium. (Warsita, B. 2018).

Berger (2001) assert the potential effects of mobile learning in education, such as : a) A more accurate understanding of "anywhere, anytime,". b) The ability to freely organize within and outside of the classroom. c) The ability for students from different places to work togeth. d) The transparency of network connection. e) The transition from "anywhere, anytime" to "everywhere, all the time"; and f) Remote sensing and data integration.

Fattah (2015) state that the history teaching of English language has experienced four significant steps ; Face to face learning, distance learning, blended learning, & mobile learning. For further explanation in detail as follows : a) Face-to-face instruction : the instruction started with this and

has since continued. Having the producer (teacher or trainer) and receiver (the learner) in the same location is necessary for this. b) Distance learning : distance learning technologies are developing at an extremely fast pace. c) Blended learning: blended learning combines the face-to-face and online teaching modes of the learning process. d) Mobile learning : seamless learning refers to educational experiences that connect across spaces, times, technologies, and social contexts (Sharples et al., 2013., as cited in Ilic, 2015).

1.1.3. Magnet Summary Strategy

Magnet Summary is a reading and writing method which allows learners to simplify their reading on a particular topic to a few key words or phrases which can be combined into a sentence or two that contains all of the pertinent information. (Urquhart, V., & McIver, 2005, p.160). The Magnet Summary Strategy teaches students how to write a thorough summary by helping them comprehend the text's key terms before having them turn these key ideas into sentences or paragraphs that reflect their own linguistic and stylistic preferences. (Al-Hiti, 2019). MMS is a approach that enables learners to rise above the specifics and provide meaningful summaries in their own words. Students will be able to use this method to organize important information into a meaningful summary because of this. (Buehl, 2014, p.11).

Sejnost (2010, p.54) states that the magnet summary strategy assists learners in compressing what they've read into the most important aspects. They must, in reality, read, understand, and then rephrase what has been said in their own words in a more concise manner. In conclusion, a magnet summary is a strategy that aids learners in condensing and crystallizing what they've read. Additionally, it makes it simpler for students to comprehend the text selections.

Buehl (2014, p. 140) asserts that students can use a magnet summary to help them obtain information from the text and then write an original summary based on the details. Students must extract the key terms and

concept magnet words from the text and then use this technique to compile the key details into a clear summary. It teaches students how to put words together into phrases and sentences into paragraphs, as well as how to connect the main idea and important details in a text.

Buehl (2014, p.140-141) offered the following procedures for implementing the magnet summary strategy:

- 1) In order to summarize, a reader must first select the most important ideas and then delete the less important elements
- 2) Explain to students how magnets effect metal items to introduce the concept of magnet words.
- 3) Ask students to read the brief passage and point out any key terms or ideas that seem to be connected to the specifics of the passage.
- 4) Have students read the passage again and come up with three or four more magnet words.
- 5) Demonstrate how to organize and combine the information on a single card into a phrase to the students. Then they'll focus on writing sentences that summarize each of the cards they have left.
- 6) Assist students in arranging the sentences in the sequence in which they would like the summary to read.

1.1.4. WhastApp Instant Messaging

WhatsApp is a private communication tool that is cost-free, easy to use, quick, and available. In addition to text messages, users can now also communicate with one another via image, video, and audio. Through WhatsApp, users can communicate with one another over the Internet. WhatsApp is a messaging app that people can use to communicate. Almost all smartphones, which are becoming more and more popular, support WhatsApp. (La Hanisi et al., 2018).

Similarly , Fattah, (2015) discovered that WhatsApp technology can encourage students to engage more fully in EFL lessons. It can give students the opportunity to practice their language skills for free, increase the level of

one-on-one interaction between them and their teachers, improve their study skills, and correlate their thoughts with those of others.

In addition, Bouhnik, D., & Deshen, M. (2014) state that WhatsApp offers a variety of features, including text messages, attached photos, audio files, video files, and connections to websites. Over the past two years, the app's user base has increased, reaching over 350 million users and ranking as the most downloaded app in 127 different countries.

The following collaborative features are available on the WhatsApp platform (WhatsApp, 2010, as cited in Aicha, 2014).

1. Enable text, image, video, and voice note communication between online students and their contacts and social network.
2. Permit undergraduates or faculty members to construct a group (friendly network group) that can accommodate communal interactions among to 11 group appendages. Online forums can be used by part of a group
3. Pupils are free to deliver ideas utilizing WhatsApp Messenger. The utilization exploits a 3G/EDGE Internet dossier plan or Wi-Fi to guarantee unending dossier transmissions over the WhatsApp movable whole.
4. Students can communicate with one another using text, images, and videos when utilizing WhatsApp on a difference of mobile tools, containing Galaxy tablets, smartphones, and so fort.

1.1.5. Learning Writing Skill

Mora-Flores (2009, p.12) state that Writing is the process of putting our ideas, experiences, and thoughts on paper. Writing is more than just the arrangement of these graphic symbols; it's also the correspondence between letter combinations and spoken sounds.

According to Hedge (2000) states:

“Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number

of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers”(p. 302.)

Harmer (2004) divides the writing process into four steps.

1. Planning entails writers considering three important considerations while planning. First, This affects not solely the model of text you intend create, but further the accent you use, the matters you use, etc., so you should consider their writing objectives. Second, educated writers consider their target audience. This is because it affects not merely the format of the writing (how it is organized, how paragraphs are organized, etc.), but again the accent used.
2. Drafting refers to the writers using the initial version of a written work. It is assumed that the first attempt at a text may be changed for a while. It is assumed that the first attempt at a text will be altered later. Because as the writing process moves into the revising process, several drafts might be produced.
3. Editing (reflecting and correcting) is frequently aided by many readers (or editors) who provide feedback and recommendations. The author will be able to make suitable adjustments based on the responses of other readers to the piece of writing.
4. Final version entails the production of a final version afterwards the editors have refined their outline and created the adjustments others believe are essential. This might seem very distinct from the innovative plan and the first stab as things altered during the rewriting process. On the other hand, the author the author is immediately handy to present the composed text to the intended public.

1.1.6. Previous Related Study

In recent years, there are studies have discussed Mobile Collaborative Learning (MCL), Collaborative Learning (CL) and Mobile Learning (ML) by integrating with the WhatsApp platform as an alternative method to improve learning, for example :

Baloch et al. (2012) examined in their study is “To investigate the impact of Wireless Mobile Smart Devices on MCL.” A literature review was conducted by the researchers , a pilot experimental study on UTM, and three experimental studies. (that satisfy the M-learning readiness criteria) and case study at other universities in Malaysia. They utilized quantitative method to collect the data by applying the questionnaire. However, qualitative approaches can only be used in UTM where researchers are based and where research is focused. In excess of 95% of college pupils in the grown experience have used these smart mobile devices, according to surveys and numerous studies. We can see that developing nations are catching up as well as the percentage is nearly the same at the university level in these nations. SMDs are being used by students in some capacity for learning. Additionally, institutions of higher education work to integrate their e-learning with mobile learning (ML).

Another study from Ilic's (2015) research aims to deepen the comprehension of how students' learning habits are impacted by smartphones uses in learning activities of CL in second-language classrooms. This research is conducted with the participation of eight-year EFL students who are native Japanese speakers in Japan University. The circumstances was their sharing activities in MCL inside an EFL course in respect of translation. In group 1 consisted of 2 males and 5 females. In group 2 consisted of 8 females. In group 3 consisted of 6 females. And in group 3 consisted of 6 females. The total of of respondents are 27 subjects. The study's findings indicate that using a phone did have an impact on this relationship in three different ways: the time spent collaborating, the location where it occurred, and the method

used to collaborate.

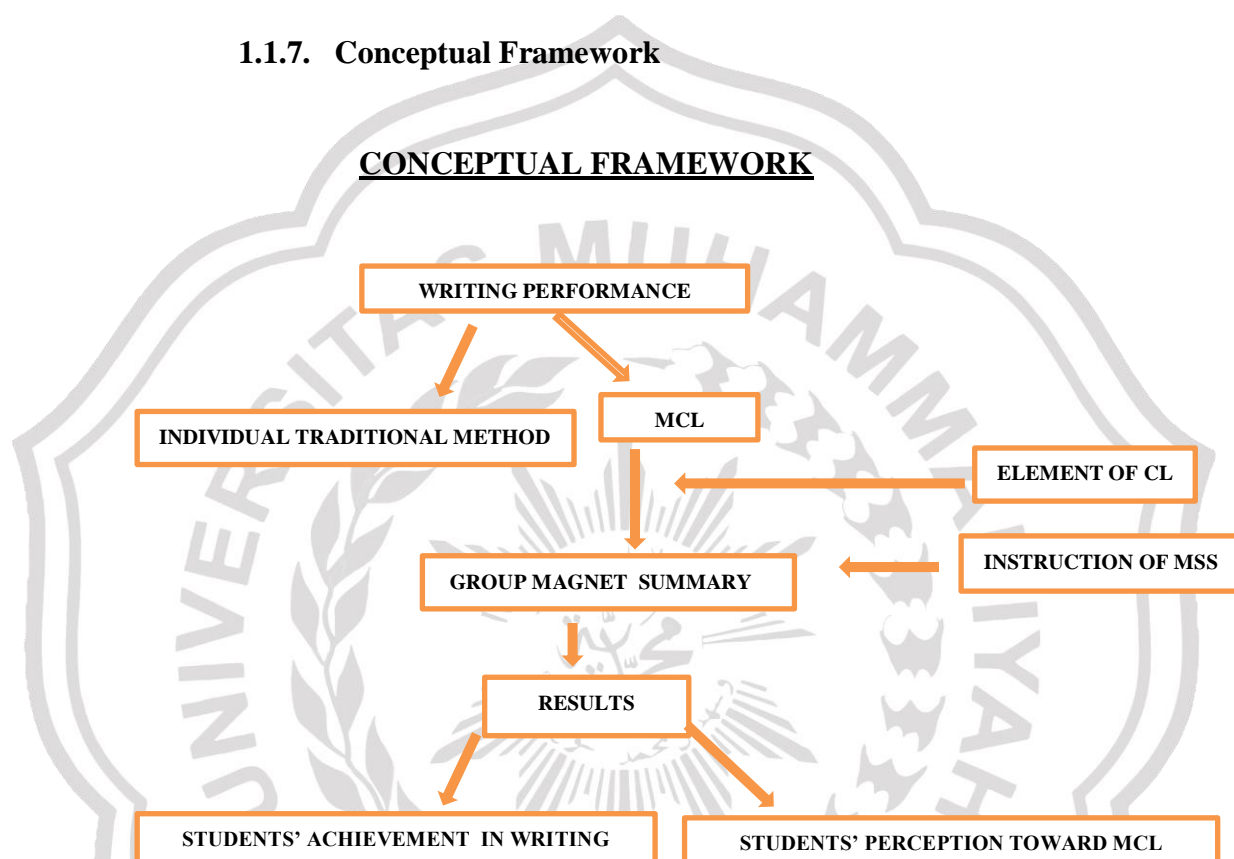
Another study from Fattah (2015) examined the effectiveness of using WhatsApp Messenger as one of mobile learning technique to develop students's writing skill in Saudi Arabia. The group was divided into experimental and control groups. An experimental group (N 15) received treatment to improve writing skills via WhatsApp technology, and a control group (N 15) received training in writing skills through specific books. There are three questions in the pre-post: 1) paragraph punctuation, 2) paragraph correction, and 3) essay composition. The scope of this study is restricted to punctuation, sentence structure, and concept creation. A t-test study found that the WhatsApp strategy had a significant impact on students' writing abilities, with the experimental group defeat the control group.

La Hanisi et al. (2018) highlighted “The use of of WhatsApp in collaborative learning to improve English teaching and learning process”. They claimed that collaborative learning with synergic tools tends to be used due to its actions fusing student teamwork and the use of cellular telephone applications. The teacher can choose how to teach English by presenting sustained actions in four language abilities. It can be argued that WhatsApp's incorporation into their education will be simple, enjoyable, and practical. Regarding the potential integration of WhatsApp into their classroom instruction, students have positive attitudes and intentions.

Similar substance as in Aghajani's (2018) research. He examined “ the Effect of Online Cooperative Learning on Students' Writing Skills and Attitudes through Telegram Application.” The total sample used is 70 University ESP learners. Telegram was in comparison to a conventional method (face-to-face within cooperative learning in writing exercises). After taking a pre-test, based on the test result, all learners were divided into Telegram and cooperative writing groups. Following the use of both strategies, participants took a post-test. Then, the learners were given a questionnaire to fill out in order to gauge how Telegram had influenced their perspectives on learning ESP words and phrases. The paired sample t-test and

the independent t-test were utilised to calculate the data. The finding indicated that Participants who participated in Telegram cooperative writing cohorts performed marginally better than those in Cooperative writing cohorts (face to face).

1.1.7. Conceptual Framework



This study introduces the teaching of literacy skills through two types of teaching: traditional and MCL. The conventional method is performed on the control cohort and the MCL is performed on the experimental cohort. In experimental group is implemented MCL with MSS. Meanwhile no treatment in Conventional Method.

When applying MbCLO itself, you should keep in mind the five basic elements of MCL: 1) Personal Responsibility. 2) Support from Others. 3) Active interdependence. 4) face-to-face social interaction; and 5) formation of small groups. (Zurita & Nussbaum, 2004).

In this MCL study, he implements MS consists of instructions that support the development and assessment of students' writing performance. Lastly, MCL and students' perception .can give the positive impact toward the study outcome.

1.1.8. Statements of the Hypothesis

The researcher formulate the two following hypotheses :

1. Ho : There is no significant effect on writing performance and perception between students who recieve the implementation MCL with MSS and those who do not.
2. H1 : There is significant effect on writing performance and perception between students who recieve the implementation MCL with MSS and those who do not.

