

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter concerns about the literatures which support the study. It includes teaching ESP, Teaching ESP reading comprehension, Elements of reading comprehension, Problems in teaching ESP reading, Teaching ESP reading using technology, Online platforms, Students response systems, Procedures of teaching students responses systems and benefit of using students response systems.

2. 1 Teaching ESP

English for Specific Purposes (ESP) is a course which students learn English through special needs based on their major. For example, students major in management, they should learn English related to business, marketing, promoting product etc. based on their subject needs. Such as stated by Boudersa (2018) that ESP is a course learning English in specific purpose based on the learners' needs involve content of field-specific language. Students in teaching and learning by specifying as near as possible to what properly they do with English in their own field of studies which increase the importance to ESP students (Bouguebs, 2018). ESP is ESL or EFL branch that become main branch in English language teaching (Irshad and Anwar, 2018). Compare with EGP, teaching ESP usually has more challenges and focusing on the students specific needs which necessary more concentrating of its context for acquiring professional skills as particular job-related functions, so teacher needs in charge of it (Falaus 2017). In ESP is having challenging task because learners were not in position of being 'primary knower' related to the carrier content which the cases of ESP learners know more about content than teachers, so it is suggested for picking and choosing from various teaching strategies and methodologies for running effective ESP course (Javid, 2015).

As stated by those several previous researchers, we know that ESP or known as English of Specific purpose is teaching and lerning English which materals are

concerns on students need based on their major which means focusing on their future career or job. In teaching ESP, 4 skills (Listening, Speaking, Writing and Reading) are also taught like teaching language as usual. While this study just concerns on teaching reading comprehension in ESP class.

2.2 Teaching Reading Comprehension in ESP

ESP teachers aren't disregard learners' attitude through reading process in complex task of comprehension, learners' purpose is important for determining their degree of engagement from text and identified purposes of their personal interests or instrumental need for information (Coronel, Liendo, and Diaz 2003). From those, we can conclude that teaching reading in ESP class needs to involve students not only from new vocabulary but also communicative which it is necessary to determine ESP students degree engagement, their purpose and personal interest which need for information.

2.2.1 Elements of Reading Comprehension

In teaching reading, of course it is necessary to teach some elements of reading comprehension. By knowing elements of reading comprehension, students will understand the text well. There are various version theories related to components in reading comprehension, such as how students comprehend the literal meaning from the text, reorganize some informations from the text, finding inference implicitly, making prediction through the text discussed, giving general judgement and their personal response from the text. Those were also stated by Day and Park (2005) who giving detailed picture of six types of comprehension, among them are:

First, *Literal comprehension* (understanding straightforward meaning of text, example facts, vocabulary, dates, times, and locations). Second, *Reorganization* (information from various parts of text and combine them for additional understanding). Third, *Inferences* (not explicitly stated, involves students combining their literal understanding of the text with their own knowledge and

intuitions). Forth, *Prediction* (understanding of passage and their own knowledge from topic and related matters in systematic fashion for determining what might happen next or after story ends). Fifth, *Evaluation* (give global or comprehensive judgment about some aspects from text). Sixth, *Personal response* (respond with their feelings of text and subject).

There are also other aspects of reading comprehension that stated by several researchers such as stated by Rahmat (2017) who categorized reading comprehension into 4 levels, they are: first, Literal Comprehension (involves; Identifying specific information, Finding main idea and topic), second, Interpretive Comprehension (relationships among ideas, implied meaning of this ideas). Third, Critical reading (both literal comprehension and interpretation, but reads critically and evaluates what has read), fourth, Creative reading (applies ideas to new situation and recombines the author's ideas with the other ideas, the solution to the problem). Rubin in Nengsih in Rahmat (2017) stated some of reading skill levels, involving; Determining word meanings from context, Finding main idea, Reading between lines or making inference, Drawing conclusion, Making Generalization, Reacognizing cause and effect reasoning, Recognizing analogies. According to Luebke and Lorié (2013), who stated that Bloom's (1956) Taxonomy represents types of reading tasks, they are: First, *Knowledge*: recognizing or recalling facts, terms, generalizations, etc. Second, *Comprehension*: understanding meaning, interpreting, translating. Third, *Application*: applied what that known of problem or new situation. Fourth, *Analysis*: separate in parts of organizational structure that can be understood. Fifth, *Synthesis*: put several parts together as form of new idea. Sixth, *Evaluation*: making judgments about value.

Regarding to the elements in teaching reading comprehension, the researcher refers to theory stated by Day and Park. Because the researcher thinks that the theory has already represented of reading comprehensions' elements and covers theories stated by others. Beside that, it's important to know types in composing reading questions as guidance. According to Burns (1984) in (Nugraha 2011)

there are seven major question types of guiding reading as follows: First, *Main Idea Question* (asked to identify central theme of selection). Second, *Detail Questions* (asked about bits of information conveyed by the material). Third, *Vocabulary Questions* (asked about meaning of words that used in selection). Forth, *Sequence Questions* (asked about events in their order of occurrence). Fifth, *Inference Questions* (asked about that is implied but it does unstated directly from the material). Sixth, *Evaluation Questions* (asked for judgments about the material). Seventh, *Creative Response Questions* (asked to go beyond the material and create new ideas based on the ideas they have read).

Muayanah (2014) explained the levels of Reading Comprehension Questions. Further explanation is described as follows: First, *Literal Comprehension* (Recognition or Recall of Details, Recognition or Recall of Main Idea, Recognition or Recall of a Sequence, Recognition or Recall of Comparison, Recognition or Recall of Cause and Effect Relationships, Recognition or recall of Character Traits). Second, *Reorganization* (classifying, outlining, Summarizing. Third, *Inferential* (Inferring supporting details, Inferring Main Ideas, Inferring Sequences, Inferring Comparison, Inferring Cause and Effect Relationships, Inferring Character Traits). Forth, *Predicting Outcomes* (predict, Inferring Figurative Language). Fifth, *Evaluation* (Judgments of Reality and Fantasy, Judgments of Fact or Opinion, Judgments of Adequacy and Validity, Judgments of appropriateness, Judgment of Worth, Desirability and Acceptability). Sixth, *Appreciation* (Emotional Response to The Content, Identification with Characters or Incidents, Reactions to the Author's Use of Language, Imagery).

Humos (2012) explained Barrett's major five reading skills in details; *first, Literal Comprehension* (Recognition, Details, Main Ideas, Sequence, Comparison, Cause and Effect, Character Traits). *Second, Reorganization* (Classifying, Outlining, Summarizing, Synthesizing. Third, *Inferential Comprehension* (Supporting Details, Main Ideas, Sequence, Comparisons, Cause and Effect, Character Traits, Predicting Outcomes, Interpreting Figurative Language), fourth, *Evaluation* (Judgments of Reality or Fantasy, Fact or Opinion, Adequacy and

Validity, Appropriateness, Worth, Desirability and Acceptability). Fifth, *Appreciation* (Emotional Response to the Content, Identification with Characters or Incidents, Reactions to the Author's Use of Language, Imagery).

From those several reserachers' statement of reading comprehension's components, it can be concluded that in teaching reading comprehensions include creating questions of reading comprehension should cover several different components they are: literal, reorganizing, inference, prediction, evaluation and personal response.

2.2.2 Problems in Teaching ESP Reading

Problems in Teaching ESP Reading Problems in teaching sometimes can not be avoided, include in teaching ESP. One of major problems in ESP is for motivating the learners, as we know that students' learning motivation increases significantly when students feel that their activities having goal, when students get chance for deciding learning terms, when students having responsible for participating for different activities and solving several assignments (Alina and Lavinia, 2017). Mostly students have problems for understanding concepts of syntactic units of reading text and having problems in understanding meaning too (Rezaei, Rahimi, & Talepaskan, 2012 in Adam et al. 2013). Technology in ESP pedagogy grow fast since computer introduced into the classroom (Bielawska, 2019). Technology in ESP classroom make students active so it is useful for thinking how this role influence the learning processes and activities (Makrieva, 2015). The use of technology has become an important part for learning process that has been used to both help and improve language learning. Ahmadi (2018) had been esigning and implementing digital technology in teaching and learning process is one of the most demanding task that faced by ESP teachers which should focus to adopt new approaches as effective and efficient technologies into the learning process (Živkovic, 2016).

It can be concluded that several problems in teaching ESP reading can not be avoided in the class. Among those problems are students' motivation,

comprehending the reading materials. So, it needs to bring technology into the class as tools to help students motivate themselves for comprehending the text.

2.3 Teaching ESP Using Technology

The technology develops rapidly, it is not only used for daily needs and communication but also in teaching. As stated by Ouyang and Stanley (2014), they said that in 20th century, several major educational theories (Behaviorism, Cognitivism, Constructivism and Multiple intelligence) applied educational technology in education. Related to technology usage for teaching and learning, Piaget (1898-1980), Bruner (1915) and Ausubel (1918-2008) that cognitive developmental theory is to develop students' capabilities of think creative, analyze information and solve problem through computer-assisted instruction. Technology may actually be a positive influence in creating a new knowledge revolution, instead of using technology for social and entertainment value, students can learn to use instructional technologies as skill set for learning more efficiently (Buzzard et al., 2011).

Technology is part of teacher's toolbox which resources could be used by a teacher for facilitating learning in the classroom (Eady & Lockyer, 2013 in Jojo and Mohapi, 2017). Today's role of educational technology in teaching is important because using various applications of information and communication technologies accessed by internet help distance education, teachers, and students as the educational technology advantages (Stosic, 2015). Technology in teaching is great because provides information and communication which has various applications of distance education and the Internet (Lazar, 2015). Technologies and computers are becoming integral parts of education system which extended to primary, secondary and university level not only as communication between learner, teacher and others but also can enhance education process for several ways effectively (Hamiti and Reka, 2012). Technology included part of curriculum, instructional delivery system, aiding instructions and tool for enhancing entire learning process (Raja and Nagasubramani, 2018). From the

enhancement of technology, digital learning may allow people for learning efficiently and effectively (Wardhono and Spanos, 2018).

As stated above, we know that rapidly development of technology can be the way of teaching in the class beside other uses. Including in teaching ESP reading materials. Both teachers and students can use IT during teaching and learning process. That integrating technology could influence learners' enthusiasm in learning.

2.3.1 Online Platforms

Technology internet based provides many information sources, include several free online platforms that useful in education world. In 2015, Oxera Consulting LLP stated that platforms is small websites with a local reach to worldwide companies that offer various services such as Internet search engines (Google, Yahoo, Bing), online market places (eBay, Booking.com, Asos, Allegro, Amazon), video-sharing platforms (e.g. Dailymotion, Vimeo, YouTube), music and video platforms (e.g. Deezer, Spotify, Netflix, Canal Play), social networks (e.g. Facebook, Twitter), collaborative economy platforms (AirBnB, Uber, BlaBlaCar, Ulule, Crowdcube), online gaming (Steam), etc. In addition, online learning platform is also described as learning management system (LMS) that is software devised to organize and manage learning (Anderson, 2008; Paulsen, 2003 in Mulyono 2016).

The concept for information technology (IT) related platform is large involve phenomena ranging from system Linux operation to the Internet (Sun, Gregor, and Keating 2016). As stated by Jewitt et al. (2010) that learning platform technologies are set of integral part of schools' ICT decision for future decade. Mostly nowadays, government's policy has been moving for encouraging the use of learning platform technologies toward English school system for all students for having access personal online learning by 2008, all secondary schools provided by parents in accessing online information by 2010, and all primary schools do the same too by 2012. The e-learning platforms are used in several various stages of

institutional educational processes includes in institutions where communication and information technology are significantly applied which applications is based network usage made up of server and computer (Doduna et al. 2015).

The term ‘learning management system’ (LMS) is described as an online learning platform, software that is devised to organise and manage learning (Anderson, 2008; Paulsen, 2003; Mulyono, 2016). Clickers are a simple technology. They use simple, off-the-shelf networking to send a signal from each student’s handset to the instructor’s computer (Trees & Jackson, 2007). Clickers are a type of instructional technology that allows instructors to gauge students’ real-time performance in the classroom. Typically, instructors pose conceptual questions in multiple-choice format at several points in the class period and students respond to the question or vote on the answers using clickers (Barth-Cohen et al., 2016). As mentioned above that the definition of online platform is anykind of learning management system that we can access online through internet connection from any devices such as computer, laptop or smartphone.

2.3.1.1 Students Responses Systems

Students responses systems (SRS) is transmitted online devices which can be accessed by learners for answering questions through their mobile phone or computers. Asmali (2018) stated that most clicker systems can be used easily which only need a computer, a projector and mobile phones that become applications developed for classroom use for students especially in higher education institutions. (Aljaloud et al., 2016) stated that SRS is known by several various names; such as classroom performance systems (CPS), audience response systems (ARS), personal response systems (PRS), classroom communication systems, electronic response systems (ERS), electronic voting systems (EVS), polling systems, or clicker systems. The term ‘SRS’ refer to system as whole terms of ‘clicker’ which refers of physical handheld devices used by students. Fuller and Dawson (2017) stated that SRS referred to as handheld clickers which recently designed as web-based or mobile apps as educational technologies used.

Student response systems (SRS) such as “clickers” and “zappers” or some other more contemporary game-based student response systems (GSRS) such as Kahoot! and Socrative systems (Wang; 2015 in Licorish, Owen, and Daniel 2017). Actually there are many SRS platforms, but here the researcher just focuses on using of 2 kinds of SRS platforms only, they are:

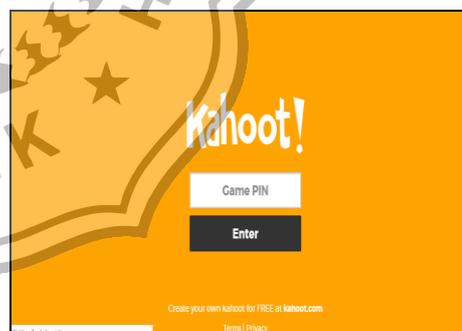
1) Kahoot

Kahoot! is a student response system or game-based platform that encourages student for participating and keeping engaged (Dellos, 2015 in Ciaramella, 2017). For example, teachers can use Kahoot! for project quiz questions (can enhance with images and videos) as lecture slides that students respond by using web browser on digital devices and the teachers are able to control for playing also giving students awarded points if can answer questions correctly (Licorish, Owen, and Daniel, 2017). Kahoot! Game-based student response systems motivate learners’ engagement and improve learners’ learning experience (Licorish et al., 2018). **Link:** <https://kahoot.com/> or <https://kahoot.it/>. Picture 1.1 and 1.2 below are Kahoot! homepage.

Picture 1.1



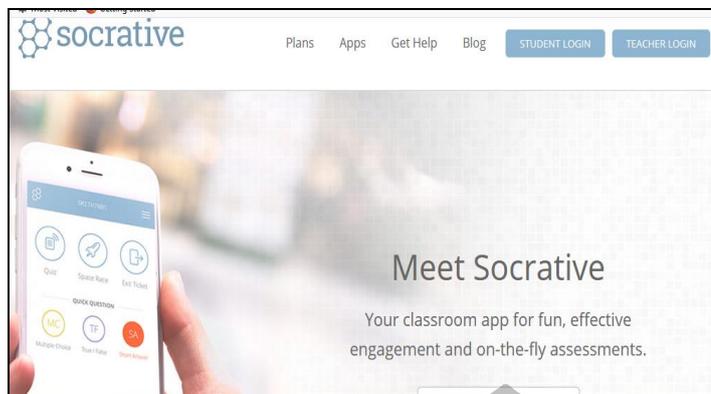
Picture 1.2



2) Socrative

Socrative is a smart SRS that empowers educators or engaging their classroom and very useful as tool for them who have difficulties for engaging their learners in teaching materials (Kaya and Balta, 2016). Whereas, Socrative is free which only needs internet and a smartphone (Awedh et al., 2015). Socrative supports learners for learning in getting immediate feedback (Dakka, 2015). **Link:** <https://www.socrative.com/>. Picture 1.3 below is Socrative homepage.

Picture 1.3



SRS is stand for students' response system. It is online platform operated by accessing web browser which having various kinds. Those we can access freely and also by payment. Those SRS could be used for teaching and learning such as gamification, pooling, or even for answering questions as quiz. Here the researcher only focus on two kinds of SRS, they are Kahoot! and Socrative. Kahoot! is one of SRS which both teacher and students can be involved in. students can answer quiz by tapping or drag multiple choice answer through their own smartphone while the question can be displayed on projector screen through teacher's laptop or computer. Socrative has also the same function like as Kahoot! but the difference is both questions and answering choice can be shown on students's own smartphone while kahoot! is only the answer choice.

2.3.1.2 Procedures of Teaching Students Responses Systems

Talking about SRS usage, it is important to know about its implementation procedures. Asmali (2018) conducted research about using SRS, He applied Kahoot! application in treatment group which procedure of applying it starting for asking his students to download the Kahoot! application which running from any devices of web browser. As the equipments, students are using their own smartphone that provide with the pin number to join this quiz. It provides instructors for detail report of quiz which involves percentages of total correct and incorrect answers and feedback. For using questions students needed to watch the screen reflected through the projector because the questions did not appear on

their phones. They chose answers by clicking on colorful figures through their smart phones' screen. After each question, students could see whether they answered right or wrong on both their device and on the screen and did the same implementation in treatment group in each week.

1) Steps to apply Kahoot!

First, teacher accesses the link <https://kahoot.com/>. Second, teacher creates kahoot account by following the instructions in kahoot. After the account has been created, the teacher receives confirmation email to the address associated with his/her account. Third, teacher can create a new quiz, discussion and survey (based on Kahoot! features) needs in the classroom related topic materials. Fourth, teacher asks students to access the web <https://kahoot.it> using their smartphone, tablet, or laptop device in order to participate. Fifth, teacher launches the quiz and asks students to enter the game pin (the game pin will display on the screen). After entering the game-pin, each student will be prompted to create nickname. If the students have already join, their names appear on screen. Teacher can wait all students have entered then start the quiz. The question, time limit, and answer choices will be displayed. While students will see answer choices on their own smartphone, tablet, laptop, and respond by taping one of available answer choices. When all questions have been answered, the winner screen will be displayed showing who received the highest score.

2) Steps to apply socrative

The first step, teachers accesses <https://www.socrative.com/> then create an account by entering a valid e-mail address and password. Second, teachers can create quizzes. Next, the teacher should choose what type of questions they want, such as multiple choice or short answer. Third, to begin the quiz, navigate home page and click start quiz. A list of all quizzes which have been created will appear. Fourth, teacher asks students to launch the socrative

student clicker app or go to <https://www.socrative.com/> in a web browser. Fifth, teachers asks them to choose student login then enter the room number supplied by teacher and click join room. Sixth, students have for entering their name as prompted and click submit. After applicable, they have to choose a team color. Seventh, students should answer the questions when prompted the next step they should click finish space race after the last question. The last step, students have to click log out.

2.3.1.3 Benefit of Using SRS

SRS having several benefits that help teacher in teaching. According Asmali (2018) that using SRS system helps educators to make students active in the class and make students understand the topic material easily. Hwang et al. (2015) stated that by using clickers having advantage of mobile clickers was in helping students to identify their misunderstandings. Active learning is student-centered pedagogical approach, and SRS technology helps to facilitate classroom environment (Guarascio, Nemecek, and Zimmerman, 2017). From those several previous study known that using SRS is effective for enhancing the students learning and be effective strategy in teaching English. SRS has benefits if it is applied during conducting teaching and learning process. Among them are students interact to be active in involving the activity in the class, help them to understanding the materials.

2.4 Previous Studies

According to previous studies, there are some gaps to be connected to this study. The first, research was conducted by Asmali (2018) who study Kahoot in ESP fields in the state university in Turkey department tourism and hospitality service. His study's design using experimental with randomize selection sample. In his research, he plays video dialogues several times related to topic for each meeting, then teaching new words lexical item for each unit. He used kahoot! to display open ended questions about the dialogue from video and grammar topic

also language expression based their needs. Example: expressing wants polite, responding complaint etc. Second, Premkumar (2016) had studied about the using of SRS toward students' involvement, engagement and participation for active learning strategy. He used pool device SRS named Pool everywhere toward 26 students of computer science university of Saskatchewan. He used this SRS as replacement of traditional pooling for answering question or quiz by raising their hands. The SRS had used to provide feedback as formative assessment and also its impact for students and teacher perspective. Third, Dizon (2016), had studied about the using of SRS named Quizlet in English classroom for enhancing academic vocabularies acquisition of Japan university students who selected by their TOEIC score and previous academic sore level. Fourth, Piskorz (2016), also conducted study about exploring kahoot! SRS that concerning on teamwork and task objective. He observed groups of university students during the class of English from various department; information technology, literature, publish administration, political studies, sociology, philosophy and cultural study which chosen randomly. He distributes questionnaire to those students focus on motivation and how funny and enjoyable of Kahoot! For them.

In the second, third and fourth previous studies are focusing on using SRS of students' engagement, perception, motivation of academic in EFL. While this study is about SRS usage in ESP field. Both in this study and the first previous study are using kahoot! in ESP field, but the researcher focuses on ESP reading comprehension while the first previous study was focusing on questions from dialogue of video, grammar and language expressions. Based on the first previous study, the usage of kahoot! is effective in teaching ESP. So, the researcher comes up with idea of combining some teaching strategies such as jigsaw, group discussions and other conventional teaching strategies with SRS (Kahoot and Socratic) usage in teaching ESP reading materials. There should be interactive teaching activities as the fact that learners' characters are easy to get bored and less interactive. This becomes strategic choice that probably good to be used. In this study, the researcher combines kahoot! usage and socratic usage, but the

researcher doesn't implement both Kahoot! and Socrative in one meeting. The researcher implement SRS Kahoot! for meeting 1 to 4, then continue to implement SRS Socrative for meeting 5 to 8. The researcher combining to use SRS (Kahoot! and Socrative) usage in this study to strengthen the students engagement toward classroom activities especially reading class. It is also expected by using those two SRS platforms, students can access information about reading material easily. So, it can correlate with ESP reading issues (students engagement, limited access and inappropriate material) as the alternative problem solving. Therefore, it becomes estimation to considerate for answering this study's hypohthesis. In this study, SRS (kahoot! and Socrative) states "works" if it can answer the research problem. It can be stated that SRS (kahoot! and socrative are effective, means accepted (H_a). As theoretical hypohthesis pattern that H_a = there is significance effectiveness between teaching by using online students' response systems & Management learners' reading comprehension scores. While if the result is contrary, so it can be said that SRS (kahoot! and Socrative) are uneffective or rejected (H_o). H_o = there is no significance effectiveness between teaching by using online students' response systems & Management learners' reading comprehension scores.