CHAPTER II

LITERATURE REVIEW

2.1.   Literature Review

This subchapter systematically elaborates theories related to the three main key words of the research, which are media, instructional media, and case study.

2.1.1   Definition of Media

A medium (plural, media) is a means of communication and resource of information. Derived from the Latin word meaning "between" the term refers to video, television, diagrams, printed, materials, computers programs, and instructors. These are considered instructional media when they provide messages with an instructional purpose. The purpose media is, to facilitate communication and learning between a source and a receiver (Arsyad, 1990).

Furthermore, Sadiman, et al., (2002: 6)" state that media as everything that can be used to deliver the message and message sender to the receiver, so that it can stimulate the mind, feelings, concerns, and interests as well as the student's attention such that the learning process takes place effectively and efficiently as expected.

In addition, the opinion of one of the Association of Education and Communication Technology (AECT), said that as all forms of media and channels

used to convey messages and information. From the opinions of experts above, it can be concluded that the media is a tool, a means, intermediaries, and liaison to spread, carry or convey something of the message (message) and the idea to the recipient. While media education is anything that can be used to deliver a message so that it can stimulate thoughts, feelings, actions, interests and students' attention such that the learning process happens to students.

Besides that, in for communication purposes, in the book Introduction to Communication Studies (Cangara, 2006: 119), the media is a tool or means used to convey messages from the communicator to the audience. There are some psychology experts consider that the human communication, the media most dominance in communication is the human senses such as eyes and ears. Message - a message received by the senses subsequently further processed by the human mind to control and determine its attitude towards something, before it is expressed in action.

From the definition of these expert above, it can be concluded that media is a good facilitator to engage students' interest to the course. Moreover, media can enhance students' understanding and knowledge by delivering the material effectively. However, the use of a good media to support the students in learning at school or out of school in terms of the quality of teaching is good. In addition, the researchers concluded that the use of the media can effectively help students to extend the learning mind-set and also did not make the students get bored in learning English.

2.2   Definition of Instructional Media

According to St. Cloud State University (1997) instructional media encompasses all the materials and physical means an instructor might use to implement instruction and facilitate students' achievement of instructional objectives. This may include traditional materials such as chalkboards, handouts, charts, slides, overheads, real objects, and videotape or film, as well latest materials and methods such as computers, DVDs, CD-ROMs, the Internet, and interactive video conferencing.

In other addition, as a learner should use media whenever, for the best judgment, it can facilitate learning or increase understanding of your material. Of course, communicating to facilitate learning can be a challenging process, often requiring creative efforts to achieve a variety of implicit instructional goals (University of Saskatchewan, n.d. 2004).

In accordance to the theories from St. Cloud State University and University of Saskatchemen, they point out that instructional media can raise students' knowledge in order to improve learning goal.

The researcher concluded that, the purpose and that goal is for using instructional media as students must have a fascination with something new related to the learning in the classroom or outside the classroom, to balance the modernization of existing at present requires students to be creative and innovative. However, the instructional media is one of the sources of student learning.

2.2.1. Definition of Online Learning Media

Education in which instruction and content are delivered primarily over the Internet. (Watson & Kalmon, 2005). The term does not include printed-based correspondence education, broadcast television or radio, videocassettes, and stand-alone educational software programs that do not have a significant Internet-based instructional component. In other statement by Derek Stockley (2003), the delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.

E-learning can involve a greater variety of equipment than online training or education, for as the name implies, "online" involves using the Internet or an Intranet. CD-ROM and DVD can be used to provide learning materials. Distance education provided the base for e-learning's development. E-learning can be "on demand". It overcomes timing, attendance and travel difficulties.

2.2.2. Definition of Edmodo

Edmodo is an educational website that takes the ideas of a social network and refines them and makes it appropriate for a classroom. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo. It is a safe environment. There is no bullying or inappropriate content, because the teacher can see everything that is posted on Edmodo. Also, parents can join the class to bring a

level of transparency that is difficult to achieve without technology. All in all, Edmodo is a grat companion to just about any class (Cauley, ND).

2.3. Definition of Student's Perception

In the dictionary, following definitions of 'perception' are found:

> **"Perception/ Perceptions.** 1. Someone who has perception has the ability to realize or notice things that are not obvious to other people (…). 2. A perception is a belief or an opinion that you have as a result of realising or noticing something, especially something which is perhaps not obvious to other people (…). 3. Perception is the awareness of things that you have by means of your senses, especially the sense of sight." (Collins Cobuild, English Language Dictionary, 1987, p. 1064).

In other statement, Tynjälä, (1997) describes that students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. Students' perceptions are the result of direct experiences in the educational context. These experiences can be very different from teachers' experiences or parents' experiences of the educational context. From the above theories about perception, it can be concluded that the result of perceptions is vary according to the ability of students who perceive them. The different perceptions among the students create critical thinking that can boost students' involvement in learning process.

The researcher concluded that, the perception of students is part of the students' awareness of a thing that makes them interested to draw conclusions. And additionally, students 'perception is a result of students' thinking concept of a thing that makes students are following their try to think is patterned

according to their ability. Perceptions of students are very important for teachers, other students, etc. However, with that perception and teachers can find out what the extent of students' skills in the development of learning and thinking. In addition, teachers can find out what students want and what the students need.

Besides that, the researcher can have analyzed the students percepeption truly the student's achiever tends to gives the perception with the real fact, and also gives the reasons and show the mistaken or problem, then gives positive input which innovation. The researcher also showing the method of students deliver good input dan has power of good thinking.

2.4. High Achiever Student's

According by Carol (2011), higher achiever students are those who get high marks and good grades. Typically, they are well-organized in time management thus they turn to be neat and do the assignment well. The high achiever students also tend to be well-behaved, adjusting well to the classroom environment and participating enthusiastically in classroom discussions. Others discussion by Burrow, Dooley, Wright & DeClouA (2012: 6) state that effective way to identify a high-achieving student is by his or her strong GPA (grade point average). Students who achieve an average of 90% or higher in their top six courses were high achievers.

According to Kingore (2004), there are several characteristics of high achiever learner. They are categorized as attentive students who pay attention toward the lesson. They are actively engage in disscussion by generating advanced ideas, answering the question in detail, and responding something with interest and good opinion. Then which have achieved goals such as being at the top of the group, understanding complex things, getting a score, and completing the assignment on time. And also, high achiever students are people who enjoy teaching peers, enjoy school environment and another good attitude. In order to comprehend the entire characteristic, below are the table of High achiever students' characteristic.

High achiever students has some characheristics by Kingore, B. (2004)

TABLE 2.1

Characteristics of High Achieving Students, High Ability Students and Creative Thinkers

High Achieving Students	High Ability Students	Creative Thinkers
Remembers the answers	Poses unforeseen questions	Sees exceptions
Is interested	Is curious	Wonders
Generates advanced ideas	Generates, complex, abstract ideas	Overflows with ideas, many of which will never be developed
Works hard to achieve	Knows without working hard	Plays with ideas and concepts
Answers the questions in detail	Ponders with depth and multiple perspectives	Injects new possibilities
Performs at the top of the group	Is beyond the group	Is in own group
Learns with ease	Already knows	Questions: What if?
Needs 6-8 repetitions to master	Needs 1-3 repetitions to master	Questions the need for mastery
Enjoys the company of age peers	Prefers the company of intellectual peers	Prefers the company of creative peers
Understands complex, abstract humor	Creates complex, abstract humor	Relishes wild, off the wall humor
Grasps the meaning	Infers and connects concepts	Makes mental leaps: Aha!
Completes assignments on time	Initiates projects and extensions of assignments	Initiates more projects than will ever be completed
Is receptive	Is intense	Is independent and unconventional
Enjoys school often	Enjoys self-directed learning	Enjoys creating
Absorbs information	Manipulates information	Improvises
Is a technician with expertise in a field	Is an expert, abstracting beyond the field	Is an inventor and idea generator
Memorizes well	Guesses and infers well	Creates and brainstorms well
Is pleased with own learning	Is self-critical	Is never finished with possibilities
Receives A's	May not be motivated by grades	May not be motivated by grades
Is able	Is intellectual	Is idiosyncratic

Modified from Kingore, B. (2004). *Differentiation: Simplified, Realistic, and Effective.* Austin: Professional Associates Publishing.

The researchers can conclude that high achiever students are students who not only achieved and teacher's consideration. In a study in SMA N 1 Pakem, the researcher can categorize high-achieving students from each class conform to the criteria of High Achieving Students by Kingore, B. (2004). The students at SMA N 1 Pakem are the subject of research, especially the class X program (social and sciences) there are 1-3 students with high achievement in the classroom that is in accordance with the criteria of High Achieving Students by Kingore, B. (2004) and researcher make the students to be an object as the source of the researcher.

Researchers conducted the study with a sample of student's achievers in SMA N 1 Pakem because researchers need more data that is accurate and reliable truth. In addition, researchers have difficulties to determine the sample for students who have a good achievement because of, SMA N 1 Pakem is a school that has an excellent standard in Yogyakarta.

In this research, the researchers asked for help from two English teachers in SMA N 1 Pakem namely Alfa Nurhasanah Miss and Miss Mawar to provide information to researcher about anyone achieving students in each class. In addition, researchers have recourse to both an English teacher at SMA N 1 Pakem in a way to show to the researchers the results of daily tests, test results daily, the results of the semester exams and also personalities such as: manners, politeness and behaviour of students achieving the that the data provided by students are more accurate and reliable.

References to Donald L. Kirkpatrick's four-level model are interspersed throughout 'Course Evaluation and Revision Maintenance' model to provide a context for making connections among technology, instruction, evaluation, and performance. Because of its complex nature, however, level four is beyond the scope of this discussion. Although arriving at level four might be viewed in the training industry as analogous to reaching Maslow's pinnacle of "self-actualization," Kirkpatrick proposes that data gathered at previous levels can be equally vital: A lack of data from levels one through three makes it impossible to identify whether a performance problem stems from the training itself or from workplace dynamics and support. Throughout this exploration, the intent of each level is briefly reiterated; and also, suggest methods for automating related evaluation techniques via the Web, pointing out considerations along the way.

Other studies relatied to the 'Course Evaluation' is the evaluation of science teaching junior high school on using Stake's countenance models by Lukum (2015). In that study, the author has purpose of the study was to describe the science learning programs in junior high school in Bone Bolanga district based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia, Number 65 of 2013 about processing standard of primary and secondary education. The study used Stake's Countenance evaluation models. Accordingly, profit model evaluation countenance stake is based on the assessment of program needs to be evaluated, so that the buffer described in complex learning programs implemented by teachers as well as having great potential to gain experience and theory of the learning program

dieveluasi. Stake evaluation model is the analysis of the evaluation process that focuses on two types of operations are descriptions of these and distinguish three phases in the evaluation of that program; preparation of this research is the lesson plan; the transaction is the implementation of the outcomes of learning and learning outcomes of students.

Based on the two-model's evaluation above, researchers used a model of evaluation of Kirkpatricks' model online to answer of the instrument is designed and implemented by researchers.

2.5   Definition of Learning

Learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. The learning environment includes the physical facilities, the psychological atmosphere, instructional technology, media and methods (Arsyad, 2011: 3).

According to Dimyati & Mudjiono (2006), learning is an internal process that is complex. Involved in the internal processes of which contain elements of affective (relating to attitudes, values, interest, appreciation, and adjustment of social feeling). In others statement, Slameto (2003) explain that learning is a process of someone's attempt to obtain a new change in behaviour as a whole, as a result of his own experience in interacting with the environment. Based on both of theories, learning is an alteration process of someone's behaviour in order to achieve good behaviour.

Based on the definition of two experts, the researchers concluded that learning is the most important thing for any individual or group. Learning is a process to find out things that are broad and the process to obtain high knowledge for the achievement of a desire, either in individual or group. Then, by learning, students can develop and hone their knowledge with both the talent and skills to become someone useful. In the process of learning, students can sometimes find it difficult. However, students can solve the problem by discussion and look for other references on the internet.

2.5.1 Theory of Language Learning

Language learning is broadly defined as developing the ability to communicate in the second / foreign language, and in this context, includes: language learning for specialists, language learning for non-specialists or service languages, languages for instruction, language learning for social purposes. In other statement, according to Michel McCharty (1994), language learning can be explicit (ex: the learner is aware of when and what they are learning) or it can be explicit (ex: learner is not aware of when and what they are learning). Language learning can also be declarative knowledge (ex: knowledge about the language system) or procedural knowledge (ex, knowledge of how the language is used).

Based on the explanation above, the researchers can conclude that learning English is the most important process in the interaction and communication between individuals. In addition, language learning can be defined as a person's ability to communicate well. By learning a language can develop the ability to learn other languages in the context of the usefulness and purpose.

2.6   Review of Relevant Studies

Research on instructional media for learning has been carried out by several experts and researchers. Owusu (2009) in his research entitled "Instructional Media as a Tool for Ensuring Quality Teaching and Learning for Pupils in the Junior High School in Kumasi" examines the effects of instructional media usage on pupils' learning. Owusu used quantitative method such as observation, interview and questionnaire to ESL students in junior Kumasi. The findings of this study proved that there was benefit of instructional media used by Junior High School pupils.

Other studies Grace (2014) entitled "Utilization of Instructional Media for Quality Training in Pre-Primary School Teachers Training Colleges in Nairoby Country, Kenya". This study examines the instructional media used in teaching pre-primary school by college tutors in both public and private institutions. For the sampling the researcher used two public and 19 private pre-primary school teacher training colleges and tutors who taught the classes In These diploma colleges. There were 168 tutors. The total number of targeted classes was 84. Each college diploma has 4 classes, two in first year and two in the second year of study. The findings of this study are revealed that variety of instructional media were inadequate. The three variables; availability of instructional media, attitude towards instructional media, and motivation of tutors together predicted tutors' utilization of instructional media.

Beside the instructional media research, there are two researches which evaluated Edmodo directly. The first research came from Fauzi (2015) entitled

"The Effectiveness of Edmodo in Increasing Students' Writing Skill in Recount Text (An Experimental Study towards the First Graders of MAN Rejotangan in Academic Year 2014/2015)". This study used quantitative approach with pre-experimental design. The purpose of this study was to investigate the effectiveness of Edmodo in increasing the first-graders' skills in writing text. The of participants of the study was 9 ESL learners from Excellent program. The finding showed a significant difference between the result of pre-test and post-test. It means that Edmodo could improve students' writing skill effectively.

The second research about Edmodo came from Mark Angelo (2014) entitled with "Students' Perceptions on the Effectiveness of the Use of Edmodo as a Supplementary Tool for Learning". The purpose of this study was to know the effectiveness of Edmodo as supplementary tool for learning. The participants were students of Prof. Edulag's - a Social Science professor of Centro Escolar University - Makati. They consisted of 27% males and 74% female who required to answer online quizzes, assignments and discussions. Based on his study, Mark Angelo used triangulation, survey questionnaire, and interview to some of participants and researched related literatures about the current research. The finding from the current research support Reviews those of previous studies on the impact of virtual learning environments on the perceptions of students regarding its usefulness on their learning and education, as well as the benefits and limitations of using virtual learning environments and social networking sites within educational settings.

2.7   Conceptual Framework

In English learning, there are several variations of the media used in teaching and learning English in the classroom, such as; flashcards, posters, audio, video, music, etc. However, the use of media in the classroom is not directly proportional to what is in the classroom, and teachers feel reluctant and lazy to prepare the media for learning. Not least, the teachers thought that the students need is knowledge, but the teacher is an educator should know what students want and what the students need. Indirectly, the role of teachers is one of the keys in the context of initiation that class runs conducive and the teacher's role that should unite the power of the media with a variety of activities that are relevant to instructional purposes.

With a rapidly the world is getting modern education, particularly in one of the Internet is Edmodo which offers interactive media that can help the learning process by students and teachers. In the world of education use, Edmodo has been much in demand by teachers and students, because it is easily accessible and can be accessed anywhere. Researchers can conclude based on the opinions of students regarding instructional media, the results of this study can be made the basis for teachers / schools to improve the use of media, especially in the teaching of English language in schools.

Research on English language learners have been carried out by some researcher. A study conducted in the late 1990s offers some insights into the motivation of ESL learners as it relates to Internet communication by prodiving an in-depth look at how one learner was affored opportunities for successful use, of

English through technology. Lam (2000) described the ESL learner, Almon, in the US who began using the Internet as a means for developing his interest in a Japanese singer.

In others study which related their research. After attending an introductory class on E-mail and browsing for information on the web in a high school from which he would soon graduate, he continued to look up websites for tutorials on how to make personal home pages and conduct on-line chat. By fall 1997, when he began his studies at a local Junior College, he had almost completed a personal homepage on a Japanese pop singer, had complied a long list of 0n-line chat mates in several countries around the world, and was starting to write regularly to afew E-mail pals (Lam 2000: 467)

Based on Lam's study is particularly compelling because she was able to gather evidance about the change that the learners detected about his English and his identity as an American. As a summarized in Table 1.2, before he got involved in the Internet community, he was overwhelmed, feeling that English was the worst problem he faced, that he did not belong in the United States, and that his English would never improve.

Table 2.2 Summary of an ESL learners comments *before* and *after* entering

Internet discourse communities.

Before Internet	After Internet
"English is my biggest *problem*"	"I've improved, it's because of ICQ or e-mail or other reasons…"
"It's like this place [the US] isn't my world…"	"…now I feel there's nothing much to be afraid of… it was my [Internet friends] who helped me to change and encouraged me."
"…my English won't be that good even in 10 years."	"I'm not as afraid now."

(summarized from Lam 2000:467–468)

In other research has indicated that computer (not necessarily Internet) use was very widespread among Englsh language learners internationally in the late 1990s, although regional variation existed, and undoubtedly still does (Taylor, Jamieson & Eignor 2000).

Of course, having physical acces to a computer and the Internet only opens the door to opportunities for participating in English language speech communities that may be benefical for language development. Research on learners living and working in English-speaking communities has revealed that learners also need to feel that they have the right to step into the room. In other words, individual perceptions of identity play a role in deciding to what extent the learners will participate in an English-speaking speech community (Peirce, 1995).

Based on the analysis of a student who experience changes when before using the internet and at the time was using the internet. Basically, the Internet makes the student having problems in the English language before using the

internet. In other words, this is one testimony to someone who likes experience changes their ability in learning the English language by using the internet. The researchers concluded that the student experience a little bit of linguistic ability in speaking or writing using the English language before using the internet. And also, the student is experiencing changes in the English language after using internet media. In this case, it can be concluded that the Internet had a positive impact for students that are difficult to learn the English language and difficult to explore.