

CHAPTER II

REVIEW RELATED INTRODUCTION

This chapter reviews related introductions concerning the topics of this study. It focuses on four sections: teaching Media, Teaching English as a foreign language (TEFL), Reading Skills, and ChatGPT.

2.1 Teaching Media

Teaching media refers to various media utilized during instruction and education. It comprises resources and techniques from conventional and digital media teachers use to improve student learning. Textbooks, audio-visual resources, online learning environments, interactive whiteboards, educational apps, instructional films, computer programs, and more are all examples of teaching media. These media are made to provide educational material in a visually appealing and interactive style, assisting students in better understanding and remembering the material.

2.1.1 Importance of teaching media in today's digital age

In today's digital era, students need to teach media. In this digital era, almost everyone and students use electronic devices that can help them find something they want. The use of teaching media for students is carried out so that learning can be varied and improve student learning abilities.

According to (Testing & Vol, 2022), teaching media is a tool that we can use to spread the word and encourage students' interest, focus, and feelings throughout learning activities to meet learning objectives. Media, one element of a learning system, is essential to learning. Students can better understand what they are learning by using learning material.

According to (Kalasi, 2014), the benefits of implementing new technologies in language classrooms can only be understood in the

context of how post-industrial society and language education are evolving and how language education aims are changing. These days, language teachers aim to help pupils become apprentices in new discourse communities and impart grammar principles. This is achieved by allowing students to engage in genuine and significant communication within and outside the classroom and access virtual global communication spaces.

2.1.2 Purpose of Teaching Media

The purpose of teaching media is so students can feel the difference in knowing the learning being carried out. It can also help teachers keep students' attention focused on the lesson. The use of teaching media can help students' knowledge retention because it allows students to read, watch, or hear information many times in different contexts from time to time.

According to (Harahap, 2022) Additional advantages of using instructional material in the classroom include:

1. Subject submissions may be uninformed.
2. The process of learning gets more engaging and transparent.
3. There is an increase in participatory learning.
4. Effective use of time and energy.
5. Raise the level of learning results for students.
6. Media makes learning possible at any time and from any location.
7. The media can help students develop a positive mindset about the subject matter and the educational process.
8. Recast the learner's function to be more constructive and productive.

From the purpose and advantages of using media as an alternative learning medium for students, we know that digital skills are highly valued in today's era and can help students and society achieve their goals more easily. Another purpose of using media is to develop students' reading interests through digital literacy. Media literacy

instruction offers resources to aid in developing receptive media capability for message analysis, opportunities for learners to expand their media exposure, and the development of generative media capability to foster increased creative skills in producing one's own media messages.

2.1.3 The role of media in education

2.1.3.1 Media as a tool for enhancing learning

According to (Raut & Patil, 2016), Social media is predicated on people knowing and interacting with each other. It allows people to spread knowledge, creating a more transparent and connected world community. Social networking plays a crucial role in various aspects of our lives, including politics, economics, and education, contributing significantly to these domains.

Media as a tool to improve learning is valid with the conditions in the era we are going through today. The development of the times through digital media associated with the world of Education will make it easier for teachers to deliver learning materials. For example, learning to use video media, assisted by projectors, will attract students' curiosity about the material to be given.

Raut & Patil, (2016), Also explained that social media platforms offer a range of resources that students may mix and match to suit their learning styles, improving their academic performance.

2.1.3.2 Visual and auditory stimulation

Visual media in education refers to using images, videos, animations, and other visual aids to enhance teaching and learning. Visual media helps students understand complex concepts by visually representing the material. It also helps teachers improve their presentations by quickly incorporating a

wide range of materials into their lessons, including Pictures from the Internet and teacher's comments about these objects.

Auditory media in education uses speech or audio material in teaching or learning. Audio media can assist with memorization (music, mnemonics, etc.), support auditory skills in learners, enable learners and teachers to listen to audio anytime, anywhere, and help guide assignments, procedures, and learning. It can be used in education to instruct students about Concepts for teaching and enabling self-study for non-readers, providing realistic foreign language practice, stimulating the imagination with stories, providing music for physical activity, and testing listening and comprehension.

(Problems et al., n.d.), The visual, auditory, and kinesthetic (VAK) approach is one of the methods that may be used with Microsoft Office PowerPoint learning materials. The three elements of visual (learning by sight), auditory (learning by hearing), and kinaesthetic (learning with motion and emotion) will all be included in the learning materials developed using this VAK methodology. These three traits are distinct ways of processing information. According to the dual coding hypothesis of multimedia learning, different people use different channels to process aural and visual information. Narration is processed through an auditory channel, while images are processed through a visual channel. This also holds for emotions and movements via many processing pathways. However, learning will be more successful when the available material has all these qualities.

2.2 Teaching as a Foreign Language (TEFL)

TEFL, or Teaching English as a Foreign Language, involves teaching the English language to non-native speakers. It is a popular field for those interested in teaching English abroad and can provide opportunities for travel, cultural

immersion, and making a positive impact on students' lives. TEFL courses typically cover a range of topics related to language teaching, including language learning theories, teaching methodologies, lesson planning, classroom management, and assessment techniques.

2.2.1 Method of Teaching Foreign Language

According to (Xoldarchayeva G.S. et al., 2021), instructional techniques and guiding principles make up a teaching method. Class involvement, recitation, demonstration, and mixtures of these are examples of frequently utilized teaching techniques. While the content or skill taught is the primary factor in selecting an effective teaching strategy, student aptitude and enthusiasm can also play a role.

(Xoldarchayeva G.S. et al., 2021), also explained that the effectiveness of a teaching strategy differs depending on the learner and the task. The purpose of teaching by doing, reading, and listening is to impart information to the students, but each method does so differently.

According to (Gulsora et al., 2017), The ability of students to understand and use information and communication technology is a crucial component of using current technologies in the classroom. Contemporary technology is one of the best ways to teach and learn a foreign language. During this procedure, which comprises:

1. Using computers, students can watch and listen to foreign-language movies, cartoons, dialogues, and demonstrations.
2. They can watch and listen to foreign-language TV shows and radio broadcasts.
3. They can use more conventional methods like tape recorders and cassettes.
4. They can purchase CD players.
5. Utilizing these technological resources enhances students' foreign language learning experience by making it more engaging and efficient.

2.2.2 The elements of language learning

The language learning element is one of the teacher's reference sources for providing material to students. With the elements of language learning, learning activities will be structured and organized to ensure the continuity of student learning.

According to (Zhang, 2010), Traditionally, instruction has focused on introducing students to specific parts of the code without giving them enough opportunity to practice. Learning a language is perceived as memorizing information and rules necessary to comprehend and work with the morphology and syntax of the target language. Student-initiated and teacher-to-student contacts make up the majority of interactions in the classroom. There is little interaction between students. Instead of explicitly developing their communicative skills, students are thought to be passively picking up linguistic knowledge. The following table outlines the primary distinctions between standard language instruction and cooperative language acquisition (Quote based on study of Nunan, 1989; Johnson & Johnson, 1991).

According to (Istenes, 2016), explained that there are 6 elements of part in learning a language, including;

1. Vocabulary
2. Speaking
3. Listening
4. Grammar
5. Reading
6. Writing

2.3 Reading Skills

Reading skills are essential for academic and personal success. Effective reading skills enable individuals to comprehend and make meaning from written text, communicate effectively, and learn new information. These skills include phonemic awareness, phonics, vocabulary, fluency, and comprehension. Phonemic awareness and phonics are crucial for decoding unfamiliar words, while vocabulary knowledge enhances comprehension, and

fluency facilitates efficient reading. Comprehension skills enable readers to make inferences, draw conclusions, and summarize information. Developing reading skills requires practice, exposure to various texts, and instruction and support from teachers or other educators. By improving their reading skills, individuals can enhance their ability to learn, communicate, and succeed in various academic and personal endeavors.

2.3.1 Components of Reading Skills

Reading is an active engagement in which readers use different strategies to understand and interpret texts. These essential skills are critical in improving students' reading comprehension. Using components in reading skills can help teachers determine how much comprehension each student has. Here the researcher will explain the components of reading ability and types of reading comprehension.

According to Jackson Best (2018), There are five components of reading skills, making them a regular classroom feature.

1. Phonics: the relationship between sounds and letters or letter groups.
2. Phonemic awareness: the ability to alter and arrange individual phonemes, such as vowel or consonant sounds, to form words.
3. Vocabulary: refers to the variety of words they can comprehend and apply in various contexts.
4. Fluency: accuracy, comprehension, and quick reading speed.
5. Comprehension: a student's understanding of the information imparted by a text, such as who, what, when, ideas, and meaning.

According to (Branch & Street, 2016) There are three types of theories of reading comprehension: mental representations, content literacy, and cognitive processes.

1. Mental representation

Stated that a reader may mentally see a text while they read it, which helps to explain how they understand it. Numerous studies

have confirmed that the construction of meaning involves multiple layers of representation.

2. Content literacy

The capacity to read, comprehend, and draw knowledge from books on a certain subject is known as content literacy. The three categories of content literacy are general literacy skills, content-specific literacy skills, and prior content knowledge. The general and content-specific literacy skills point to a more universal kind of knowledge independent of the specifics of a given text.

3. Cognitive processes

The automatic and unconscious application of syntactic and semantic principles takes place. There are several more or less conscious cognitive processes. The very automated and unconscious mechanisms that make perception are defined. Problem-solving deals with active thinking when we want to remember the name of a person we see and know.

2.3.2 Reading as an Important Skill

Reading skills are abilities related to a person's capacity to read, understand, interpret, and decode written language and text. Reading skills can help us respond to written communications such as emails, letters, and other written messages.

Reading skills are critical to students' success in school. They help them access the curriculum and improve their communication and language development.

According to (Science, 2019), the value of reading Reading's inclusion in the curriculum at universities and schools is a defining feature of literacy. Reading literacy is crucial in education, professional development, personal branding, schooling, and national development. A country's literacy rate is one of its most important indicators of progress.

2.4 ChatGPT

ChatGPT is a large language model developed by OpenAI based on the GPT (Generative Pre-trained Transformer) architecture. It uses machine learning algorithms to generate responses to user input, and it can carry out various language-related tasks such as language translation, text summarization, question-answering, and text completion. ChatGPT is designed to engage in natural conversations with users and provide valuable and informative responses. It is used in various applications, including chatbots, personal assistants, and customer service support.

2.4.1 History of ChatGPT

The artificial intelligence (AI) chatbot, or ChatGPT, was developed by OpenAI, a non-profit launched in 2015 with financial support from Khosla Ventures and Microsoft and Reid Hoffman's philanthropic foundation. On November 30, 2022, OpenAI unveiled "ChatGPT," their most recent model that can converse with people conversationally. OpenAI aims to create valuable, safe artificial general intelligence (AGI) that helps humanity. Within the "chatbots" category, ChatGPT represents the most recent advancement. Chatbots are intelligent systems created with AI techniques such as self-learning or rule-based approaches. The introduction of ChatGPT has altered the nature of the industry. It holds promise for bridging the knowledge gap by offering a more thorough grasp of the general instead of the specific use cases of a highly sophisticated AI chatbot. (Taecharungroj, 2023).

According to (Ollivier et al., 2023), ChatGPT comes in three models. The first iteration of the model, GPT-1, was quickly succeeded in 2019 by GPT-2, which was even bigger and more potent and could produce whole articles in addition to handling a variety of linguistic tasks, including summarization and translation. The most recent version, GPT-3, was made accessible to the public in 2020 and has since become the largest language model available. It has achieved state-of-the-art results in multiple benchmark tests, setting new benchmarks in artificial intelligence language production. It is widely used in many

fields and applications, such as content creation, chatbots, and virtual assistants. ChatGPT is a very sophisticated language model with some advantages that make it helpful for writing scientific projects. First, it can help create clear and consistent writing because of its capacity to provide contextually relevant replies. It also has a solid grasp of scientific writing rules and vocabulary because it was trained on a sizable corpus of text data, which included scientific information. Additionally, ChatGPT can produce much text rapidly, which makes it a valuable tool for drafting or summarizing scientific findings.

The author (Ollivier et al., 2023), also explained that ChatGPT has limitations when writing scientific projects. Because the scientific project is based on statistical patterns, ChatGPT can only obtain results from publicly available information. This can contain biased or inaccurate information. Finally, ChatGPT can only produce text based on patterns it has encountered during training; it is incapable of independent scientific thinking or experimentation.

2.4.2 Programs of ChatGPT in Academics

The ChatGPT program is often used by several academics, one of which is OpenAI. According to (Du-harpur et al., 2020), Artificial general intelligence, as used in modern terminology, is the capacity of a machine to think, communicate, and function autonomously in both known and unknown environments in a way comparable to that of a human. This is still well outside the purview of existing techniques and is not what is meant when the term "AI" is spoken in everyday speech. These days, the terms "deep learning" and "machine learning" are frequently used interchangeably when discussing artificial intelligence.

According to Zhai (2022), the impact of ChatGPT is explained. The OpenAI platform is expected to impact every aspect of society. However, the potential impact of this NLP tool on education remains unknown. Such impacts can be enormous, as the capacity of ChatGPT

may drive changes to educational learning goals, learning activities, and assessment and evaluation practices.

According to Mhlanga (2023), this study's design and implementation of ChatGPT in educational contexts should adhere to ethical concepts, including accountability, openness, and informed consent.

2.4.3 Feature

ChatGPT is artificial intelligence, one of the newest features in today's digital era, used to help students collect information quickly based on several sources.

It was explained that a system's functional and non-functional aspects are frequently described using concept features. Customers and engineers often refer to a product's qualities in terms of the features it possesses or offers, which serves as the driving force behind the use of features. "A logical unit of behavior specified by a set of functional and non-functional requirements" is the standard definition of a feature.

Another previous study conducted by (Haleem et al., 2023), An era of ChatGPT as a significant futuristic support tool: A study on features, abilities, and challenges. The researcher explained the ability of ChatGPT. ChatGPT is a useful tool for gathering, analyzing, and comprehending market trends because of its capacity to recognize context and deliver pertinent information. This technology can improve present procedures, gather qualitative data through informal surveys, analyze large volumes of unstructured data and extract features, obtain significant market information, and save time and effort in research.

2.4.4 Strengths and Weakness of ChatGPT

ChatGPT is one of the Chatbot applications developed by OpenAI. ChatGPT is now gaining popularity and is often used by students to help them do their assignments. Aside from the use of ChatGPT, which students are widely using, there are strengths and weaknesses arising from the use of ChatGPT, including; (Farrokhnia et al., 2023), the

strengths include the use of an advanced natural language model to provide believable responses, the ability to improve itself, and the provision of customized and instantaneous responses. Therefore, ChatGPT can improve information availability, enable customized and sophisticated learning, and lessen teachers' workloads, all of which contribute to the efficiency of essential procedures and duties. The shortcomings include a deficiency in higher-order cognitive abilities, a danger of bias and discrimination, a lack of in-depth comprehension, and trouble assessing the quality of responses. Lack of context awareness, threats to academic integrity, ongoing discrimination in the classroom, democratization of plagiarism, and a decline in higher-order cognitive skills are some of the threats facing education.

2.4.5 The Use of ChatGPT in learning TEFL/EFL

ChatGPT is one of the applications commonly used by students. Using ChatGPT in TEFL/EFL instruction can help students become more fluent in the UK by offering speaking tasks, grammar explanations, and immediate feedback in an engaging and dynamic environment. According to ELT, instructors can take on various responsibilities in teaching and learning, such as resource suppliers, managers, planners, controllers, participants, and assessors. Due to the growing use of AI tools, teachers now face many novel opportunities and difficulties. On the one hand, artificial intelligence (AI) tools can support educators by giving them access to many resources and assistance to enhance the efficacy and efficiency of instruction. (Huang et al., 2023).

Huang et al., (2023) also explained that, on the other hand, AI technologies are subtly altering educators' duties and functions. AI and ChatGPT enable foreign language instructors to take on a more supporting role by tracking students' progress, guiding their mental and emotional states, creating more engaging lesson plans, and making informed pedagogical decisions based on ChatGPT's data. Although

conversational AI is still a relatively new application in language learning, it is expected that future teaching will place a greater emphasis on teacher-student interaction and human-computer collaboration. More research is needed to determine how teachers' roles will change in this regard.

