

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theoretical review related to this study and the conceptual framework. In the theoretical review, the researcher's frame of thought this study examines from several reviews. For the review of this study, the researcher presents several previous reviews from several researchers that related to this study. The researcher present relates to the study in the conceptual framework. Those are divided into writing, narrative text, Edmodo, the effect on education COVID-19 pandemic in Indonesia, and previous study.

2.1 Writing

There are many definitions of writing. In general, writing is a medium of human communication that represents language and emotion with signs and symbols. According to Nunan (2003) states that:

“Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics linked onto parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. The writer must choose the best form for their writing-shopping list, notes, a scholarly article a novel, poetry. Each of these types of writing has a different level of the complex, depending on its purposes. Furthermore, writing is also a process and a product. The writer imagines, organizes, drafts, edits, and rereads. This product of writing is often cyclical and sometimes disorderly”.

Noviana (2015) in her opinion, writing is a skill that language is used to communicate indirectly, not face to face with another person. Based on Purba (2018) writing is one of the language skills that should be owned when learning a language. Writing as a process to get the product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. Nugroho also gives an opinion about writing, writing is not a simple or easy skill to learn. It is a highly complex task that requires several processes, such as planning, drafting, revising, and finalizing the draft that has to include the learners' knowledge of developing themes, paragraph, sentence, grammar and lexical to meet the purpose, audience and medium of communication.

Harris (1990) said that there are several components of writing that are important in good writing:

1. Content: the substance of writing or the ideas expressed.
2. Form: the organization of the content.
3. Grammar: the placement of the grammatical and syntactic patterns.
4. Style: the choice of structural and lexical items to give a particular tone of writing.

Based on those definitions and opinions, it can be concluded that writing is one of the ways to communicate that can be used by the writer to transmit information and express idea or thought in written form. In writing, the writer also uses their minds to produce languages, so that writing is a complex activity that involves the eyes, brain and hand.

2.1.1 Writing Process

As a language skill, writing informs ideas, opinions, and soon in a written format. Among the ways of communicating and among the skills needed for learning a language, it is also one of those skills. One can also communicate feelings and observations through writing. Writing always involves both process and product. This activity will encourage the ideas that writing correctly and completely are important. By the end of the process, a writing product will be created. According to Harmer (2004:4), the writing process describes the steps that a writer goes through to formulate a written text before they are ready to draft the final version.

2.1.1.1 Planning

The writer should consider three main points at this stage. They are the purpose, the audience (reader), and the content structure. It is important to understand that the purpose of writing affects not only the type of text that the writer wishes to produce or the language that the writer uses, but also the type of information included in the text. Secondly, writers need to consider their audience. It is not only the format of the writing (how it is arranged or how the paragraph is structured) that is affected by the audience, but also the language used (formal or informal). Finally, the writer needs to take into account the content structure. Essentially, it refers to a writer's sequence of facts, ideas, or arguments.

2.1.1.2 Drafting

Upon completing the planning process, the writers can move on to the next step (drafting). To begin the paragraph, use the ideas that are generated from planning as a guide. As writing, remember to: 1. Incorporate several sentences supporting the main idea in the topic sentence. 2. Make sure the topic doesn't contain information that doesn't pertain to the main concept. 3. Put the sentences in order so that they make sense with respect to the other ideas. 4. Make sure the reader understands the connections between the ideas in your paragraph using original language.

2.1.1.3 Editing

The first time you write a paragraph, it's almost impossible to get it perfect. It's called the first draft. The order of information might not be clear or the discourse markers might not be the best. This process is called editing. Editing is done to ensure the accuracy of grammar, spelling, punctuation, dictation, sentence structure, and reference material such as quotations, examples, and citations.

2.1.2 The Purpose of Writing

There are four common purposes in writing, as outlined by (Braine & May, 1996): writing to inform, writing to explain, writing to persuade, and writing to amuse. First, writing to inform aims to educate the readers about something of which we have some knowledge. An interesting piece of writing will hold the audience's attention. The writer shares knowledge that readers find interesting. The second goal is to explain a topic which was not clearly defined to become more

stable by using examples and other evidence. To put it another way, the writer clarifies the unclear material. The writing that is intended to persuade is more challenging and ambitious than other types of writing. The authors are attempting to convince readers that their ideas are valid. Lastly, writing to amuse other means using language and established forms well to make a point. Essentially, it's a way to entertain others and give them something to look forward to.

2.1.3 Teaching Writing

In the teaching of writing, the objective is to prepare students for writing in their daily lives. Even so, there is a wide range of writing types in our everyday lives. The idea is to choose writing situations in which students' daily lives are prominently featured. (Hyland, 2002b) suggests that in order to create a well-structured and effective text, students should know how texts are organized and the lexico-grammatical patterns they use. It includes the social purpose of the text, the type of situation, the probable audience, what the reader is likely to know, the roles and relationships of text users, the types of textual variation, and how the genre is related to the target context. (Hyland, 2002a) also states that teachers recognize and utilize several approaches, but typically show a preference for one of them. Even though they rarely form distinct classroom approaches, it is helpful to examine each concept separately to discover how each relates to writing.

In implementing writing instruction, (Seow, 2002) provides some pointers for teachers, such as: teacher modeling, relating process to product, working within institutional constraints, (4) catering to diverse students' needs, and utilizing computers for process writing.

- 2.1.3.1 Teachers should model the writing process at every stage and provide students with specific writing strategies through meaningful classroom activities.
- 2.1.3.2** The teacher guides students in achieving specific writing goals by linking process to product. Despite having to make an entirely different draft from the earlier draft due to revision, students will develop an understanding of the result to expect at every stage.
- 2.1.3.3** Teaching the process skill within the limits of institutional constraints means that it can be accomplished via stages such as planning, drafting, responding, revising or editing within a regular two-period composition lesson. Repetition of the process can lead to improvements.
- 2.1.3.4** The teacher should adapt a flexible program to cater to the various needs of students. A teacher may also decide to divide students into different writing groups during a writing session, such as planners, drafters, responders, revisers, or editors. If a student needs or is at a different writing stage, he or she may be with the planners for one writing task and move to the editors later on.
- 2.1.3.5** Utilizing computers in process writing allows the teacher to use either a computer or a speech recognition program to teach writing in the responding or editing stage. In this way, students will be able to easily delete and replace the wrong words in their texts without writing anything else. Students need to be taught how to write effectively when they are studying writing. The teacher should teach the skills needed to master writing.

2.2 Narrative Text

A narrative is a piece of text that tells a story, entertains or informs the readers and listeners. It can be fictional or even taken from real events. Narrative can be in some forms such as fable, story, legend, fantasy, myth, ballad, anecdote, fairy tales, etc. Crystal describes narrative texts as stories conveyed to recipients through a medium (sign) (Crystal, 2008). In the context of Bal, a narrative is a text that does not consist solely of narration. Every narrative text must contain passages that are not directly connected with the narrator's account, such as a description of ten faces, or a description of a location (Bal, 2009). Students can easily relate their stories to narrative texts by using those experiences they have.

Hasan and Wijaya (2016) said that narrative is a story that should be related to stories and has a function to entertain the reader. Brown (2001) stated that narrative is a recounting of an incident or event. It tells a story that illustrates the truth of the argument. The narrative is not the story itself but rather the telling of the story which is why it is often used in phrases such as written narrative, oral narrative, etc. A narrative is a story that is created in a constructive format (written, spoken, poetry, etc) that describes a sequence of fictional or non-fictional events. In addition, Anderson (1997) gave an opinion that narrative is a piece of text that tells a story and, in doing so, entertains or informs the readers and listener.

2.2.1 Generic Structure

An event package in a text is referred to as a generic structure or rhetorical structure. It will explain how the stage continues to move forward to reach the

desired outcome. According to Anderson and Anderson in (Sugiarto & Indriani, 2018), the following steps should be taken when constructing a narrative text:

2.2.1.1 The story begins with a brief orientation (usually a paragraph, a picture or an introduction), in which the narrator explains who is in the story, when and where it is taking place. The introduction explains who the story's characters are, how the story begins, and where the story takes place. Attracting readers' attention is very important in the first paragraph of the story. How well it is done will determine how good the story itself will be.

2.2.1.2 In a story, a complication will trigger a chain of events that will influence the outcome. The complication plays a key role in narrative stories. It is impossible to read a narrative text without complication, since it is just a story without any sense or taste. The problem adds interest to the narrative.

2.2.1.3 There is a sequence of actions taken by the characters in response to a complication or problem from the story. The plot consists of certain events in which the characters react and deal with the problems they face. Here, each event will be described in detail, every detail brings the story to life.

2.2.1.4 The resolution, which resolves the difficulty. In this episode, the main character or other characters resolve a complication or a problem. It illustrates how the author ends the story.

2.2.1.5 Conclusion, as a conclusion, a comment or moral should be included based on what was learned from the story (optional). Some writers do not include coda because it optional, so that is sometimes occurs.

2.3 Edmodo

Edmodo is owned, created, and funded by Nicolas Borg and Jeff O'Hara in San Mateo, California, in 2008. Working in an educational environment, Borg and O'Hara saw that there were problems in the learning process and teachers' difficulty in utilizing technology to connect with students. Hence, Edmodo was created. Today, it is a popular web-based learning site that is used as a medium of learning. Arroyo (2011) states his opinion that Edmodo is an inspiring teaching tool for knowledge to be constructed. Al- Naibi, Al- Jabri, and Al-Kalbani (2018) also gives opinion that Edmodo has various useful features to help both teachers and students.

2.3.1 The advantages and disadvantages of using EDMODO application

In using the Edmodo application, there are several advantages and disadvantages. To make the learning process can run smoothly, a good teacher needs to pay attention to this. The advantages and disadvantages of the Edmodo application are as follows:

2.3.1.1 Advantages

Edmodo has several advantages the teacher should try to use it in the classroom. The first advantage is that Edmodo has many features that allow students to access class information quickly. Hastomo (2016), via Edmodo, teachers can send out quizzes and assignments, give feedback, receive completed assignments, assign a grade, store and share content in the form of both files and links, maintain a class calendar, conduct polls, as well as send notes and text (SMS) alerts to individual students or the entire class. It also offers parent accounts in which they can view their

children's due dates assignments and receive updates on class and school events.

Next, Edmodo is easy to use. It looks similar to Facebook but it is much more private and safer for a learning environment because it allows only teachers to create and manage accounts, and only their students who receive a group code and register in the group can access and join the group. Even there are so many features and tools, teachers and students can learn to use the tool in a short period. Therefore, Edmodo will be more inclined to use for classroom discussion, content and learning management.

The next advantage is students can post or reply to all the assignments in the discussion forum. Gay and Sofyana (2017) stated that learning became meaningful regardless for all members, because they could see and what others did on the site. Other members can comment or give feedback. It can give motivation for the students to increase their ability.

Buescher in (Altunkaya & Ayranci, 2020) states that Edmodo was an educational software which allowed students and teachers to participate in microblog discussions, respond to and manage questionnaires, and submit assignments. By using Edmodo, students could access writing materials and assignments rapidly, students could develop various approaches, methods, and techniques to organize their writing, teachers could assess student writings through Edmodo, students

could improve their writing through feedback from teachers, and Edmodo increased student interest in writing (Purnawarman et al., 2016; Shams-Abadi et al., 2015).

Edmodo is a collaborative tool that allows teachers, students and parents to work together during the education process. Students and parents can upload, store and share various files and videos in accordance with the course content. In addition to offering interactive learning outside of class time, Edmodo provides parents with the ability to track their children's progress. Teachers can upload course materials and administer exams using Edmodo. Students can also upload completed assignments to the system with their own accounts, and teachers can assign deadlines to students' assignments. For this reason, teachers evaluate completed student assignments and provide feedback in order to ensure a more permanent learning process (Altunkaya & Ayranci, 2020).

Another advantage, teachers can connect to all teachers around the world by following some teachers' communities which exist based on their interests. They can exchange material with each other and it is very helpful. The last, Edmodo can be downloaded at Google Play and it is free. It becomes easier for teachers and students because they can check the application anytime and anywhere.

2.3.1.1 Disadvantages

The first disadvantage, according to Yusuf (2018), Edmodo application is using websites and technologies in the teaching and learning

process requires a good Internet connection and high abilities of teachers to operate and teach them to the students. Slow internet connection also can affect the ease of the learning process, because it causes weak performance for multimedia: video, sound and graphics, as well as long waits for download. So, if the teachers want to make the use of online learning, they must make sure that the school provides the students with this ability, and or the students themselves are willing to go the extra mile to experience of online teaching and learning.

The second disadvantage is the use of language programs that are still in English. Sometimes it is difficult for other subject teachers who want to use Edmodo but have limitations in using English, or parents and students who do not understand English. However, it does not matter for English subjects because students can familiarize themselves by using the English language.

2.4 Effect of Covid-19 Pandemic on Education in Indonesia

On 31 December 2019, WHO was informed of cases of pneumonia of unknown causes in Wuhan City, China. On 11 March 2020, WHO Director-General Dr Tedros Adhanom Ghebreyesus announced that the outbreak could be characterized as a pandemic since the rapid increase in the number of cases outside China. Kelly (2011) clarified that the covid-19 pandemic has affected various sectors of life. Such as economics, social, health, and education. From the education sector to cut off the spread of Covid 19, some countries should close educational facilities to both schools and universities, especially in Indonesia. Because, if

schools and universities are not closed, tens of millions of students in Indonesia are potentially exposed to the Covid 19 viruses.

Pandemics occur in multiple countries all at once. These outbreaks have had an impact on schools in many ways. In Indonesia, the Minister of Education and Culture, Nadiem Makarim, issued a Circular Note for schools and other educational institutions to implement e-learning instead of conventional teaching and learning activities (Nugroho et al., 2021). In his recommendation, teachers should use various e-learning platforms such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, etc. E-learning platforms are now widely used and installed in Indonesia, which makes them popular. Hence, online learning becomes a crucial issue during the pandemic (Agung et al., 2020).

Considering the COVID-19 pandemic and government policies pushing students to learn online, as well as teachers teaching from home. In addition, teachers use online learning tools to carry out a series of activities such as checking the students' attendance or giving a grade for their work (Atmojo & Nugroho, 2020). In Indonesia, the closing of schools directly will impact the learning process in school. The teachers and the students who usually do the actual learning in class, now move to long-distance learning to avoid creating crowds as a precautionary measure for the spread of covid 19.

2.5 The Previous Studies

The researcher got first inspiration from research whose title is “The Implementation of Edmodo to The Third Year Students’ in English Language Teaching in Universitas Nusantara PGRI Kediri.” The thesis was written by

Katelia Aisyah (2017: STAIN Kediri). The researcher focuses on the implementation of the teaching-learning process in Autoplay application by using Edmodo in IT for students based on an interview with teacher and questionnaire which was given to students. The advantages of this website for the teacher are; this website provides a lot of material and resources for the teaching and learning process, this website makes the teacher easier to upload and give new material to the students, this website can be accessed anywhere and anytime, this website does not need a class, so students will get the best opportunity to improve their skill which cannot get in the large numbers of classroom, the teacher can handle post, quiz, assessment and forum discussion and share with students in real-time. Based on a questionnaire that had been answered by students, 80 of 85 students stated that they strongly agreed that using Edmodo could make them easier to do many activities such as reading and doing the task. Not all students often accessed Edmodo but most of them could do the task easily and on time. Some students claimed that the simple Edmodo display made it easier for them to use it in learning or doing the tasks.

Next, a research conducted by (Safdari, 2021) entitled “Contributions of Edmodo Social Learning Network to Iranian EFL Learners’ Writing Accuracy.” The current study explored how Edmodo Social Learning Network (ESLN) contributed to Iranian EFL students' writing accuracy. 63 Iranian males and females were selected from a pool of 78 learners based on their performance on an Oxford Placement Test. Three-quarters of the 63 selected learners were divided into two groups with 30 learners each in an experimental group and 30 learners in a control group. The writing accuracy of both

groups was measured prior to treatment through a writing pretest. The experimental group then utilized Edmodo to practice writing, whereas the control group received conventional writing instruction. The posttest was given to both groups after ten sessions of treatment. Moreover, fifteen participants in the experimental group were interviewed to learn how they perceived Edmodo's efficacy in improving their writing accuracy. An analysis of covariance showed that Edmodo improved writing accuracy significantly. In the content analysis, learners were found to have a positive attitude toward Edmodo. As a result of Edmodo's collaboration, motivation, and engagement features, learners saw the platform as a useful tool for enhancing their writing accuracy.

The next, an action research study conducted by (Al-Naibi et al., 2018) entitled "Promoting Students' Paragraph Writing Using EDMODO: An Action Research." The study was conducted at Arab Open University (Oman Branch) to measure the effects of integrating the social networking website Edmodo on students' writing performance. Twenty-five students studying English in the Foundation Program participated in the study. To assist students in learning the writing process, students completed several quizzes, discussions, and activities on Edmodo. Statistically significant improvements were observed in students' writing in their second writing assignment. Students' responses to a post treatment questionnaire indicated that they have a positive view of Edmodo in language learning. From the result, it can be said that Edmodo has played a remarkable role in developing students' writing skills, as can be concluded. By interacting with Edmodo, students have developed a strong foundation for writing and forming well-

structured sentences. Students paid high attention to the organization of the second descriptive writing in terms of paragraph structure and sentence structure.