

CHAPTER I

INTRODUCTION

In this chapter the writer present the background of the study, statement of the problems, objective of the study, scope and limitation of the study, hypothesis, significance of the study and definition of key terms.

A. Background of the Study

Language is basically a means to communicate ideas, thoughts, opinions and feeling. English as a foreign language in Indonesia is considered to be important to absorb and develop science, technology, art and culture. Language has a basic role for student's intellectual, social and emotional development. The language education is purposed to help students to recognize their selves, their culture and other culture. Moreover, it helps students to communicate their idea, feeling and participate in the community, even to find and use their analytic and imaginary ability.

There are four language skills (listening, speaking, reading and writing that must be mastered by the students. In this study, writing skill is more emphasized than others. As one of the language skills, writing is an important medium to express ideas. It should be taught by English teachers as one of the teaching and learning activities in English.

Writing seems to be the most difficult subject in english language. The student need to learn writing in order to be able to express their idea, thoughts and feelings in the best posible ways on the page. Writing is a progressive learning

activity. As said by Alice (1997:2), “Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and correction”.

Writing is one of skills of communication in English which can help us to express our idea, feeling, and opinion in written form. Therefore writing is very important in our daily life. Nowadays, writer can use writing to communicate with other people like sending messages by using mobile phone and writing status on their social media. According to Harmer (2001), writing is a form of communication to deliver thought or express feeling through written form. For the students, writing can train them to be creative in writing and delivering their opinion, and also the students are able to develop the language into a good sentence. The students’ habit in writing will increase their language achievement in writing including vocabulary, grammar, the organization of writing and their knowledge.

Although there are some benefits of writing, there is no doubt that writing is the most difficult skill for second or foreign language learners to master. Very often student get stuck when they have writing task. It commonly happens because writing is a productive skill in which the ability to construct appropriate words into good sentence, knowledge about the content, grammaticality mechanics, etc. must be mastered by the learners. Bell and Burnaby (as cited in Nunan, 1989) point out that writing is an extremely complex cognitive activity in

which the writer is required to demonstrate control of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter information. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.

For second language, foreign language or even first language teachers, teaching writing is not easy. It should be noted that to make students used to write and produce a good result of writing, teacher cannot show it up in short period. It needs process in which a learners will learn to think about the topic, bridging their experiences, making outline, setting main idea, developing sentence into a good paragraph, unite paragraph into readable text, until they come to a final version of their writing. That is why when students learnt to write, in the same time, they also learnt to think. It is clear that teaching writing does not only focus on how to write, but also concerns how to maximize the brain capacity to think. It will help students to get used to use their thoughts.

To help the students write better, the writing teacher should be able to be more creative and innovative to help students in writing. In this case, teacher can use appropriate media to support teaching learning process and make the students more interested in writing. In term of media nowadays, modern technology are preferred by the students, because it has some benefits in teaching learning. For example, the teacher and students can access it easily to search the material, update the information that relevant with the study, communicate with other people, and watch the video lecturer like on YouTube video about explaining the

materials. There are many kind of digital technologies such Blog, Website and others. Among those media can be used as teaching media, one of them is Schoology Educational Website.

Schoology is micro blog educational website that can be applied by teacher and students for collaborating about resources, assessment and content on a secure and safe learning management platform. Schoology was founded by Jeremy Friedman, Ryan Hwang and Tim Trinidad at Washington University in 2008. Using schoology, student and teacher can reach out to one another and content by sharing ideas, problem, and helpful tips. Schoology can be used for teaching writing. Teacher can post the explanation about the material and the students can leave some comment or respond on commentary column about the explanation that they do not understand.

Using Schoology in learning was likely to be more interesting, showed by the result of the research that the website design provides professional looks and beneficial features. Schoology is also suitable for students to do writing task, because students will be free to explore their idea without time limitation like in school. Students can post their writing in the Schoology wall group of class that created by the teacher. It's very easy to access for students because the screen of Schoology is like Facebook that the student usually use. Then the teacher can evaluate the students' writing and give some suggestion and comments. In other words, Schoology can give stimulation for student to try their ability in writing achievement.

Meanwhile the researcher wants to conduct a study with the same media that is Schoology Educational Website. There are many variant variables used on previous studies and have a positive revealing that Schoology was effective, the researcher use different variable that writing descriptive text on second grade of SMPN 8 Kediri. The researcher wants to investigate that Schoology is effective or not to be applied on writing descriptive text on second grade of SMPN 8 Kediri by using experimental design.

The researcher took writing descriptive text on second grade of SMPN 8 Kediri as the subject of the study, because SMPN 8 Kediri has good quality which is proven by some facts, this school has good facility in technology and infrastructure like free Wi-Fi internet connection in every corner of this school that can be accessed by the students and teacher in every time to help teaching learning process. From these reasons, this research compatible to take this school as setting study by using Schoology which internet connections and using computer or their smart phone. In this research the researcher took one class in the eighth grade to be the subject of the study.

From the explanation above, the researcher wants to investigate Schoology as digital tool teaching English especially in writing descriptive text in a study entitled “The Effectiveness of Using Schoology on Students’ Achievement in Writing Descriptive Text of Second Grade students at SMPN 8 Kediri”

B. Statement of the Problems

Based on the background of the study mentioned above, the main problem of this study is: Is there any significant difference between the students who are taught descriptive text through Schoology and those who are not taught descriptive text through Schoology at SMPN 8 Kediri?

C. Objectives of the Study

Based on the formulation of the research above, The objectives of the study stated that: To find if there is significant difference between the students who are taught descriptive text through Schoology and those who are not taught descriptive text through Schoology at SMPN 8 Kediri.

D. The Scope and Limitation of the Study

In order to make this study focused, the researcher made scope and limitation to this study. This point is important to make the researcher clear and will not made difficult to research and the problem of study. This research focused on the effectiveness of using Schoology on students' achievement.

E. Hypotheses

There were two hypotheses in this study. The first hypothesis is the working hypothesis (H_a). The working hypothesis of this study is that "There is any significant difference between the students who are taught descriptive text through Schoology and those who are not taught descriptive text through Schoology at SMPN 8 Kediri".

The second hypothesis is the null hypothesis (H_o). The null hypothesis of this study is "There is no significant difference between the students who are

taught descriptive text through Schoology and those who are not taught descriptive text through Schoology at SMPN 8 Kediri”.

F. Significance of the Study

The researcher hopes that the results of this study are useful for:

1. For English teachers

The research gives contribution in teaching process. By reviewing this study, teachers will have reference of the media that can be used for teaching writing on second grade of junior high school student. By applying Schoology it is expected that the way of learning and teaching writing can improve their ability.

2. For students

The result of this study will give a new experience for them in writing, being corrected and graded digitally by using Schoology as a Learning Management System Platform.

3. Future researcher

The result of this study is expected to give reference and review to conduct further research on the same topic.

G. Definition of the Key Term

From the research problem stated, this study focus on the use of Schoology based learning. In order to avoid misunderstanding, the key terms used in this study are as follow:

1. Writing

Writing is one of language skills that can be used as a means to express the writers' idea based on their thoughts and feelings. By writing, the writers can express what happen in their minds so that the readers know what the writers think and feel. Writing is a difficult skill because writers must balance multiple aspects such as content, organization, purpose, vocabulary, punctuation, spelling, and mechanics such as capitalization. Writing is especially difficult for non native speakers because they are expected to create written products that demonstrate the mastery of all elements above in a new language.

2. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

3. Schoology

Schoology is an online learning session, classroom management and social networking platform that improve learning through better communication, association and increased access to curriculum and supplemental content (Johan Eddy Luaran,2012:104)

4. Achievement

A thing done successfully with effort, skill, or courage, the process or fact of achieving something on learning, it refers to the difference on students score before and after taught by Schoology.