

CHAPTER II

LITERATUR REVIEW

This chapter consists of many sections. Some section presents the review of the previous study in the relevant field that had been conducted so far. And the other section deals with theories underlying this study.

A. Writing

Writing can not be separated from human being. Most people did writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing we can do a lot of things. We can express our ideas and opinion, we can explain something to the readers, we can get many information, we can still communication even it is in long distance, we can dispend our hobby like write a short story, novel, or science, and many others. We can not imagine if this world without writing. In sort, writing has significant role in our live.

Writing is far from being a simple matter of transcribing a language into written symbols; it is a thinking process in its own right. There is no doubt that writing is the most difficult skill for second or foreign language learners to master. Very often, students get stuck when they have a writing task. It commonly happens because writing is a productive skill in which the ability to construct appropriate words into good sentences, knowledge about the content, grammaticality, mechanics, etc. must be absolutely mastered by learners. Richard

& Renandya (2002) point out that second language writers have to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more complicated if their language proficiency is weak, but in addition, Raimes (1983:3) stated that writing can help students learn because it increased the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea. However, the student still need a guided from the teacher as facilitator to develop their writing skill and create good written.

Based on all definition above, it can be concluded that writing is a process to express peoples' thoughts and ideas to others in written form. It can be information, opinion, benefit, feeling, argument, explanation, and theories. In addition, writing is not only write a text but also a way to communication with others. Writing is an act communication between writer and reader via text. Writing is also hold important role in education, that's why students are able to master in writing skill.

B. Writing Process

Writing ability needs process. Writing is never one step action, it is a process that have several steps (Oshima and Hogue, 2007:15). When we write something in the first time, we already think that we are going to talk about, how to say, and have finished writing. Then we read toward what we have written, also make change and corrections. We revise and write frequently, we do it until we feel satisfied. Kristin and Susan (2009:6), states that the writing process depends on:

1. Who you are writing to or for, it refers to reader.
2. Why you are writing, it refers to purpose.
3. What you are writing about, it refers to the content.
4. Where you are, how much time you have, how you feel, etc. it refers to the situation.

C. Teaching Writing

Teaching writing is not a simple matter, a teacher should concern some principles for teaching writing to achieve the goals of teaching and learning process. In the teaching of writing, the teacher is expected to give many opportunities for the students to practice and produce the texts. It means that the teacher should create the situations where the students can practice and produce the text with high motivation and interest. The teacher also should organize the teaching and learning process in order to help the students understand how to write well.

Usually the teacher will get some problem in teaching writing with the students low motivation in writing text, to solve the problem the teacher must build the students enthusiasm in joining the lesson. So, the teacher must have the right strategy to in writing class.

There are some approaches in the teaching of writing. The teacher must be able to decide which approach that they want to use. The most popular approaches are product-oriented approach and process-oriented approach.

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral

change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing. It means that the teacher must in the good performance when helping the students understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

As conclusion, those tasks are main requirements of the teacher if he/she wants his/her students are guided and be a better writer especially guide the students to express the ideas.

D. Descriptive Text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described (Dirgeyasa, 2014:3). Descriptive text is a text which says what a person or thing is like.

Descriptive text has structures as below:

1. Identification

In this generic structure introduces to the subject of description.

2. Description

In this part give details of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

Writing is difficult skill in learning English, some of people said that writing is boring activity. Using media in learning can help provide a learning atmosphere in which students actively participate especially on teaching writing. Raiser and Walter Dick (2006:70) stated that one of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity.

E. Kind of Media

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally there are some kinds of media. According to Robert Heinich (et.al) stated that there are some choices of media for teacher to use in teaching and learning process:

1. Audio media
2. Visual media
3. Audio visual
4. Computer
5. Multimedia

F. Schoology

Schoology is micro blog educational website that can be applied by teacher, parent, and students for collaborate about resources, assessment and content on secure and safe learning management platform. Using Schoology, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips on writing. Johan (2012) stated that Schoology empowers teacher, inspires students, and simplifies administrative tasks across the board. Students not only learn in the class but also learn out of the class, especially when they got writing class.

1. Benefit of Schoology

The use of Schoology can give some benefits to the users. They are:

- a. Discussion forum.
- b. Learning material management.
- c. Asynchronous document sharing.
- d. Content Library allows teachers to store unlimited content for easy sharing and re-use.
- e. Secure platforms which ensure safety and privacy for users.
- f. No private information is required from students.
- g. Teacher/instructor has full management control.
- h. Teacher/instructor can track student progress.
- i. Mobile learning - anytime, anyplace.
- j. Mobile apps for iOS and Android platforms.

2. The advantages and disadvantages of Schoology

a. Advantages

- 1) Easy to use.
- 2) Cost is Free.
- 3) It is a very secure, closed network.
- 4) Teachers can create connections with other students from different schools, states, or cultures.
- 5) Provides a multitude of community resources and connections teachers can make with other teachers.
- 6) Teachers can differentiate instruction by creating subgroups of students.
- 7) Students can upload homework assignments, take quizzes, polls and receive grades and feedback and suggestions from teachers.
- 8) Parents can be involved by viewing their child's work and grades, and keep in touch with teachers.
- 9) Provides a method for sharing documents and digital media online.
- 10) Great tool for use with mobile devices and for mobile learning.

b. Disadvantages

- 1) If a student does not have access to a computer and the internet, or a mobile device they would not be able to use the tool.
- 2) There is no face-to-face interaction which can lead to feelings of isolation.

3. Step to get started in Schoology

For the beginners, especially those who don't get used to apply technology in conducting teaching and learning process, using Schoology might be quite difficult.

G. Previous Studies

The previous studies about Schoology educational network have been conducted by some researcher. From those previous studies, the researcher can take lessons and also their discrepancies on the basis of the found gaps, the recent study is done. First study was conducted by Laila Ismail from UNISKA (2017), entitled "Schoology Learning Management System Implementation in foundation English Class: Learners' Perspective and Learning Achievement". This study revealed that Schoology can motivate students and has a positive effect on students' learning outcomes. 80% students agreed that Schoology is interesting, flexible, and increase students' value.

Second study conducted by Vania Wibowo from UINSA (2016), entitled "the effectiveness of using schoology in an argumentative writing class". It was found that the Schoology can be an effective way for teaching writing. It has proven that there is a significant different students' achievement after and before tough by using Schoology.

Third study was conducted by Alvin S. from UNISKA (2015), entitled "Enhancing College Students' Proficiency in Business Writing Via Schoology" this study revealed that schoology is an effective means of teaching Business writing among college students when used as a supplement to traditional method.

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.