

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses some definitions or theories related to this research. A conceptual framework that shows the importance of the study is also presented here

2.1. Writing

There are many theories that treat dealing with writing itself. By the definition according to Langan (2001) Writing is a process of transferring oral language into written language, meaning that all ideas can be written in writing. Harmer also stated that writing is a process that is often influenced by genres other than writing is not only the process of thinking about something to write but writing can be said to pick the right words to organize ideas from information and arrange sentences in the form of written meaning. In his statement, Nunan (2003) illustrates that writing is a series of processes to turn some ideas into good and clear statements in paragraphs. Likewise with Hornby, an English writer, explained that writing is a process for expressing ideas written on paper, to turn thoughts into words, to sharpen ideas and give them coherent structures and organizations in providing clarity of information in communication.

Writing is a way of thinking to transfer messages from an author to readers, which is a part of language skills which also means communicating. As said by Scholes and Comley (1985) said that writing is not just a way of thinking to express ideas that exist in written form but also as a means of communication. White (1986) also said that writing is a form of communication where its use exceeds that of public communication, because it is a way of thinking. This means writing is a way thought by a writer or can be said as a way of thinking that is shared with readers.

Writing is an activity to share information for readers. According to Nystrand (1989), writing is a text that is appropriate and can be considered reasonable by readers. So here a writer must be able to communicate with his readers through his sentences. Meanwhile, Randal (2004) states that the results of writing must be truly accepted by the reader. The point is that a writing must contain meaningful values so that readers can get the benefits of the writing.

So writing is not only the process of thinking of something to say and choosing the right words to express, but also the process of organizing ideas from information, and arranging sentences into the meaning of writing. so the writer can communicate indirectly with the reader through his writing. In addition, readers can also understand the meaning of the writing. That's why if we can master writing we can easily transfer what we think in writing.

2.1.1. Problems in Writing

Here can be found various problems that exist at the time of writing learning. These problems can be categorized into three aspects According to (Haider, 2012; Hyland, 2003) in his research revealed that some students face various problems in writing at various stages of their learning. Generally, these problems can be classified into linguistic, psychological, cognitive and pedagogical categories. In the category of psychology according to Fatemi (2008) explains that a writer often thinks whether after writing he will get a direct response from the reader about their writing so that it keeps them thinking twice about writing. As a writer requires to explore ideas and make ideas related to each other. But if it does not get any response from the reader, certainly not an easy matter.

The next problem in writing is linguistic problems. This problem is related to coherence and the selection of sequential sentence structures so that the text can be interpreted by the reader. This has been revealed by Byrne (1993) arguing that writing is very different from talking. We cannot spontaneously repeat or revise

words. In writing we have to be more careful about the structure of sentences, this is because to avoid confusion from the reader. From these explanations, it can be assumed that to give an idea in written form it is very necessary to be precise in structuring words and sentences.

The last problem is cognitive problems, this refers to the assumption that writing is learned through the teaching process. Unlike speaking, writing requires effort, thought, and hard work. Deane, et al (2008) argue that the difficulty in writing is a way of producing and constructing relevant ideas, phrase phrases along with proper grammar, using the right reading utterances and can choose the right words. This statement is also supported by a statement from Alfaki (2015) which states that some of the cognitive problems faced by students when writing are problems with punctuation, problems with capitalization, spelling problems, counter problems and organizational problems with structured sentences.

Writing is not only an activity of writing a few words or sentences into written language, but also need to pay attention to the arrangement so that it can be well organized. to make well-organized writing, students must master several aspects of writing.

According to the statement from Emilia (2005), aspects of writing can be classified into five aspects, namely genre, list, discourse, grammar, and graphic features. Genre is a term usually used to describe categories of writing such as fiction or non-fiction. List is a style or variation of the language used in writing. Such as the purpose and audience. Discourse can be said as a general procedure for building a writing such as narration, description and exposition. Grammar is a set of writing rules that must be applied in language. While graphical features can be said to be a model that can be displayed in the form of diagrams, flowcharts and others. Furthermore, Raimes (1983) states that from several aspects of grammar as one of the most important components to be able to produce clear writing.

2.1.2. Teaching Writing in Senior High School

Teaching writing in senior high schools must be based on core competencies and basic competencies in accordance with those written by the Indonesian national education ministry. This is intended as a guide for teachers to be able to develop a school-based curriculum in each school. When viewed further on its function, the purpose of teaching English in the current curriculum includes 3 things, one of the most important is to develop the ability to communicate in the language both oral and written. These abilities include listening, speaking, reading and writing. Therefore to achieve this requires interrelationships between components in the curriculum, namely teaching objectives in the context of the current curriculum and in line with the Content Standards stipulated in Government Regulation No. 19, expressed in the form of standard competency and basic competency formulas which are then formulated specific in the form of indicators that are used as material for consideration in selecting and developing other curriculum components, namely teaching materials, learning activities, and learning evaluation. The four main components of this curriculum in the current English Language Curriculum must be explicitly covered in English syllabus developed both for the benefit of learning in the classroom and for the development of teaching materials.

In this study, the school that researchers wanted to do research using the 2013 curriculum (K13). The 2013 curriculum is expected to make students more active in improving their knowledge. In the 2013 curriculum English syllabus (K13) for Xth grade there are several learning materials such as giving and asking for identity information, giving congratulations, descriptive texts and announcements. But in this study, the researcher will focus on descriptive text. As stated in the Basic Competency :

KD 4.4.2 *Menyusun teks deskriptif lisan dan tulis sederhana tentang tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.*

And in the learning process, it is expected that students can identify generic structures in descriptive text related to Tourism place and historical place and students must also be able to make descriptive texts related to Tourism place and historical place.

2.1.3. Components of Writing

According to Hughes (2008, p.103) There are five components in writing, namely:

➤ **Content**

The first component is Content, the content of writing should be clear to the readers, so the readers can understand what is the messages to be conveyed by the author to the readers. Content can be said good content when it connects each other.

➤ **Organization**

Organization usually provides some order of importance, coherence, general to specific or otherwise, chronological order, and spatial pattern also as the part of writing.

1. Coherence means that all ideas must be in the right order, and interconnected
2. Order of importance is build ideas to produce a strong ending
3. General to specific means that arrange a topic sentence to produce a general statement, followed by a series of supporting sentences with details, specifics, and facts. Whereas specific to general is the contrary of general to specific.
4. Chronological order is paragraphs are arranged in chronological order of events and the details are arranged in the order in which they usually occur, usually moving from the first and the beginning to the last.
5. Spatial order means regarding the view of something, how something looks and is more effective in describing.

➤ **Vocabulary**

Writing can be good if the use of the words in writing is effective. In description, words have a dual role, to communicate and to arouse. And then the reader perceives and feels. Effective use of words also relates to connotative or figurative language which is a form of writing.

➤ **Language use**

The use of language is interrelated with the use of grammar such as verbs, nouns and agreements. Strong nouns and verbs will make it easier for the reader to describe the details of the description to be conveyed by the author. With the existence of this specific noun it is characterized by using adjective modifiers, adverbs and participle forms.

➤ **Mechanics**

Mechanics is related to capitalization, punctuation, and spelling that is precisely in writing. This aspect is very important because this aspect will make it easier for the reader to recognize or understand how it is actually written. In addition, the use of good mechanisms in writing will make it easier for readers to understand the ideas or messages that are conveyed or stated in writing

1. Capitalization : The use of capitalization in writing has a function to be able to clarify ideas. Capitalized sentences correctly are used to avoid ambiguous meanings and avoid misunderstandings. In addition, if the capitalization of sentences can be written correctly, it will greatly help the reader to be able to distinguish between one sentence and another.
2. Punctuation : Punctuation is a symbol that serves to show the structure and order of words of writing, and serves to regulate intonation, as well as pause when reading, besides punctuation can be used to show how the units are related to each other.
3. Spelling : Spelling has a function to facilitate the reader in understanding the information conveyed in written form. There are three important rules

in using spelling correctly, namely: addition of suffixes, plural formations, and handling errors in words

2.1.4. Process of Writing

There are several stages of the processes in writing, According to White and Arndt (1991), the process of writing are (1) group discussion, (2) brainstorming, (3) selecting ideas, (4) draft, (5) self evaluation of preliminary, (6) arranging information, (7) the first draft, (8) peer assessment and responding, (9) conference, (10) secondly draft, (11) self-evaluation, (12) finished draft (13) response to final draft.

Hedge (1997) also explained following steps of process in writing : First is being motivated to write, second is receiving ideas collectively, making Outline, taking notes, arranging the first draft, revising, replanning, redrafting, editing and publishing

Furthermore, Johnson Meyers (2005:3) explore the six-steps in writing process :

a. Step 1 : Exploring ideas

In exploring the ideas, the writer must know what the subject is, what is the purpose and who is the target or audience to make these ideas clear.

b. Step 2 : Pre-Writing

In the pre-writing stage there are three techniques, one of them can be used by a writer, namely;

1. Brainstorming, One popular way in brainstorming is the teacher or the students can also decide the topic and in brainstorming a writer must make a list or write down all things/information from the topic.
2. Clustering, or better known as idea mapping. This technique is certainly highly recommended for writers who like to think visually
3. Free Writing, in this technique, students can put ideas into writing, they must be able to write for 5-8 minutes. If the time is up, they must stop their writing and read aloud their writing in front of the class. After that, they can continue to complete their writing again

c. Step 3 : Organize

In organize, writers choose the topics and then outline some ideas related to the topic

d. Step 4 : Write a first draft,

Is a quick write to record whatever is in your mind and record if there are new ideas

e. Step 5 : Revise the draft

In revising the author must pay attention and examine the organization of the writing paragraphs and ideas. in short, the target for revision is about content and organization of ideas

f. Step 6 : Producing the final paper,

Writers are very necessary to rewrite the text without worry or confusion to make a mistake because before that, the writer has revised it.

Next is Harmer (2004: 4) also stated some writing processes

1. Planning

Planning is necessary because this stage is related to what the writer wants to write in his paper

2. Drafting

Drafting is related to the ideas, the writers must have ideas which are related to the topic

3. Editing

Editing is a step of revising after drafting. The writer should read or correction their written text to know whether their written product is clear and the ideas are ambiguous or not

4. Final Revision

This is the last step in the process of writing after revising and editing the draft. In this process the writer should pay attention to the whole of the text.

So in conclusion, according to some experts related to the Process of Writing are almost same, in the main point the writers should be mastered in writing skill and

must understanding what the topic that will be discussed and generating ideas related to the topic itself.

2.2. Collaborative Writing

Collaborative Writing strategy is one of strategy that have a good way to teach writing because it facilitates the students to work in pair or group in creating/producing the text. According to Alwasilah (2004) Collaborative Writing is a technique where the students work related to the writing that they will make with other students. In collaborative writing students are required to jointly discuss a topic, plan outlines related to their writing, and contribute elements in the text (paragraphs, sentences, phrases, words). Through group work, students will feel enjoyment in doing their assignments, in addition students have the opportunity to see how their friends think and create new ideas in writing and through discussion in groups, can reduce the level of anxiety students, where students tend to freer, and have a great opportunity to be able to try or discuss new ideas with their friends. Hernandez (2005) also mentioned Collaborative is a writing method that encourages mutual cooperation, critical thinking and active participation to produce the final product.

Lyons and Heasley (1987) also stated that collaborative writing will provide a cooperative relationship between the writer and the reader, and will also make writing assignments more realistic and interactive. In addition, the positive impact obtained from collaborative writing is by using this technique the performance and motivation of students will increase.

Based on the explanation given above, it can be concluded that collaborative writing is a writing strategy, teaching and involving students writing in groups, to read, speak, discuss and provide an evaluation of their writing.

2.2.1. Types of Collaborative Task

Collaborative writing has three types of collaborative tasks that must be considered in group projects :

a. High-level thinking

All group members are required to define, discuss and debate to resolve the problem.

b. Division of Labor

The work in collaborative writing cannot be completed by only one member but must be done together. So that writing assignments must be shared with each member so the task can be resolved even in a limited time

c. Specialist or Expertise-Based Tasks

Every member who joins a collaborative group must have a different field of expertise, so they can fill in the shortcomings with each other

Each collaborator has a different area of expertise to contribute

2.2.2. The Procedure of Collaborative Writing

Collaborative writing is one strategy that is very useful in writing. In introducing collaborative writing strategies to students, a teacher must also pay attention to one of the aspects in it, namely the social aspects of their assignment cognitively.

In the procedure for applying this study researchers used the procedure of collaborative writing from Barkley, et al (2005: 256) there are seven guidelines for teacher/lecturer in collaborative writing process. The guidelines are as follows:

1. Students from pairs or triads at your direction or by choosing partners and then generate ideas by brainstorming together or conducted preliminary research;
2. Together, students organize their ideas and create an outline;

Outline related to Descriptive Text :

Topic : Descriptive text about Tourism Place

Sub-topic : Raja Ampat

➤ Section 1

Identification (*Introduction*)

Raja Ampat is a famous island in Indonesia (**Topic Sentence**)

➤ Section 2

Description (*Body Paragraph*)

Raja Ampat has many types of marine life (**Topic Sentence**)

3. Students divide up the outline, selecting or assigning sections for each student to write initial drafts individually;
4. Teams read first drafts, discuss and resolve any significant disparities in content, and style;
5. Teams combine individual sections into a single document;
6. Teams revise and edit their work, checking for content and clarity as well as grammar, spelling, and punctuation; and
7. After the final edit, teams submit their papers to the professor for assessment and evaluation.

2.3. Previous Study

There are many studies on the implementation of Collaborative Writing. According to Khatib & Meihami (2015) in his research the subjects of the study were 35 students. In his research using experimental design where 35 students were divided into 2 experimental group groups and control groups. And the results obtained show that the results obtained from the two groups are different. Results from groups Experiments are better than the results of the control group which means that the increase in student writing tends to be greater by using Collaborative Writing, because by using the Collaborative method students can build their knowledge together with other students. And the results of the study also support statements through research conducted by Ohta, (2000); Storch, (2002) who revealed that pairing students with different abilities can make students share their knowledge.

And the aspects that exist in writing, including components, organization, grammar, vocabulary and mechanics tend to increase in the experimental group (collaborative group) than the control group

Biria & Jafari (2013) Also examined the impact of using Collaborative Writing on the fluency of student writing. The subjects of the study were 90 participants from EFL students. Of the 90 students will be divided back into 2 experimental groups and control groups. Which, in turn, they will be assigned to make essays with different topics. And the results of this study show positive results where collaborative writing methods can improve the fluency of student writing, in addition collaborative writing can also help couples to be able to use more words in the text produced.

Next is research from Kammer (2015) which examined the implementation of collaborative Writing Methods to improve students' descriptive writing. In his research Kammer used Classroom Action Research with a population of 9 classes, and each class consisted of 40 students. And the results in this study indicate that students' writing skills increase from each test conducted from the first test to the last test.

Supiani (2012) who examined improving the ability to write descriptive text of students through collaborative writing using Classroom Action Research and the subject in his research were 28 junior high school students. And the results in his research show that Collaborative Writing can improve students' ability to write descriptive texts, this statement is evidenced by a significant increase of student posttest scores in cycles 1 & 2 in addition through collaborative writing students are more motivated to learn English, especially in writing skill.

Jafari & Ansari (2012) examined the effects of collaborative on the accuracy of student writing in 60 students. In his research using Experimental and group control, which in his research students are assigned to make essay essays related to argumentative and essay persuasion. And the results obtained in his research show that there is a significant difference between the average scores of the control and experimental groups, so it can be concluded that collaborative writing has a positive

effect on EFL writing performance and this study makes it clear that using collaborative writing can help students to learn from each other.

2.4. Edmodo

Edmodo is one of the free learning platforms designed by Jeff O'Hara and Nick Borg in 2008. Edmodo is designed for teachers, students, parents and schools (Chada Kongcham, 2013) This Edmodo website is more similar to Facebook, but the application this is certainly much safer because this application allows teachers to create and manage accounts only for their students (Jarc, 2010). In addition Borg & O'Hara (2008) also believes that with the Edmodo students can explore broader learning through technology, one of which is to make it easier for students to be able to share content, collect homework, quiz or can provide feedback. And for teachers other than Edmodo, you can send quizzes and assignments, give feedback and receive assignments that are completed, but through Edmodo the teacher can also set values, store and share content in file and linking, manage class calendars, vote and send warning notes. and text (SMS) to each student or to the whole class. Not only that Edmodo also makes it easy for parents of students to be able to control their children, where they can see the homework of their children, the due date for collecting assignments and can receive updates on class and school events.

In the initial study revealed that using Edmodo in teaching writing is believed to be more effective than using traditional media (Shams-abadi et al, 2015). And according to the statement from (Bates, 2005) said that the Simplicity of Edmodo to be an easy application in writing learning can also be accepted by students. In addition Edmodo is believed to be able to have a positive effect on teaching writing. Several studies have proven how Edmodo can work in writing classes (Adas & Bakir, 2013; Gardner, 2013; Pop, 2013; Karyawati, 2014; Abadi, Ahmadi & Mehrdad, 2015). Like research from Abadi, Ahmadi & Merdad (2015) who in his research examined the effects of using Edmodo in EFL Learners Writing

Performance, the participants were 40 students, while the research design used experimental design. And the results of his research show that learners participating in the edmodo group have a positive effect on their writing performance, rather than students who are in the non-edmodo group. Besides that Edmodo makes students interested in writing and makes it possible to provide a collaborative environment for learning where students help each other.

Furthermore, the research from Fauzi (2017) about The effectiveness of Edmodo's on students' writing ability in recount text, participation in his research was a senior high school 10th grade student, and to take data samples 2 instruments were used in his research namely rubric writing and assessment tests. And the test form from both the pretest and post-test was the recount writing test. And the results obtained are scores from post test (80.5) better than the score from the pre test (71.1). This shows that on average, the use of Edmodo has caused an increase in student grades. In addition, Naibi, Jabri & Kalbani (2018) in their research for the use of edmodo in writing student paragraphs where the participants were 25 English students. And the results in his research showed positive results which meant that using Edmodo had a tremendous impact on the development of student writing skills. Student interactions using Edmodo have created a strong foundation for them to hone their abilities to write and form well-structured sentences. So based on the statement above, Edmodo is a learning application that has easy features and has a positive effect for writing students

2.4.1. Getting Started with Edmodo

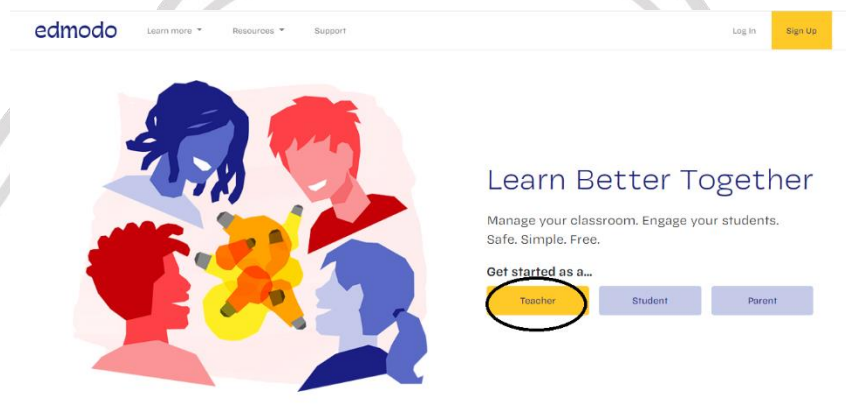
According to Monalisa & Ardi (2013) edmodo can be easily accessed through www.edmodo.com or can be downloaded on Android or iOS. Besides that, Bullock (2013) also explains the tutorial on using Edmodo :

- 1 the first thing to do is type www.edmodo.com in the browser.

- 2 Click "sign up now" after that fill in the form provided by the teacher and students. Do not forget the teacher and students must also provide a password that is registered as a user. However, it should be noted that registration of teachers and students is little bit different.

a) Teacher Account

For teachers, the first step after visiting www.edmodo.com is that they have to choose "Teacher" button to create a free account.

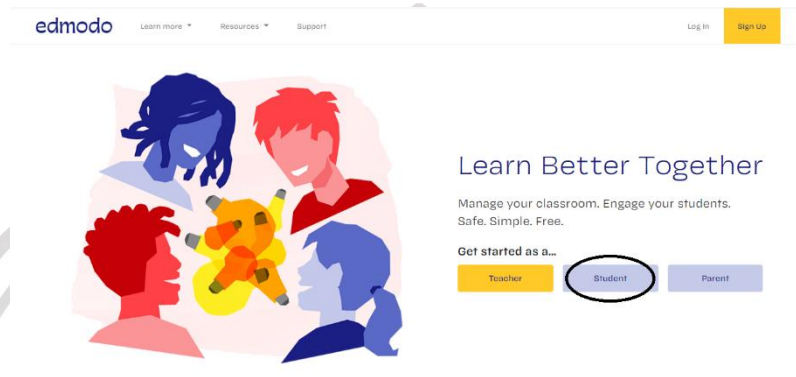


Then fill out the registration form and select the "Sign Up" button to complete the signup process. After that the teacher can check their personal e-mail to get confirmation so the teacher can set up his edmodo account.

 The image shows the Edmodo registration form. At the top, there is a blue header with the Edmodo logo. Below the header, there are two buttons: 'Continue with Office 365' and 'Continue with Google'. Below these buttons, there is a section titled 'Sign up with your email'. This section contains two input fields: 'Email Address' and 'Password'. Below the input fields, there is a green button labeled 'Sign up for FREE'. At the bottom of the form, there is a link that says 'or click here to log in with an existing account' and a small disclaimer: 'By signing up, you agree to our Terms of Service and Privacy Policy'.

b) Student Account

Students need to click on “Student” button to get a new account and fill out the form.

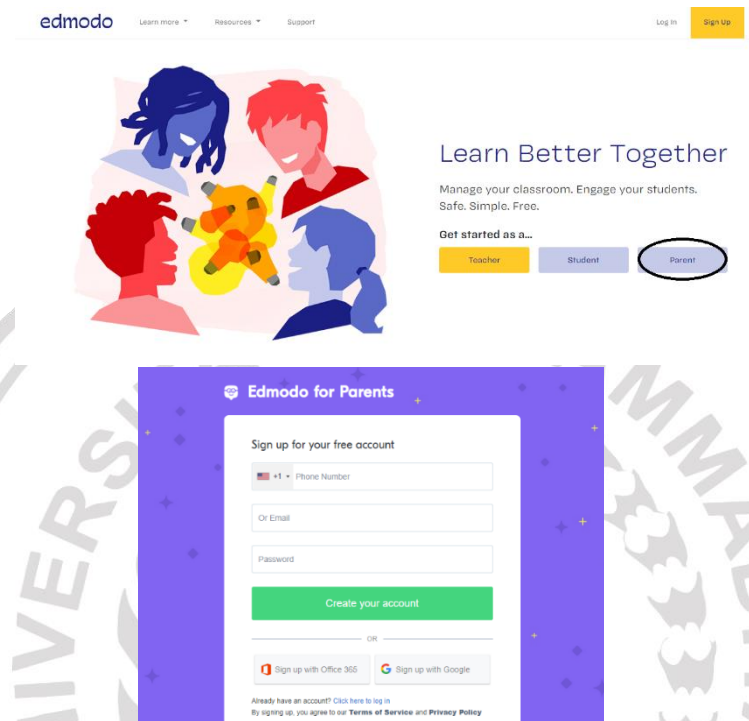


Complete the registration form by writing down the user and password. After that students are required to fill in the group code that has been provided by the teacher to be able to join the class.

Therefore, before the teachers were advised to notify students to register an Edmodo account with their real names, not just a nickname. In addition, the teacher is also expected to advise students to upload their photos on their profile picture to make it easier for teachers to pay attention to students.

c) Parents Account

Parents can also access Edmodo by following the same steps by click on the “Parent” button to create a free account.



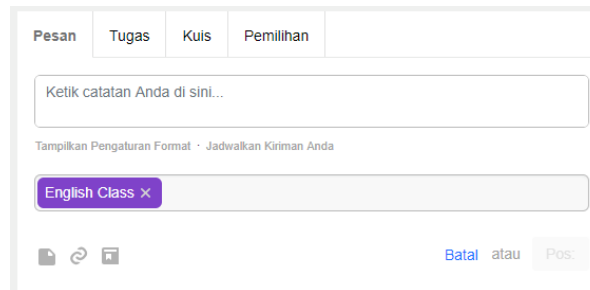
codes for students are available from the teacher account while the parent account is available to the right of the student class account. If registration for a new account for teachers, students and parents is successful, they can enter their respective Edmodo accounts directly.

Based on the explanation above, it can be concluded that Edmodo offers convenience in the registration process so that users can run easy technology-based learning to students, teachers and parents.

2.4.2. Edmodo Features

According to Emrawanti (2017) Edmodo has several features for teaching and learning. Edmodo provides three special user accounts, namely accounts for teachers, parents and students. The features in Edmodo are as follows:

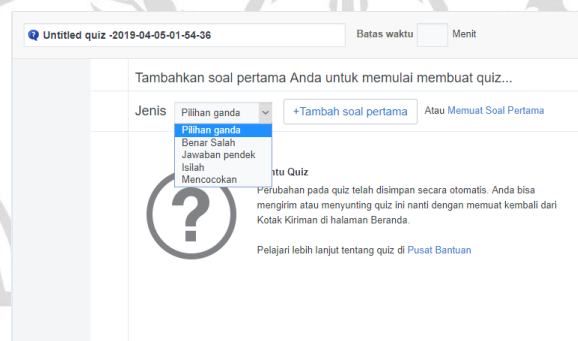
1. Assignment



The screenshot shows the Edmodo interface for creating an assignment. At the top, there are tabs for 'Pesan', 'Tugas', 'Kuis', and 'Pemilihan'. Below the tabs is a text input field with the placeholder 'Ketik catatan Anda di sini...'. Underneath, there are links for 'Tampilkan Pengaturan Format' and 'Jadwalkan Kiriman Anda'. A purple button labeled 'English Class' with a close icon is visible. At the bottom right, there are buttons for 'Batal' and 'Pos'.

In Edmodo the teacher gives online assignments to students, the advantage of this feature is that this feature is equipped with data line features and attach file features that can be used by students to be able to send files directly to the teacher. In this feature there is a "submit" button indicating the student has completed the task. Here the teacher can also directly provide an assessment of the assignments that have been given by students. And easy again, the score that has been given automatically will be saved in the Grade eBook feature

2. Quiz

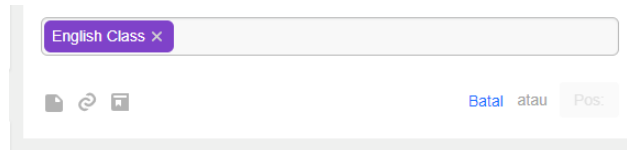


The screenshot shows the Edmodo interface for creating a quiz. At the top, there is a title field 'Untitled quiz -2019-04-05-01-54-36' and a 'Batas waktu' (Time limit) field set to 'Menit'. Below the title, there is a prompt: 'Tambahkan soal pertama Anda untuk memulai membuat quiz...'. A dropdown menu for 'Jenis' (Type) is open, showing options: 'Pilihan ganda' (Multiple choice), 'Benar-Salah' (True-False), 'Jawaban pendek' (Short answer), 'Isilah' (Fill in), and 'Mencocokkan' (Match). A '+Tambah soal pertama' button and an 'Atau Muat Soal Pertama' button are visible. A large question mark icon is present. Below the dropdown, there is a 'Bantuan' (Help) section with a question mark icon and text: 'Perubahan pada quiz telah disimpan secara otomatis. Anda bisa mengirim atau menyunting quiz ini nanti dengan memuat kembali dari Kotak Kiriman di halaman Beranda. Pelajari lebih lanjut tentang quiz di Pusat Bantuan'.

Quizzes available in Edmodo can be used by teachers to provide online evaluations either multiple choice, right or wrong, short answers, fill in or match. This feature is complemented by deadlines, quiz related information, and quiz titles. Calculation of scores on each item in the quiz is done automatically for the type of multiple choice questions and short answers,

while for the description of the problem the score must be made or arranged by the teacher.

3. File Links

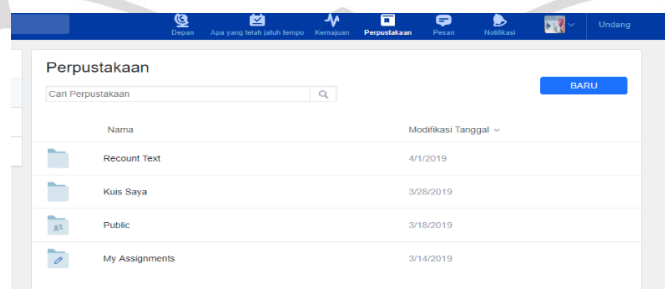


In this feature both teachers and students can send messages by attaching files and links in class groups. This feature is very useful for sending notes with files, views and links. In this feature students can easily edit their work before being given to the teacher.

4. Grade Book

This Grade Book feature is used as a student record. Giving score can be done by the teacher and can be entered manually or automatically. The teacher can also arrange the assessment and can set maximum and minimum score in each subject. The total score will be a percentage of the overall value students get will be automatically attached by the system. In addition this feature is equipped with a ranking feature, which will automatically appear according to the score obtained by students.

5. Library



In this Library feature, teachers can upload materials such as videos, files etc. This feature also functions as a place to store files from teachers and students

