

CHAPTER I

INTRODUCTION

This chapter present some points that consist of background of the study, thesis statement, purpose of the study, significant of the study, scope and limitation, hypothesis of the study, and definition of key terms.

1.1 Background of the Study

Writing skill in learning English is one of the things that noticed by the Indonesian Minister of Education and Culture. It can be seen from the latest curriculum in Indonesia namely 2013 curriculum, writing is one of the goals in learning English. The curriculum expects that the students will be able to write or express their ideas in English texts well at the end of learning process, in this curriculum requires the students to be productive (Inayah & Nanda, 2016). It can be seen from the Standard Competence at X1 Grade in syllabus of 2013 curriculum "Capturing the meaning and arranging oral and written texts, by using the sequential and coherent text structure and also accurate linguistic elements, acceptable and fluent" (Depdiknas, 2013). To achieve those curriculum expectations, the teaching of writing at high school levels teach the students a variety of English text types, such as invitation text, letter, analytical exposition text, report text, biography text, narrative text, and many other functional types of texts.

However to reach the goal in curriculum is not easy. It is because the students have problems in the writing class. A study conducted by Za'in (2017) aimed to finding out the students problem in writing and the result showed that beside grammatical use problem, the serious issue in writing problems are organization, content and lack of vocabulary. In the problem of organization, the students difficult to organize the ideas, the consequence is the students write paragraph without consist of the complete generic structure of the text. After that, in the problem of content the students did not compose their writing coherently. In this case the student write paragraph which has no unity. Here the researcher

found that the content of each paragraph from the students did not appropriate with the topic and also the title does not suitable with the content or paragraph. Then, in the term of lack vocabulary, the problem here is the students write incorrect and inappropriate words in their sentences.

In addition Inayah & Nanda (2016) did the same research, their study aimed to finding out the difficulties in writing faced by the students' at senior high school. The result is similiar with the previous study. Organization, content and vocabulary become the issue which should be attention in writing problems. In the term of organization, the students get confused on how to organize ideas properly and to link ideas between paragraphs. Then in the aspect of content, the students had difficulties in developing his ideas. The students were unable to elaborate the main idea by using supporting details in one paragraph. After that, in the vocabulary, the students tended to choose words which were not suitable for the context. So here, the students had difficulty in choosing appropriate words to make sentences.

Other than that, Novariana, Sumardi, Tarjana (2018) also investigate the students' problems at the one of senior high school in Indonesia. The result also showed the similar like the previous studies above. The first problems is the students difficulty to choose the appropriate words in writing, this is because the students have a lack of vocabulary. Then, the second is the students have difficulty to arrange words in the appropriate order. Here the students have problems in structuring paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse, differentiating a topic and supporting ideas or generalizations and specific details.

Based on the previous studies above, the researcher concluded that the students have a problem in the three aspects of writing, among others are problem in organization which include of the students difficult to organize ideas properly, then problem in content which include of the students write paragraph which has no unity so the content of each paragraph did not appropriate with the topic and the last is problem in vocabulary, here the students difficult to choose the appropriate words. These problems are caused by the ways students learn writing

are not really effective. Writing is perceived as a way to communicate thoughts (Berry et.al, 1999). That's why the teacher need a strategy which can give the students a chance to logically sequence his or her ideas in their thoughts while maintaining focus on a main topic. This is supported by Mukminatien as cited in Miftah (2015b, p. 9) said that the difficulties are not merely caused by the students themselves but it also can come from the strategy or techniques that the teacher used. In addition, to achieve effective writing learning, the teacher as a mentor must be able to apply the learning process to the maximum (Rahmatullah, 2016). The one of solution to make the maximum in learning process is making the students become active learners. So that the students don't tend to only act as a listener, but they can explore their learning process. The students active involvement as a good way is supported by Hidayah (2016) who said that participation or learning involvement from the students is very necessary to achieve a good learning process. Therefore students must be actively involved in the learning process at school.

One of strategy that is effective to support students' writing skill is using Graphic Organizer with Schoology. It because some researchers had conducted the studies to know the effect of graphic organizer on students' writing skill and the result was graphic organizer had possitive effect to the students and some experts also said the same thing about schoology. Graphic organizer can make the students' writing become better. Graphic organizers helped the students organize their thoughts, helping them select the main ideas and supporting details. In addition schoology also had the good impact for students writing skill. This is because according to Çepik, Gönen and Sazak (2016) as the learning management system, schoology provide the teachers tools to upload materials and information related to the topic in various formats such as audio files, images, videos, and links that can facilitate the teacher to give the material and allows the teacher to design the learning process to be creative. Schoology also make the students become active learners.

The following are some previous research about graphic organizer. First, a study conducted by Mahmudah & Jamilah (2015), they investigated the use of

graphic organizer to improve students' writing skill. The findings showed that the students' writing skills were improved after the implementation of graphic organizer in writing process. The students' improvement could be seen from the data. Their writings had a well organized than before. Here the students organize their ideas properly. The content of their writing was acceptable and relevant since they could develop the ideas well in the form of graphic organizer, but from this study, the researcher found that there is a problem in the students' by using graphic organizer namely the students needed much information to complete the graphic organizer. This is because they had limited information about the topic given in the task.

Then, a study conducted by Irawati et.al (2014) their reseach aimed to investigated the use of sandwich graphic organizer to improve the writing ability. The findings of this study showed that graphic organizer help the students to increase their writing skill. Through graphic organizer the students be able to write with good organization. Here the students can arrange the words in appropriate order. Then, graphic organizer is also help the students in improving their content on writing. The content from the students writing here more directed and unity. Other than that, here the students be able to write with appropriate words in their sentences too. But in this study also found the same problem with the previous study. The students have difficulty to fill the graphic organizer. This is because graphic organization only help students to separate what is important to know but not giving the students information. The information here is related to the topic or theme that students will write. That's why to make a strategy become better it can be supported one of the media that can be used in teaching writing to help the students get information in graphic organizer (El-Muslimah, 2016).

In addition a study conducted by Tayib (2015) investigated the effect of using graphic organizer on students' writing ability. The result showed that using graphic organizer had significantly improved the students' writing ability. Participants' mean score in writing increased from 45.00 in pre-test to 68.88 in post-test. The students' writing improve especially in the aspect of content, organization and word choice. But here graphic organizer didn't presented in a

creative way. That's why the researcher Tayib (2015) recommended using graphic organizer in modern way such as using technology needs to be explored and investigated, because these could be a better alternative to make the students writing get better at this modern time of globalization era.

According to the previous studies related the use of graphic organizer on students' writing skill it can be seen that there is a problems in using graphic organizer, namely the students feel difficult to fill the graphic organizer because they had limited information about the topic. Besides that, the previous research has recommendation to implement graphic organizer in modern way such as using technology because nowadays technology has become part of our life that can support and transform education in a good way. Here the researcher combine Graphic Organizer with Schoology. It because according to the Mutia (2018) schoology has possitive impact in writing skill. Schoology has the feature to upload videos or image so it can help the writer find the information about the topic that they will write when they had limited knowledge about that. It also help the students to activate background knowledge about the topic before fill their graphic organizer. In addition Greenhow, Robelia, & Hughes (2009) also added that schoology is more favorable to students. Because schoology has a great feature. One of the features is resources. In the resources feature, the students can draw there. So it can support the students to design their own graphic organizer with various shapes and colors. Furthermore, Ardi, P. (2017) has a recommendation to use Schoology in English language learning and teaching because schoology can make the students actively involved in the learning process and can give the students meaningful and relevant English learning experiences in the 21st century.

Based on the explanation above, the researcher interested to combine Graphic Organizer Strategy with Schoology media to find out whether applying the combination both of them will have a positive effect on students' writing skill at MA Masyhadiyah Giri.

1.2 Statement of the Problem

According to the previous explanation above, the problem statement of this research can be formulated in the form of the question as follow: Is there any significant effect on students' writing skill by using Graphic Organizer with Schoology?

1.3 Purpose of the Study

Based on the thesis statement above, the purpose of study is to know the significant effect on students' writing skill by using Graphic Organizer with Schoology.

1.4 Significant of the Study

a. For Teacher

This study will give the teacher information that using Graphic Organizer with Schoology can be useful to help students' writing skill, so that's why it become one of alternative for teacher in teaching writing.

b. For Students

To improve students' ability in the writing skill by using Graphic Organizer with Schoology.

c. For Future Researcher

The researcher hopes this study can be one of references when the future researcher conduct a study with the similar topic.

1.5 Scope and Limitation

In order to make this study more specific, the researcher determine the scope and limitation. The scope of this study is the students at 11th grade from MA Masyhadiyah Giri. The limitation of this study is focus on writing skill and the material is analytical exposition text.

1.6 Hypothesis of the Study

In order to answer the research question, the following hypothesis is proposed: the null hypothesis (Ho) and the alternative one (H1). If the null hypothesis is rejected so, the alternative one will be accepted.

Ho : There is no significant effect on students' writing skill taught by using Graphic Organizer with Schoology at the 11th grade students of MA Masyhadiyah Giri.

H1 : There is significant effect on students' writing skill taught by using Graphic Organizer with Schoology at the 11th grade students of MA Masyhadiyah Giri.

1.7 Definition of Key Terms

Based on the statements from so many experts, the researcher will conclude the definition of each key terms.

1. Writing Analytical Exposition Text

Writing is a productive skill that make the students managing the ideas into texts or paragraphs. In this study focus on writing analytical exposition text. Therefore, writing analytical exposition text is managing the ideas about the phenomenon or issue into texts or paragraphs. To make the reader easy to get the purpose of the text, the text must be arranged properly. The composition of the text consist of thesis, argument and reiteration/conclusion.

2. Graphic Organizer

Graphic organizer is a strategy which representations of concepts that assist students to organize their thoughts and allowed them to transfer these thoughts into writing. So here graphic organizer has functions to guide students in organize and convey the ideas so enabling them to write better.

3. Schoology

Schoology is a learning media that provides teaching tools which allows the teacher to design the learning process to be creative. As a learning

management system, in schoology there are features to facilitate learning such as audio files, images, videos, and links that can help the teacher to deliver material and information related to the topic. Not only that, schoology also provide facility that can support the students to draw where in this case through schoology the students can design their own graphic organizer.

