

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discuss some point that consist of definitions or theories related to this research. A review about previous studies is also presented here.

2.1 Writing Skill

2.1.1 Definition of Writing

Writing is categorized as a productive skill who has many aspects such as content, grammar, vocabularies, organizing idea, mechanic and styles. Then based on Matthews (2000: 1560), the definition of writing is produce something in written form and then people can read, do or use it. Furthermore according to Atta & Salem, 2013 writing is one of the most difficult to master language skills. This is because writing is obtained more slowly than speaking. For example: the first thing a newborn baby does is cry, not write. Moreover, writing is not natural and it must be learned (Chaedar (2001: 3). Apart from that writing is not only producing and managing the ideas but also in translating the ideas into readable and understandable texts or paragraphs (Asrobi & Prasetyaningrum, 2017). Brown (2001) and Hatta (2009) also added which makes writing one of the most difficult skills to master, it because in writing, students have to pay attention to higher level planning and organizing skills well as lower skills of spelling, punctuation, word choice, and accuracy, which is using the correct form of language. Accuracy here means that the students have to involve spelling correctly, form letters correctly, write clearly, punctuate correctly, use correct layout, choose the right vocabulary, use grammar correctly, combine sentences correctly and use paragraphs correctly.

Although difficult, students should not give up to learning it because writing is a skill that has many benefits to students, including being able to strengthen the structure of grammar, improving student's vocabulary, and writing can help students to learn the other language skills such as reading, listening and

speaking (Kellogg, 2008). In addition, according to Graham and Perin (2007) writing can extend and reinforce knowledge. They add that writing has a function as an effective tool to obtain new information. Writing is also a means to acquire and get the language (Nancie Atwell, 1998). Based on Oshima and Hogue (2007:3) another writing functions are writing can help us express our ideas in written form. Writing is also used for communication instruments, it is a language skill used to communicate indirectly, whether they cannot face to face. If students have the ability to express their ideas in sentences grammatically and effectively, writing can be fun for them. In addition, writing appears to improve learning by involving students more actively in processing, interpreting, and evaluating information.

From the definition above, it can be concluded that writing is the productive skill who make the students managing the ideas into readable and understandable texts or paragraphs. Writing is also a skill who have many benefits to the students, one of them is help students in a communication instruments whether they cannot face to face.

In this research, the researcher focus on writing in the material analytical exposition text. Therefore, the following is the explanation about writing in analytical exposition text.

Analytical Exposition Text

According to Anderson and Anderson (1997; 123), analytical exposition is a text that presents one side of an issue. Djuharie (2009: 121) also states that analytical exposition is a text that describes the author's ideas about a phenomenon around it. In the analytical exposition text, the authors express their opinion about the phenomenon. To make the reader easy to get the purpose of the text, the text must be arranged properly. The composition of the text emphasizes on the thesis, argument and reiteration. Besides that, another important thing is to ensure that the author use the grammar correctly.

To write a good analytical exposition text, there are three generic structures which must be considered (Gerot and Wignell, 1995: 197). the generic structures of it as follows :

- a. Thesis : In this section, the author introduces the main topic or idea that will be discussed. Thesis is always presented in the first paragraph of analytical exposition text.
- b. Argument : In this section, the author presents arguments or opinions to support the author's main idea.
- c. Reiteration/Conclusion : In this section, the author restates his perspective to strengthen the main idea in the first paragraph. This is also called by conclusion of the entire text. Reiteration is always presented on the last paragraph of analytical exposition text.

The following are language features of analytical exposition text :

1. Using internal conjunction such as but, meanwhile, besides, first, second, then, so, etc.
2. Using causal conjunctions such as because, for that reason, due to, by, consequently, as a result, etc.
3. Using simple present tense.

2.1.2 Components of Writing

According to Hughes (2008, p. 103), there are five components of writing that should be considered in writing text. They are as follows:

a. Content

A good writing content is clear to read, so that it can make the readers can understand the message in the text. To have a good writing content, the content should be united and resolved properly. This term is usually called by unity and completeness.

b. Organization

The things that are included in the organization are coherence, order of important, general to specific or specific to general, chronological order, and

spatial pattern. The following sentences are the definitions of each organization aspects:

1. Coherence means that all of ideas in writing must be clear, connected each other and in the right order.
2. Order of importance means that regulate and building ideas so that the text have a strong ending in paragraphs.
3. General to specific means that organize the topic sentence which is used to make a general statement and then followed by supporting sentences. The criteria of the supporting sentence here are details, there are examples, and based on facts.
4. Chronological order means the paragraphs in writing arranged chronologically, for the example is events and the details are arranged in good order, usually these are arranged from first and earliest to the last or latest.
5. Spatial order is one of the organization aspect which has characteristics how the text can describe something more details on their writing.

c. Vocabulary

Vocabulary is important in writing because by having a lot of vocabulary, a writer can make the readers explore more deeply what he says. Having a good vocabulary known as an idiom gives literary or cultural values in writing. Vocabulary itself plays a dual role, the first is to communicate and arouse and the second to the readers, it is to perceive and to feel.

d. Language use

The use of language means rules for writing and structure, such as grammar. Grammar in this case is related to verbs, nouns, and agreements. Sometimes writers make mistakes in the use of verbs, nouns and also agreements. Errors writing is not a small problem but it is a serious problem. Therefore, errors in writing can be overcome by rereading the writing and correcting if there are errors.

e. Mechanics

Mechanics is a very important aspect because it can make the readers easier to understand the meaning of writing. The mechanics consist of capitalization, punctuation, and spelling. The detail is below:

1. Capitalization

The correct capitalization sentences are used to avoid ambiguous meanings and misunderstandings. In addition, the correct capitalization sentence also helps the readers to distinguish one sentence from another. The main function of capitalization is to focus the reader's attention on certain elements such as any group of people, places, or things.

2. Punctuation

The function of punctuation can be said as a unit meaning and it shows about how the units are related to one another.

3. Spelling

There are three important rules how to use spelling correctly, among others are suffixed addition, plural formation, and handling-error within the words.

From the explanation above, it can be concluded that there are five aspects in writing namely content, organization, vocabulary, language use, and mechanics. The students should be mastering in those aspects to become good writer.

2.1.3 Problems in Learning Writing

There are many problems that are faced by students in writing. First, a study conducted by Za'in (2017) aimed to find out the students' problems in writing and the result showed that besides grammatical use problems, the serious issues in writing problems are organization, content, and lack of vocabulary. In the problem of organization, the students find it difficult to organize the ideas, the consequence is that the students write paragraphs without consist of the complete generic structure of the text. Then, in the problem of content the students did not compose their writing coherently. In this case the student write paragraphs 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. And then, in the term of lack vocabulary, the problem here is the students write incorrect and inappropriate words in their sentences.

Then, a study conducted by Inayah & Nanda (2016), they did the same research like a previous 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.

And then, 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 explanations above, it can be seen that the students face many problems in writing, among others are problem in organization, problem in content and problem in vocabulary. These problems are caused by the ways students learn writing are not really effective. This is supported by Mukminatien as cited in Miftah (2015b, p. 9) who said that the difficulties in writing is not only caused by the students themselves but it also can come from the strategy or techniques that the teacher used. 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. Learning involvement from the students is very necessary to achieve a good learning process (Hidayah, 2016).

2.1.4 Teaching Writing in Senior High School

Teaching writing in senior high school is regulated at the education curriculum of Indonesia. Curriculum is a kind of bridge to connect general education goals with the teaching programs to carry out activities to support goals systematically and correctly (Egan, 2003). It is the reason why teaching writing in senior high school should be based on standard of competence and basic competency as stated in the standard of graduate competency at the curriculum. Mulyasa (2008: 109) added that related to the school-based curriculum, the Ministry of National Education has prepared standards of competence and basic competencies for each subject, this is used as a guide for the teachers in developing school-based curriculum in the every school.

In the context of teaching English in senior high school of Indonesia, the achievement of communicative competence has become a learning goal. The achievement of communicative competence is divided into two namely oral and written communication known as four language skills (listening, speaking, reading, and writing). And writing is categorized as productive skills. The achievement of the communicative competence of writing skills has been formulated in the form of standard competence and basic competence in the syllabus at the curriculum (Setyono, 2014).

Through the explanation above, it can be concluded that the teaching of writing at senior high schools is categorized as the product-based approach of writing instruction. As a productive skill, the goal of teaching writing based on curriculum is the students will be able to write or express their ideas in English text well at the end of learning process. So here, the students expected to produce written text with accurate grammar and be well-organized (Setyono, 2014). Not

only that, based on the curriculum development centre, the students also expected to using spelling correctly, using punctuate correctly, using linking words effectively and using appropriate words and expressions in producing written text.

The school that the researcher want to do a research using the latest curriculum, namely 2013 curriculum (K13). In this curriculum the teaching and learning process more focus on the students than the teachers, it's called by students center. So here the curriculum designers hope can make students more active to improve their knowledge (Education and Culture Ministerial Regulations no. 81 A, 2013). In this research, the researcher using 11th grade of senior high school as the sample. So the following is the syllabus which consist of standard competence and basic competence for 11th grade at the first semester:

Table 1. Syllabus

Standard Competence	Basic Competence
Menangkap makna dan menyusun teks lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.	<p>4.3 <i>Teks Undangan Resmi</i></p> <p>4.3.2 Menyusun teks khusus dalam bentuk undangan resmi lisan dan tulis, terkait kegiatan sekolah/tempat kerja, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
	<p>4.4 <i>Teks eksposisi analitis</i></p> <p>4.4.2 Menyusun teks eksposisi analitis tulis, terkait isu aktual, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

Based on the syllabus of 2013 curriculum above, it can be seen that the students in senior high school 11th grade must be able to write about invitation text and analytical exposition text at the first semester. However, in this study the

researcher only focus on analytical exposition. Besides it, this is clear that teaching writing in senior high school should be able to reach the goal of standard competence and basic competence where expected to the students be able to write using the structure text in sequence and linguistic elements accurately and also suitable with the context.

Writing Assessment

Assessment is a part of teaching and learning that has a function of knowing the students progress and their achievements. Based on O'Malley and Pierce (1996: 237) assessment is a systematic approach to gathering information about student learning or performance, usually based on various sources of evidence. In addition, Orlich, et. al. (1998: 353) said that assessment is a process of evaluating student performance using various measurements. This means that assessment is the process of getting information about students' development or progress and their achievements in the teaching and learning process.

According to the regulation of the Minister of Education and Culture No. 81a, in 2013 regarding the implementation of the 2013 Curriculum, teachers have to apply authentic assessment as a method of assessing student competence. Rukmini and Saputri (2017) add that authentic assessment is seen as the most appropriate method of assessing students' writing skills, this is because writing is not like multiple choice or true-false item tests that can be assessed by using conventional methods. A teacher can only know the writing competence of students by checking their work in detail. For this reason authentic assessment is needed to assess writing skills. Based on O'Malley and Pierce (1996) there are six steps in assessing writing by using authentic assessment, among others are choose topics that are appropriate for students, choose the rubric that students can use, share the rubric with students, identifying bench-mark papers, reviewing how students write not only what they write, and hold a conference with the students regarding to their results of writing. In the assessing writing, Jacob (1981) stated that there are five aspect of writing that must be measured, among others are content, organization, vocabulary, language use and mechanics. Jacob (1981) also divide the level's mastery of writing in each aspect, namely; excellent – very

good, good - average, fair - poor and very poor. This level's mastery aim to describe the students' performance from none to complete mastery. This is can help the students more understand what good (or bad) on their writing performance, because their level of performance is identified (Ariyani, 2013).

In addition, the other important point which should be provided is scoring instrument. One of the way to assessing authentic assessment is using a rubric (Nitko, 1983). Rubric is a scoring guide which consisting of specific pre-established performance criteria, used in evaluating students work on authentic assessments (Mertler, 2001). According to Mukminatn (1997) there are three types of rubric, namely: primary trait, holistic and analytic rubric. First, primary trait rubric is a way of assessing a writing by focusing on certain features or characteristics. Brown (2004) adds that primary trait scoring focuses more on how well students can write in a narrowly defined range of discourses. This type of assessment centralise the task that faced by students and then give them score based on the effectiveness of the text in achieving a goal. Second, holistic rubric is a procedure in assessing student writing based on the general impression of the overall composition. In addition, a holistic assessment provides a single score on a piece of writing based on the overall impression on the writing (Mukminatn (1997). Holistic assessment rubric is used when the test designer wants to make a quick evaluation. According to Clark (2003), a holistic assessment requires the reader to read quickly which is to see the entire writing. The holistic assessment views the sample as a whole discourse and sees that the whole is greater than the sum of its parts. Third, analytic rubric is a procedure in the assessment of writing by giving a score based on a marking scheme that contains several features of the writing component such as content, organization, grammar, vocabulary and mechanics (Mukminatn, 1997: 54). In the process of analytic assessment for writing, the teacher attempts to obtain a set of scores together to analyse sub-skills in the sample of each student writing. It can be abbreviated that analytic assessment means scoring the properties/components, such as handwriting, sentences, titles, etc. (Babin, & Harrison, 1999, p. 117). Clark (2003) adds that analytical assessment focuses on traits that tend to be universal (word choice,

punctuation, and the like). Analytical assessment rubrics usually include several components of writing, such as accuracy, cohesion, content, organization, register and appropriateness of language conventions (Becker, 2010). In this research using rubric adopted from Jacob (1981). The kind of rubrik is analytic rubric. The rubric includes five criteria namely content, organization, vocabulary, language use and mechanics. There are four levels of performance for each criterion, among others are excellent – very good, good - average, fair - poor and very poor. This level's mastery aim to describe the students' performance from none to complete mastery. This is can help the students more understand what good (or bad) on their writing performance so they can easier to repair it, because their level of performance is identified.

Principles and Role of Teaching Writing

There are principles and role of teaching writing to achieve success and improvement in writing skills. Tang (2006:32) and Harmer (2004: 41-42) applies principles and role for developing writing skills in teaching writing, among others are :

1. Raise students' awareness : The teacher should be help the students to see the role of writing in language learning.
2. The students should be have ideas : The students must find ideas for their writing. So here through teaching, the teacher must help students find their own ideas.
3. Create a learner-centered classroom in active communication : The teacher should be make the students become active students because writing is a verbal communication. It implies that the nature of writing is interactive.
4. Motivating: The teacher should be motivate the students to write, excited them and persuade them what fun it can be.
5. Supporting : In teaching writing, the teacher need to be supportive such as strategy and media to help the students overcome their difficulties that students face in writing.

2.2 Graphic Organizer

2.2.1 Definition of Graphic Organizer

According to Hall & Strangman (2002) graphic organizer can be defined as visual or graphic displays that have a function to show the relationship between facts, terms or ideas. The function is to provides learners with a framework of information to learn. This is very useful for students because it can help direct students' attention to key concepts and conceptual relationships. In addition, graphic organizer also improve understanding.

Then based on Sharrock (2008) and Emerson (2010) graphic organizer is strategy in writing which can help students to make a good topic sentence, supporting idea, supporting details, and concluding sentence so that students can write well and product the good written. Clark., Zaini et. al. (2010) add that graphic organizer is the strategy which not only help students to record and categorize information, but also help students to understand difficult concepts, generate thoughts, and identify connections between ideas. It makes the students easier to write.

The other definition about graphic organizer is the appropriate strategy in writing who can help the writer to see and differentiate fact from opinion, organization and vocabulary choice clearly (Shaffer.K, 2007). Graphic organizer also help the writer to find out what they think and help the writer to see what needs to be improved, added or removed to make the best writing (Fry, 1981; Bromly et al, 1995; Katayama et al, 2000).

In addition, graphic organizer is graphic that organize the structure of concepts and has the function to connected between concepts (Ellis, 2004, p. 1). As with graphic organizer, the human brain also works to clasify informations in the form of ordered outlines. For this reason, many researchers who suggest using graphic organizers in teaching and learning activities in this case are learning to write because the human brain has a strong connection with the graphic organizer. Graphic organizer can significantly improve learners' writing skills (Bransford et al., 1999; Tsien, 2007).

Furthermore, the teacher must provide explicit instructions on how to organize information when certain organizers are used. Markley and Jefferies (2001) provide some specific guidelines for using graphic organizer. This includes the relationship of verbalization between the concepts represented in the organizer, providing opportunities for student input, connecting new information with past learning and making references to upcoming material. Griffin and Tulber (1995) give a suggestion that is to get a better result, graphic organizer must be used repeatedly in learning. They said that if the student use graphic organizer regularly in class, it can help them to internalize organizing procedures.

Based on the explanations above, it can be conclude that 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 especially in the aspect of organization, content and vocabulary.

2.2.2 Types of Graphic Organizers

The following sentences are the types of graphic organizers:

a. **Sequence Chart**

Sequence chart is the graphic that provides events start from the first till the end (Baxendell, Brad W, 2003). This organizer has function to help students understand the sequence of events in a process. This organizer provides a box for writing sequential series of events in a circle. The box is given a circular arrow until it returns to the first event to represent the relationship of each events (Bromley, Irwin-Devitis, and Modlo, 1999).

Procedures :

- Discuss the cycle process with students and encourage them to do it. Ask the students to retell the sequence of events.
- Write a concept that will be discussed in the middle of the organizer.
- Write the events related to the concepts that have been written.

- Write a brief note to explain the steps in the process under the 'concept title'.

b. K-W-L charts

K-W-L charts are graphic organizers that help students organize information before, during, and after a unit or a teaching learning process. Based on Ogle (1986) KWL (Know, Want, Learn) is strategy in teaching learning which have a purpose to building the previous knowledge, establishing a purpose what is needed and for summarising what was learned. Clark (2014) add that the KWL chart used in writing such as building the prior knowledge of the students about what they already know about the topic. The students can also write any question about the topic. After the students find the informations, the students can write what they learn.

Procedures :

- Create a table with three columns and two rows. One row for the headings and one larger one in which to write. Label the first column with a K for “What I Know,” the second with a W for “What I Want to know,” and the third with an L for “What I Learned”.
- At the K column or what is called by "What I Know," the teacher brainstorm the students about what students already know about a specific subject topic.
- After that at the W column or it called by “What I Want to know,” the teacher ask students to generate a list of what they want to know or questions they want answered about the topic.
- After the students write at the W column about what they want to know or questions they want answered , the students find the information from W column.
- Then, the students can write the infomation that they get in the L column or it called by “What I Learned”.

c. Venn Diagram

This organizer has a function to help the students recognize the differences and/or similarities between to concept or more (Baxendell, Brad W, 2003). So it can be used when the teacher ask to the students to compare something, such as

animals, object, thing, and etc. A Venn diagram may consist of two or more circles (Bromley, K., Irwin-DeVites, L. & Modlo, M, 1999).

Procedures :

- Identify and label each circle the concepts to be compared and contrasted.
- Discuss and write the similarities and differences between the concepts.
- Put the shared characteristics in the appropriate overlapping sectors.
- Record the unique characteristics of each concept in its own sector.

d. Concept Map

A concept map is a graphical map that visualizing the relationship among concepts. This kind of graphic organizer help the writers to organize their ideas in a hierarchical order by setting the most general information at the top of the diagram and the most specific ones at the bottom and see how one concept is related to another concept (Novak and Cañas, 2008). Key components of concept maps are the propositional relationships or links, two or more concept labels linked by words that read as a unit. The links are usually action words explaining the meaning of the relationship (Wang, 2003).

Procedure :

The procedure or steps to implementing concept mapping in writing based on Miller (2008) as follows :

- Decide what general topic or square title you will be writing about and draw it in the center of a piece of paper. Draw a circle or around it.
- Consider ideas related to the general topic. You can writing them on a separate piece of paper.
- Select the words and phrases that fit in best with the general topic and support the main ideas of your writing.
- Write these words or phrases on your paper around the circle or square that contains your topic. Circle them or draw a square around them, and connect them to the main topic with a line.

- Repeat the process of select the words for each of the subtopics you have circled or square it until you have enough ideas and information to write about the topic that you will be write.
- Don't forget to creating linking words at the each line or branch to explaining the meaning of the relationship between circles or squares.

Based on the explanations above, there are many types of graphic organizers for teaching and learning, but in this research the researcher only focused on concept map to limit the study. It because one of the material in 11th grade at the first semester is analytical exposition text and the researcher use that to her study, so here the researcher use concept map as the one of type graphic organizers. This is supported by Manoli & Papadopoulou (2012) who said that concept map is kind of graphic organizers that can be used in expository texts such as analytical exposition text.

According to the procedure of the experts regarding the concept map (one of the graphic organizers types) above, here the researcher designs the concept map type procedure combined with Schoology. The following is the procedure:

- In the schoology account, the students draw a circle/box as the head at the center, top or left on blank document and write the topic or theme there.
- From the head of circle/box, the students draw three lines or branch then connected it to another circles/boxes. So here the students draw again the another circles/boxes.
- In those circles/boxes, th students write generic structure of analytical exposition text among others are thesis, arguments, and reiteration/conclusion.
- After the students create a map framework, the students watch a video about topic or theme in their schoology account.
- From the video, the students take notes words list as the ideas in another blank document.
- After taking notes words list, the students back on their circles/boxes then organize the ideas into categories such as which one ideas suitable with

thesis, arguments, and reiteration/conclusion. Then, the students draw another circles/boxes with branch to put the details, supporting evidence, or example.

- Then, the students write linking words in each line or branch to explain the meaning of relationship between one circle/box to another circle/box.
- After that, the students write a text in their schoology account based on words that already collected at the map.

2.2.3 Procedure of Graphic Organizer

The following sentences are the procedure of graphic organizer based on Gu et.al (2001) :

1. The teacher explain to the students what is graphic organizer such as the meaning and why graphic organizer usefull in learning.
2. The teacher should be explain to the students about types of graphic organizers and it function.
3. Decide what kind of graphic organizers which suitable with the material.
4. Guidelines the students on how to use the type of graphic organizer that has been selected.
5. Use examples to illustrate the use graphic organizer, point out its subject and organizational framework.
6. Decide the activity in the class whether graphic organizer as an individual, paired, or in a group activity.

2.2.4 Advantages and Disadvantage of Using Graphic Organizers

The following sentences are the advantages of using Graphic Organizers based on experts :

1. Graphic organizers have profit to help students organize their notebooks, their notes, and important information as a guide (Tileston, 2004). Taking notes by using graphic organizers can help students to improve their writing.

2. Gillet & Temple (1994) said that graphic organizers have benefit to the students, namely through graphic organizers the students can think critically about plots and text structures such as sequential ordering, cause and effect, literal and implied information, and compare and compare.
3. Based on Vásquez & Coudin (2018) graphic organizers can help students group their ideas so students can differentiate between the main ideas and supporting details. So it will make the students easier to organizing ideas into written form.

Based on the advantages of using graphic organizers above, there is also disadvantage of it. The disadvantage based on Vásquez & Coudin (2018) is the students will difficult to fill graphic organizers if they unknown or unfamiliar about the topic. In these situations, it will be make the students lost their excitement to write. Thats' why the teacher must be use another media to help students get information to fill graphic organizers.

2.3 Schoology

2.3.1 Definition of Schoology

Schoology is an online social learning network and interactive learning management system initiated by four students named Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler in 2007. This online social learning network is quite widely used in the world of education. This is evidenced by data showed that there are more seven million users from more than 60,000 K-12 schools and higher education institutions around the world use this learning platform in their classrooms. Schoology has facilitates namely pedagogically and socially sound mobile learning. As a learning management system, Schoology provides the variety of teaching tools, such as organisable lessons and self-paced learning, threaded discussions boards, micro-blogging, content migration and import. Therefore Schoology has many benefits to the teacher, among others are being able to help teacher systematically manage media-rich learning material into folders and make various dynamic assignments. The teacher also can prepare

learning materials and arrange their availability based on the allowed access time. Calendaring has a function to guide students' self-paced learning (Sarrab et al., 2016).

Schoology is a web-based educational application that allows the teachers to provide digital learning to students. Schoology can also be accessed for free. Besides that, for ease to use, Schoology adopted Facebook as an interface and feature (Manning et al., 2011, p. 26). In addition, to use this application in teaching and learning process, the students can access *www.schoology.com* on a computer or download Schoology on the PlayStore or Appstore on a smartphone. As the learning management system, schoology provide the teachers tools to upload materials in various formats such as audio files, images, videos, and links (Çepik, Gönen and Sazak, 2016).

Trust, Krutka, and Carpenter (2016) added that Schoology allows the instructors and the students to actively remain involved and interconnected. Teachers and students easily share learning materials, collaborate, and connect from any mobile device. Schoology also provide notifications tool to give the information for user if there are new material, comments and updates.

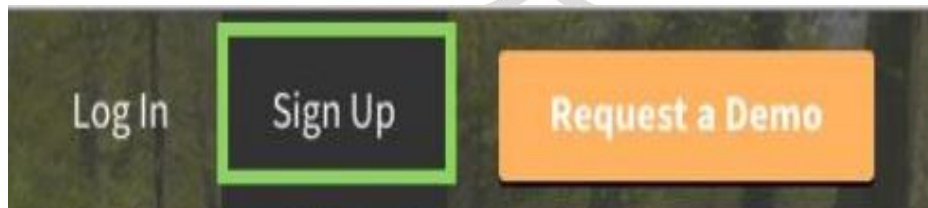
Based on the explanations above, schoology is a media online social learning network and interactive learning management that provides a variety of teaching tools, such as organisable lessons and self-paced learning that can make the students excited in teaching learning process. As the learning management system, schoology provide the teachers tools to upload materials in various formats such as audio files, images, videos, and links who can facilitae the teacher to give the material and information related to the topic and allows the teacher to design the learning process to be creative.

2.3.2 Procedure How to Use Schoology

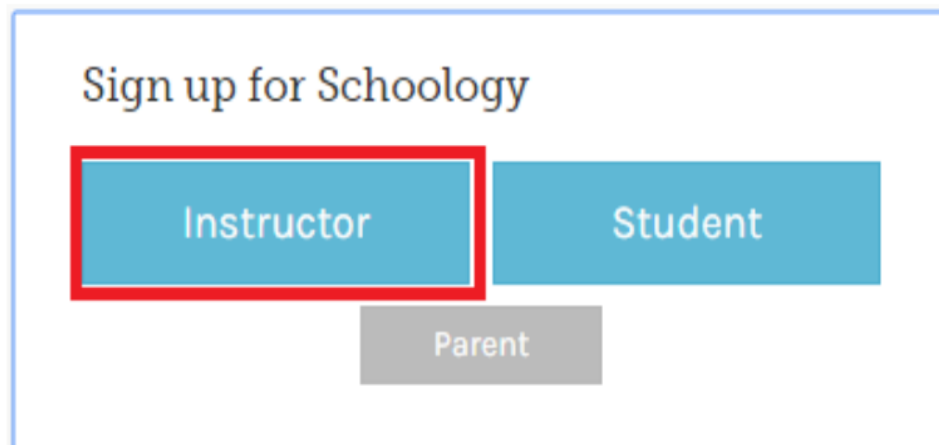
A. How to Sign Up

➤ As a Teacher/ Instructor

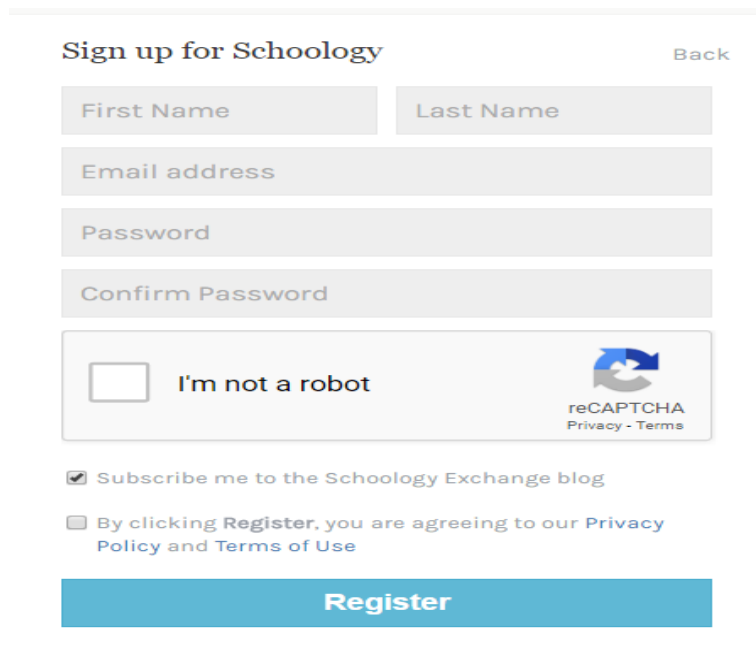
1. Go to the <https://app.schoology.com/register.php> page, then click Sign Up on the main page of Schoology.



2. Select the Instructor button.

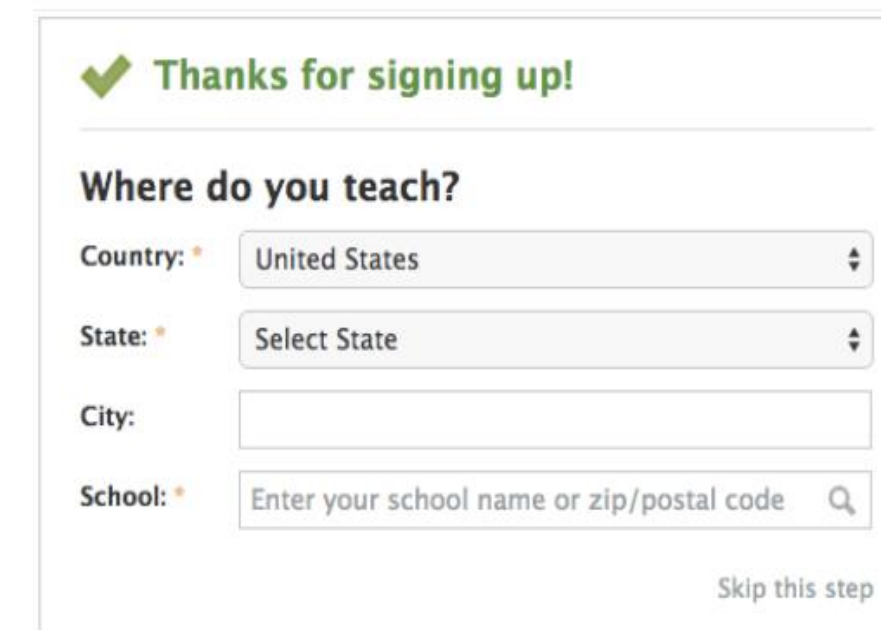


3. Enter the name, email address and password that you will use to login at the Schoology.



The screenshot shows the 'Sign up for Schoology' registration form. It includes a 'Back' link in the top right corner. The form contains several input fields: 'First Name', 'Last Name', 'Email address', 'Password', and 'Confirm Password'. Below these fields is a reCAPTCHA section with an 'I'm not a robot' checkbox and a reCAPTCHA logo with links for 'Privacy' and 'Terms'. There are two checkboxes for additional options: 'Subscribe me to the Schoology Exchange blog' (checked) and 'By clicking Register, you are agreeing to our Privacy Policy and Terms of Use' (unchecked). A prominent blue 'Register' button is located at the bottom of the form.

4. After that, you will be asked to enter the data where you teach. You can use the search button if it doesn't automatically listed then click Select School.

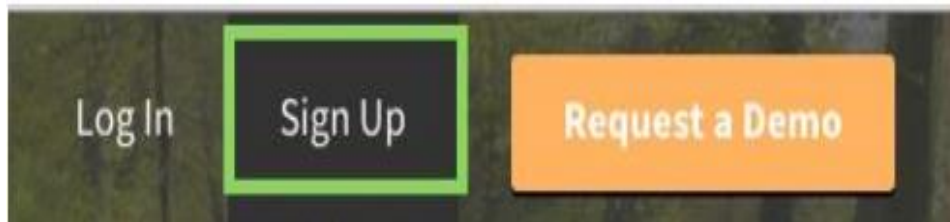


The screenshot shows a confirmation screen with a green checkmark and the text 'Thanks for signing up!'. Below this is a section titled 'Where do you teach?'. It contains four input fields: 'Country:' with a dropdown menu showing 'United States', 'State:' with a dropdown menu showing 'Select State', 'City:' with a text input field, and 'School:' with a text input field containing the placeholder 'Enter your school name or zip/postal code' and a search icon. A 'Skip this step' link is located at the bottom right of the form.

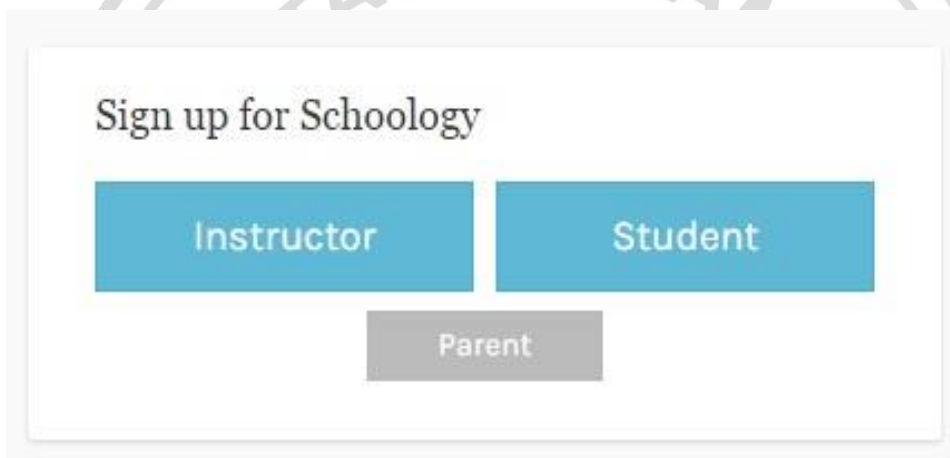
5. Done, now you have a schoology account with an role as an Instructor.

➤ **As a Student**

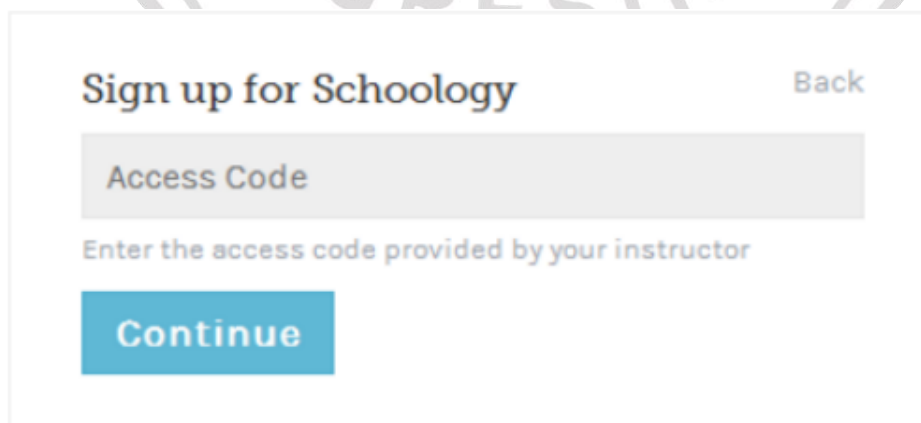
1. Go to the <https://app.schoology.com/register.php> page, then click Sign Up on the main page of Schoology.



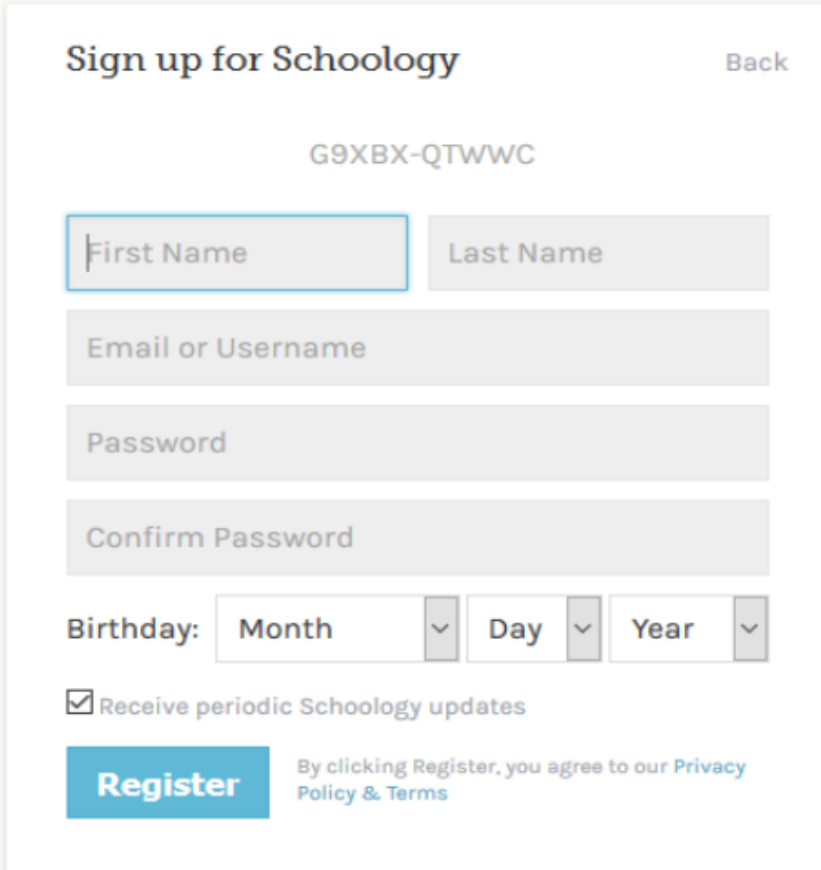
2. Click the Student button.



3. Enter the Access Code that you have (Access Code for each course will be given by the teacher).



4. Fill the registration form.



Sign up for Schoology Back

G9XBX-QTWWC

First Name Last Name

Email or Username

Password

Confirm Password

Birthday: Month Day Year

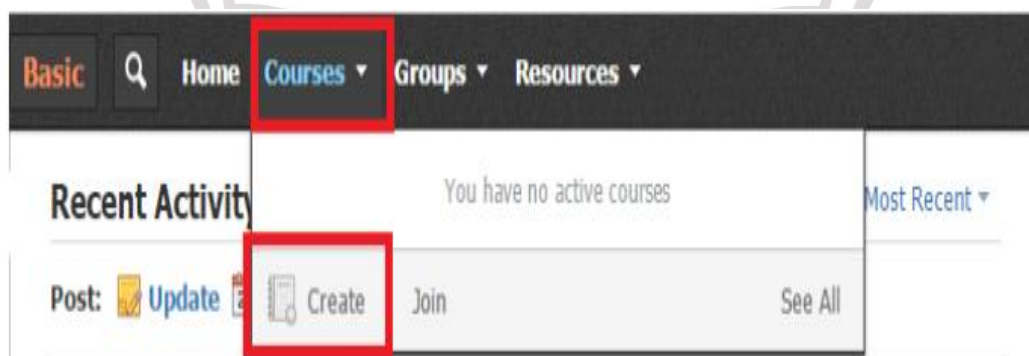
Receive periodic Schoology updates

[Register](#) By clicking Register, you agree to our [Privacy Policy & Terms](#)

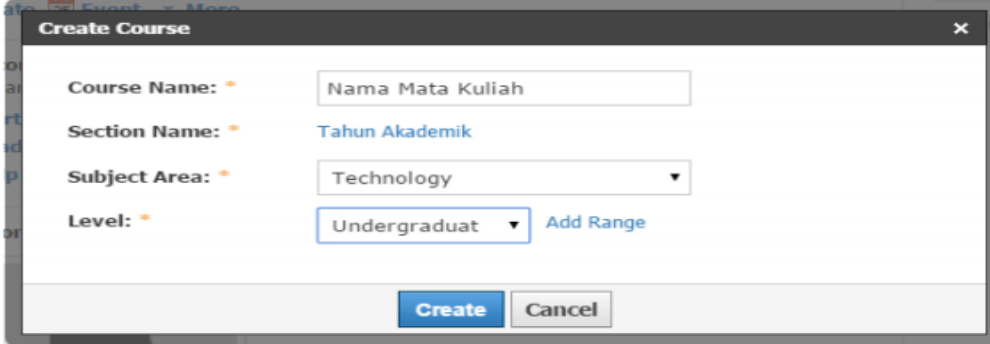
Click Register, then you will automatically registered in the course with the access code that you use.

B. How to make course in Schoology (To Instructor)

1. Click drop-down menu 'course' in the top left menu, then click create.



2. Fill the data at the form.



The image shows a 'Create Course' dialog box with the following fields and values:

- Course Name: * Nama Mata Kuliah
- Section Name: * Tahun Akademik
- Subject Area: * Technology
- Level: * Undergraduat (with an 'Add Range' link)

Buttons: Create, Cancel

3. You are successful make a class in Schoology.

2.3.3 Advantages and Disadvantage of Using Schoology

The following sentences are the advantages of using schoology based on the experts :

1. Based on Çepik, Gönen and Sazak (2016), schoology have benefit to provide the teachers tools to upload materials and informations in various formats such as text files, audio files, images, videos, and links. This is allows the teacher to design the learning process to be creative.
2. Schoology provides "resources" feature who support the students to write and draw (Crisentia, 2017).
2. Sarrab et al., (2016) said that schoology help teacher to systematically manage media-rich learning material into folders.
3. Schoology is easy to use. This is make the students easy to explore schoology (Wulandari, 2018).
4. Cost is Free : Not all of e-learning media free to use so with schoology the teacher no need to pay when want to use it (Wulandari, 2018).

Based on the advantages of using schoology above, there is also disadvantage of it. The disadvantage based on Wulandari (2018) is if the students does not have access to a computer and the internet, or a mobile device they would not be able to use the schoology. That's why here the school should be

provide the computer lab and internet connection in the school so the students can access their schoology account.

2.4 Review of Related Study

There are several previous studies about graphic organizer in writing. And some other researchers who conducted the same studies in schoology. Firstly, a study conducted by Mahmudah & Jamilah (2015) who investigated the use of graphic organizer to improve students' writing skill. They use action research in their study. This action research consists of four stages: planning, action, observation, and reflection. The subject is the students in the secondary school. The result showed that there was improvement on students writing by using graphic organizer. It can be seen from the students' mean score in pre-test was 62,88, and it increased to 68,40 in post-test cycle 1, and 74,21 in post-test cycle 2. Graphic organizer help the students in writing among others are through graphic organizer the students can keep their ideas in front of them as guidance and help the students in classifying and developing the information they have into good paragraphs. 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.

Secondly, a study conducted by Irawati et.al. (2014) who investigated sandwich graphic organizer to improve students' writing skill. The research method was action research. The technique of collecting data was quantitative data. This research is aimed at finding out whether: using sandwich graphic organizer improved students' ability in writing and find out the strength and weakness of using sandwich graphic organizer. The result of this study showed that using sandwich graphic organizer can increase students writing skill. It can be seen by the students result score in post-test is higher than pre-test. And the result of strength and weakness in using sandwich graphic organizer are: First, the strength is the graphic organizer help students to making outlining to make good written. 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. Other than that, here the students be able to write with appropriate words in their sentences too. And then, the weakness is the students difficult to fill sandwich pattern graphic. This is because the students don't have many information related to the topic. The weakness of this study is same with the previous study by Mahmudah & Jamilah (2015). 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).

Thirdly, a study conducted by Tayib (2015), the purpose of this study was to investigate the effectiveness of graphic organizer on students' writing ability. The sample of this study was composed of 24 students. This study was conducted in three phases and lasted for six weeks. The results of this study showed that graphic organizer had significantly improved the students' writing ability. The students increase in term of content, organization, word choice and sentence fluency. The participants' mean score in writing increased from 45.00 in pre-test to 68.88 in post-test. 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.

Then, the following are some previous studies about Schoology. First, a study came from Mutia (2018), she did the implemented of Schoology e-learning to improve students' paragraph writing. In this study, the researcher used classroom action research. The research was done in two cycles. Each cycle consist of three meetings. Its cover of planning, action, observation, and reflection. The result showed that schoology has positive impact to students' writing skill. The students produce better writing after using schoology e-learning web as media. The one of reason is because schoology provide tool to upload images or video. This is help students to find the information about the topic that they will write. So it help the students to write easier and enjoyed to write. Not

only that, when the students used schoology e-learning web as media, students are very active in teaching learning process.

Besides that, according to Apriliani, A., Asib, A & Ngadiso (2019). They did a study about Schoology as a Learning Media Platform for Writing Skill. The result showed that Schoology can make the students more interested in joining the teaching and learning process especially in writing. This happen because in this era the students prefer using modern technologies. And one of them is Schoology. It can help the teacher and students access the lesson material and update the information that relevant with the lesson. Furthermore interest gives important role on students. If the students have interest in learning process, they will have high interest in writing.

In addition, Biswas, S (2013) said that Schoology can motivate students in learning process. Because schoology has great feature such as to create supportive materials in form of audio, video, pages and pictures. He also said that Schoology is a promising educational tool for teaching and learning in the 21st century. Schoology is a free teaching tool that helps teachers to manage classroom information. Schoology can support classroom for improving students' learning.

Based on the previous research above, the differences between those studies and this present study is the researcher combine Graphic Organizer with Schoology. It because according to previous studies related the use of graphic organizer on students' writing skill can be concluded that there is a problem in using graphic organizer namely the students feel difficult to fill the graphic organizer because they had limited information about the topic. In addition based on previous study of graphic organizer, 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. To resolve the problems, the researcher here combine Graphic Organizer with Schoology. Because based on the previous research schoology has the feature to upload audio, video, pages and pictures 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. Besides that, Schoology is a promising educational tool for teaching and learning in the 21st century. Schoology can be as a supporter for classroom so the teacher can improving students' learning in this modern time. On the other hand, most of the researchers above did a study about Graphic Organizer by using Classroom Action Research (CAR) research design and the result was Graphic Organizer has positive effect on students. For this reason, here the researcher want to do a study with different research design namely by using the experimental research design to test the theory of using Graphic Organizer with Schoology whether have the same effect as previous studies.

