

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents seven topics related to the study. These topics cover background of the study, formulation of the research question, purpose of the study, significance of the research, scope and limitation of the study, research hypothesis, and definition of key terms.

### **A. Background of Study**

In English there are a lot of skills such as writing, speaking, and listening. In this research, the researcher focuses on writing skill. Writing is very attractive to be learned, because writing can express people's consideration. Many people said that writing is very difficult. Because when people write something, they need think a lot, have a good mood, and have an idea. If they do not have an idea to write, of course they cannot write something. In students' mindset, the English lesson and writing is very boring and difficult. Because students will be stuck when they start thinking to write something on the paper especially in English. It happens because writing is productive skill in making good sentences. Besides a good sentence, writing involves content, grammar or structure, mechanics, etc, and those all must be mastered by learners. Bell and burnaby (as cited in Nunan, 1989) point out that writing is extremely complex cognitive activity in which the writer is required to demonstrate control of a variables simultaneously. It means that students have to

control about thinking something and writing something in the same time and those all must be related to each other.

Along with this, Tchudi and Yates (1983) state, “Learning to write involves learning to think, and writing is unique in allowing students not only to think, but to display the products of their thinking in a form that invites further contemplation.” Usually, the students’ thinking will be more active when the students write what they think. When all people talk about writing, it does not always about writing something bored. The people can use it more creative to increase their writing skills. The students can write fun thing such as writing their diary, describing everything that they want, and many things. Seow (2002) proposes the process approach to teaching writing, which comprises four basic stages, planning, drafting, revising, and editing. The first, students have to plan what they want to write and what topic it is. After drafting, they start to write something that they plan. The third is revising, the teacher must check the students’ writing one by one and give some correction, it means revising. After that, the student correct their writing and submit it again to the teacher for editing.

Writing also there is the structure or many people say ‘Grammar’. In this research, the researcher will give some materials about grammar, vocabulary and generic structure in writing descriptive. It also will be the assessment of researcher. The students must know about grammar used in descriptive writing. You can say very little with grammar, but you can say almost anything with words, (Scott Thornbury 2002:13). It means that the

knowledge about grammar is low. So, the students in this era need a lot of knowledge about grammar. Word by word, students can make a simple sentence. Sentence by sentence, they can make a simple writing.

In general, teaching writing only use whiteboard for explain the material and students will write it on the book or paper. It is old technique. Now days, all things use English such as internet and technologies. Because both of them are important and they are related each other. The researcher here tries to combine between technology and studying English. The researcher focuses on using Edmodo application. Edmodo is one of application of learning. Using Edmodo in learning was likely to be more interesting, showed by the result of the research that Edmodo had a high level of acceptance either from teachers or students side (Kongchan, 2012). When the teacher use difference strategy or something new and different, the students will be interested and happy with this. Beside that, Edmodo can make the learning proses easily. Because, the students can open it and study by edmodo in everywhere. The students can collect, study, and do the exercise outside class. Like wise the teacher can give some explanation or correct the answer in everywhere outside the class. It means, the function of Edmodo is to facilitate the learning process for teachers and students outside the classroom.

So far, there are many studies about Edmodo educational network conducted by some researchers. First study was conducted by Christoper Tambunan from Universitas Pendidikan Indonesia (2015), entitled “The Use Of Edmodo To Motivate Students In Writing”. It was found that by

using Edmodo can make students motivated in writing and the students' score were increasing. Second the study conducted by Adin Fauzi from IAIN Tulungagung (2015), entitled "The Effectiveness Of Edmodo In Increasing Students' Writing Skill In Recount Text (An Experimental Study Towards The First Graders Of Man Rejotangan In Academic Year 2014/2015)". This study revealed that Edmodo is effective to teach recount text for excellent students at MAN Rejotangan. It has proven that there is a significant different students' achievement after and before using Edmodo. Third study was conducted by Mulya Candrasari from IAIN Salatiga (2015), entitled "The Use of Edmodo Website to Improve Students Writing Skill (Classroom Action Research of the Tenth Grade Students Of SMKN 1 Wonosegoro In Academic 2015/2016)". This study revealed also there is a significant increasing score in students' writing skill.

In this study, the researcher wants to conduct a study with the same media that is Edmodo application. Almost all of the subject of previous studies were students of Senior High School and have a positive revealing that Edmodo was effective. In this research, the researcher use different subject that is eighth grade students of MTsN 1 Tulungagung. The researcher wants to investigate whether Edmodo is effective or not to be applied in Junior High School by using experimental design.

The researcher took MTsN 1 Tulungagung as the population of the study. This school is one of the best schools in Tulungagung. Many students from there received awards. In this school, There are 4 excellent classes and 5 regular classes for eight grade. The researcher will limit

only one class as the sample. In this population, the students may bring handphone or laptop for learning process. From these reasons, this research compatible to take this school as the population and sample study by using Edmodo which the students internet connection and using handphone or laptop.

From explanation above, the researcher wants to investigate Edmodo as digital tool in learning English especially in descriptive writing in a study entitled “The Effectiveness of Edmodo on Eighth Grade Students’ Descriptive Writing at MTsN 1 Tulungagung”.

#### **B. Formulation of The Research Question**

Based on the background of the study, the problems can be formulated as follows:

1. How is students’ descriptive writing before being taught by using edmodo at eighth grade of MTsN 1 Tulungagung ?
2. How is students’ descriptive writing after being taught by using edmodo at eighth grade of MTsN 1 Tulungagung ?
3. Is there any significant different score of students’ descriptive writing before and after being taught by using edmodo at eighth grade of MTsN 1 Tulungagung ?

#### **C. Purpose of The Study**

- 1) To know the students’ descriptive writing before being taught by using edmodo at eighth grade of MTsN 1 Tulungagung.
- 2) To know the students’ descriptive writing after being taught by using edmodo at eighth grade of MTsN 1 Tulungagung.

- 3) To know any significant different score of students' descriptive writing before and after being taught by using edmodo at eighth grade of MTsN 1 Tulungagung.

#### **D. Significance of The Research**

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

1. Students

With this application, the researcher hopes that all students can get new knowledge. The students can more enthusiastic with english lesson and make disappear that english is bored and difficult.

2. English Teacher

The researcher hopes that the teacher can get new reference about teaching english and can use the tecnology as the learning media.

3. The Other Researcher

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

#### **E. Scope and Limitation of The Study**

This study is intended to investigate the effectiveness of edmodo on eighth grade students' descriptive writing at MTsN 1 Tulungagung. This research limited on using edmodo application in learning process and ability in descriptive writing.

#### **F. Research Hypothesis**

Before conducting this research, the researcher proposed two hypothesis :

- 1) Null hypothesis states that there is no significant difference on students' simple present in descriptive writing before and after being taught by using edmodo at eigh grade of MTsN 1 Tulungagung.
- 2) Alternative hypothesis states that there is significant different score of students' simple present in descriptive writing before and after being taught by using edmodo at eighth grade of MTsN 1 Tulungagung.

### **G. Definition of Key Terms**

In order to make it clear base on the statement above, the researcher provide the definitions of key term as follow:

#### **1. Edmodo**

Edmodo is one of application which use for learning. The teacher can use this application for improve the students knowladge and the students will not be bored in their learning. Edmodo also functions as a learning management system where teachers can create exclusive online classrooms where they can communicate with students, send out assignments, and more. The teachers and students can download and use this application based on their job. If that person is a teacher, he can choose as the teacher and manage his classroom group. If that person is student, he can choose as the student and follow the teacher group, follow the teacher's regulations and do what the theacher's ask for making descriptive text. The researcher use this application to support the students' descriptive writing. Edmodo is very safe for students because their parents also can manage their study.

## **2. Descriptive Writing**

Descriptive writing is one of writing types. Descriptive writing is describing a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read.