

CHAPTER I

INTRODUCTION

In this chapter, presents a discussion related to background of the study, research problems, purpose of the study, significant of the research, scope and limitation of the research and the definition of key terms.

A. Background of The Study

One of communication skills in English which can help us to express our idea and opinion is writing. As we know, writing is central in people's daily lives, either as individual such as writing on article, journal, news and application letter and etc (Iftanti, 2016). In daily life's also founds that people use social networking such as WhatsApp, Twitter, Facebook to write caption or status in to express their feeling or idea. Harmer (2001) defines writing is tools of communication to convey thought or express ideas though written.

But, we know that writing is one of skill that complicated to learn, it caused that writing involves complex cognitive activity, the writer must produce words or sentence then choose the grammar and vocabularies. According to Yunus and Chien (2016:4) writing is very important aspect in the teaching and learning of (ESL) English as Second Language at it is a comprehensive skill that helps to develop all the other components. Writing also helps to develop all skills of speaking, listening and reading, as they are all integrated. The difficulties in the students are generated and arrange the opinions using vocabulary sentence and paragraph that clearly (Richard and Renandya, 2002).

Although there are some benefits but the students have difficulties when they learn writing. In this situation the researcher was conducting a research, when the researcher conducted internship II at MAN 1 Trenggalek. It was conducted four times (12th, 19th September and 3th, 10th October) in IX MIA 4. The first observation was conducted at 12th Thursday, September 2019, on 12.15 a.m until 13.45 am in the class of XI MIA 4. The first time, the teacher greeted the learners, checked form attendance list, and explained the indicators, basic competencies, standards competencies that would be achieved. Then, in the last meeting the teacher follow up the materials. The instructor asked about “what is the definition and kinds of letter?” However the students answered the question but only two students who sat in front of the class. Other students were passive and shy, nervous to respond the questions. The students feel shy when must speak up in front of the class, also afraid of making mistakes when the students deliver the ideas to answered the question from the teacher (Nurhayati: 2016). There were lacks of learners’ participation because of minimum discussion and dialogue between students and teacher or students to students in teaching and learning process.

Secondly, it correlated to technique in lessons that was used by the teacher. The instructor still uses GTM to teach their learners, this is a traditional method. The Grammar Translation Method make the teacher could not creative. The activities that often teacher used in class XI MIA are the teacher read the example of text only from handbook did not found from other resources. Then, the teacher gives the assignment to make writing task in sheet. The teacher also

does not use modern media to support teaching and learning process. So, it makes the students to get bored easily. The instructors often apply conventional technique. The teacher becomes model in the class. The teacher does not invite students to be active in teaching learning process. It makes the students become low respond. Most interaction that occurs in the class room is between teachers toward students. Nurhayati (2016) states, the teachers teach English in traditional ways or conventional teaching. In conventional teaching it is known that teacher dominate the lesson or the centered of it. So, the students' interaction with their teachers and their friends is very minimal. But as we known, ideally learning process in these. The third problem, the teacher still used classical media. The teacher does not used creative and interested media. It can be seen in the class of XI MIA 4 that teachers explained only by handbook, given sample of the text only by handbook not carry out from others resources. Furthermore, the teachers showed the material did not by power point or presentation and small group. It make the class were monotonous. Monotonous method usually makes students bored and the students are passive, it usually calls with conventional method and does not using creative media (Nurhayati, 2018a). One of the learning modes in developing countries and modern countries is active learning (Pringgawidagda as cited in Nurhayati, 2019). English teachers have to be creative to use any teaching strategies and media in teaching English skills (Nurhayati, 2018a). The teacher should try to choose the best media and technique.

Now days, people are moving in millennial era, the growing of millennial era has influenced many sectors in human's life including in education sector. It is

familiar known that the innovation of technologies in millennial such as Smartphone and computer have changed the students learn style. According to Rahayu (2015) in the past, the students should hold a book if the students want get information, but today students only need a simple and portable tool like Smartphone or laptop to access any information's. In relation to writing in millennial era, the students are provided with simple tools like word processor and facilitated by social networks. By social networks the students can connect with other learners in the world, which show up their product writing. This way, the other students (reviewer) can gives feedback, suggestions and revise. So, the students could learn how to write correctly. These teacher see by using social networks not only connected the other learners but could used to help learning process. It supported by Nurhayati (2014) using media online can be used by teacher and students to support charm condition in learning process.

Relating to the problems learning process and use of social networking like Twitter, Edmodo, Facebook as additional tools, Schoology was finally designed to provide a charm atmosphere for teacher and students to conduct online teaching and learning process. In this research, the researcher combined this media with Scaffolding technique. So, it can help the students' get achievement in writing skill.

Schoology media is micro blog educational that aimed to collaborating about resources, assessment and content a secure and safe learning management platform with the learners and instructor. Irawan et al. (2017) stated Schoology media is education application of free web-based that allows the teacher to

provide lesson digital. It allows easily create, use to share lesson, coursework and manage academic material through a social networking interface. The student and teacher can reach out to one another and content by sharing ideas, problem and helpful tips by using schoology media. Schoology media also can be used for teaching writing process. The students can leave comment or respond on commentary column about the material explanation that the teacher posts in wall group.

The design of schoology platform are provides with professional looks and beneficial features, so, make the students to be more interesting. The schoology media is also suitable for students to do writing task, because the students are free to explore their idea without time limitation like in the class. The students' can post their writing in the schoology wall group of class that created by the teacher. The schoology media very easy to access students for support their writing because the screen of schoology is like facebook that usually use. Then, the teacher can evaluated the students writing and give some suggestion and comments. On the other hands, schoology can give stimulation for students to try their ability in writing achievement.

To teach writing not only used media but also needs technique. Here the researcher uses teaching techniques by using Scaffolding. Scaffolding technique can be applying through the writing process approach. The scaffolding must be given to the students' start from pre-writing until the final drafting (Vernon: 2002). It is essentially to applying scaffolding techniques in teaching writing is one process that allows the teacher to conduct writing actions scientifically to

meet the learners' needs. Scaffolding is the concept of the Zone of Proximally Development (ZPD) that begins from Vygotsky's.

Stuyf (2002) defines the scaffolding techniques have purpose to motivate the students' interest to do the students' work, in short it make the students' work manageable and achievable. It can be assumed, scaffolding techniques can be increased the students' writing skill. It caused, when the students learn though scaffolding techniques they get guidance from the teachers. So, the teacher can guidance the students' until the students have final draft of writing. It supposed by Laksmi (2006) that the process of writing start from draft writing until product of writing.

In this research, the researcher focuses on writing analytical exposition text. Based on curriculum in senior high school, the students should learn analytical exposition text. The researcher would give example of analytical exposition text which is divided into three topics. The topics are social, economic and education. Then, the researcher gives explanation about generic structure based on example of the text that has been share in wall of schoology. Then, the students were read and discussed the text with the structure of the text. After that, the teacher has first assignment, the students divided into eight groups that consist of three until four students. Every group has task to arrange the jumble of paragraph analytical exposition text that have been shared in (assignment 1) features of schoology. The students also interact with other students in learning process, because the students conduct discussion by using features discussion group of schoology. The next meeting, the students try to make an analytical

exposition text with free topic individually (assignment 2). Besides, the teacher guides every student to do writing task, the students also could ask the suggestion from the teacher. By using this media the students' can doing the task everywhere that the students wants because this media is online and simple. By using this media the students more interested in learning English especially writing because this media has a lot of interesting features.

There were some previous studies related to this media showed that Schoology media is effective in teaching writing. The first study was organized by Wulandari (2018). The differences this study between previous studies is research design used. The research design conducted by Wulandari was using pre-experimental research design as the method of the research in order to teach writing by using Schoology. It used one class that divided into control and experiment group. This research has purpose to investigate the effectiveness of schoology on the students achievement in writing narrative text. The meetings were five meeting included pre-test and post-test both of group. The result of the study is Schoology is effective and it can be used as an alternative media in teaching writing narrative text.

A study also carry out by Crisentia (2017) used qualitative research design by distributed questionnaire, did observations and interview. By apply Schoology media in English learning course the learners had two types of motivations namely intrinsic and extrinsic motivation. The intrinsic motivation is higher than the extrinsic motivation. The intrinsic motivations are interest and sprit the students' to develop their abilities in speaking, listening, writing and reading

skills. The extrinsic motivations are Schoology media can be open and learned everywhere easily. While, based on qualitative data showed that used of Schoology media more effectively to help students understand the English materials and English learning become more interesting. Then, a study also conducted by Widodo (2018) used qualitative research. The primary data of study are transcript and interview. The technique for analyzing data of the research consists of reduction, display and verification the data. The sources of data are four the English students' semester 7 at Muhammadiyah University of Surakarta. The study aimed to know how implementation of Schoology media at the seventh semester students of English students UM Surakarta. While, based on qualitative data showed that schoology media are online teaching learning process where the lecture can give the lesson of teaching and learning process event though there are no class.

A study also was conducted by Wati (2017), related to research design. This research used quantitative with pre-experimental category research design. In this study the researcher used one group (one class) to do the pre and post test. This research aimed to know whether the used of Schoology media is efficient in teaching writing of narrative text or not. This research used the tenth grade of SMK Islam Durenan to be conducted in four meetings. The result of study is teaching writing using Schoology media make students able to finish their task that teacher given. While this study also parallel with research before there is quasi-experimental research design involving two classes. The instruments are pre-test and post-test with quantitative approach. It shows the differences both this

study and previous study. The similarities are all of them try to find out whether there is an effect teaching writing by using Schoology media.

The previous study conducted by Wulandari (2018) to investigate the effectiveness of using schoology e-learning students' on narrative writing. While, the previous study conducted by Crisientia (2017) used Schoology media to motivate the students to learn English. Then, previous study conducted by Widodo (2018) which aimed knows the implementation of Schoology media. Also previous study conducted by Wati (2017) to know the effectiveness Schoology on writing of narrative.

The subject and level of previous study organized of second grade students of SMAN I Tulungagung (Wulandari, 2018). While the second previous study organized by Crisientia (2017) at the 7 grade of Junior High School Kanisius Wonogiri. Widodo (2018) also at English students' semester 7 at Muhammadiyah University of Surakarta. Then, Wati (2017) at the 10 grade of SMK Islam Durenan Trenggalek. While this study implemented the Schoology media combine Scaffolding as a technique to deliver the teaching material at the 11 of MAN 1 Trenggalek. Since, this combination method has not been studied before, it is necessary to be conducted. It shows that there is a gap between the previous study and this study.

From the background, the researcher is awareness in organizing a study entitle **“The Effectiveness of Using Schoology Media and Scaffolding Technique on Students’ Achievement in Writing Analytical Exposition Text of Second Grade Students’ at MAN 1 Trenggalek”**.

B. Statement of The Research Problem

Based on the background of study above, the researcher identifies the problems as follow: Is there any significant difference in students’ writing achievement on analytical exposition text who are taught by using schoology media with scaffolding technique and conventional learning of second grade students’ at MAN 1 Trenggalek?

C. Objectives of The Study

Based on the research problem, the objectiveness of the study was to find out the significant difference for students’ writing achievement on analytical exposition text who are taught by using schoology media with scaffolding technique and conventional learning of second grade students’ at MAN 1 Trenggalek.

D. Significance of The Study

The researcher hopes that the outcomes of this research are useful for:

1. The English Teachers

The outcomes of this study can be used to give information for the teacher that Schoology media and Scaffolding technique can to be choice media and technique to teach writing specific in analytical exposition text easily.

2. The Further Researchers

The outcomes of this study can be used as a reference by further researchers when they conduct study on the same topic. The further researchers also can develop the weakness and lacks of this research in order to their research could be better.

E. Scope and Limitation of The Study

This study focuses on using of schoology media and scaffolding technique on students' achievement in writing analytical exposition text of second grade students at MAN 1 Trenggalek in academic year 2019/2020.

F. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis is follows (next page):

1. Null Hypothesis (H_0)

There is no any significant difference on students' achievement in writing analytical exposition text that is taught and not being taught of schoology media and scaffolding technique.

2. Alternative Hypothesis (H_a)

There is any significant difference on students' achievement in writing analytical exposition text that is taught and not being taught of schoology media and scaffolding technique.

G. Definition of Key Terms

In this part, there are defines some terms integrated this study that aim to avoid miss definitions.

1. Schoology Media

Schoology is media education online that can accesses by learners, instructor and parents. The schoology media have many features that can support in teaching and learning process.

2. Scaffolding Technique

Scaffolding is one of technique for learning process that can be used for learners and teachers efficiently. This technique has aimed to guide the students learning until the range of understanding.

3. Writing Analytical Exposition Text

Writing analytical exposition text is a text that combines the phenomenon surrounding with writers' idea. Its social purpose is to influence the reader that the idea is important and supported by the factual data.

4. Achievement

Achievement is a thing done successfully with effort, skills, or courage the process or fact of achieving something on learning.