CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consisted of explanation about writing, writing process, aspects of writing, types of writing, technique in teaching writing, analytical exposition text, scaffolding, media, schoology, advantages and disadvantages of schoology and previous study.

A. Writing

1. The Definition of Writing

Meyers (2005:2) defines writing is activity to explore the minds and ideas in piece of sheet. In addition, writing not only offers ways reclaiming the past, but is a critical thinking skill for shaping the future. While, According to Boardman (2002:84) writing has two activities are thinking the ideas and organizing the written, and rethinking and organizing the idea that always continues. The explanation above shows that writing is a process formulating the language by using some steps. The learners need a lot of time to express the ideas and construct them. It still makes revision if it is not so clear to express what intend to write. Because, writing is complicated formulating start form thinking to find and express the ideas and arranges it became sentence and paragraph to be a good writing, (Nunan, 2003).

Based on the definitions, it can be stated that writing is continuous activity of thinking and organizing which the writers need ideas to write something. It

appears the formulations of writing break up into four steps are; planning, drafting, editing and final draft that would explain bellows.

2. Process of Writing

Writing needs the some formulation to get a product of writing. Harmer (2004:4) declared that writing is formulation the activities until to be product of writing. There are descriptions 4 steps in writing process as follows:

Table 2.1 Four Steps in Writing Process Modified from Harmer (2004:4)

| PLANNING | ⇨ | DRAFTING | ⇨ | EDITING | ⇨ | FINALDRAFT |
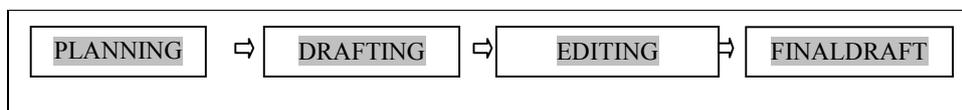
a. Planning

Planning is the terms to do some else. In these stages the writers exploring the ideas and write down detail notes. Then, the writers also understand about three primary issues. In the first, the writers must know the aimed of the text. Secondly, the reader who would influence of the writing the example is formal or informal. Thirdly, the contents of the paragraph there are facts or the ideas or arguments to be clear.

a. Drafting

The second steps is drafting, or beginning of the process to write all ideas and feeling though in a piece of sheet. So, the writer does not worry about language use, vocabulary, punctuation and organization.

b. Editing

The third stages is editing is the part to revise and get better the drafting. This method is primary part of preparing a final draft for ready to publish. This step is process of checking the content, organization, language use, vocabulary, mechanic and accuracy of supportive textual material.

c. Final Draft

After finish editing is final draft. The final draft is product writing that have been check in steps editing. The writing is ready to publish.

Based on descriptions above, it can be sum up that writing process is action which requires several steps. The first is planning, arrangement conducted to do something. The second is drafting, first version of a piece of writing. Then, editing needs powerful to read, check carefully and make editing and corrections. Then, rewrite as final draft that the writing can publish.

3. The Component of Writing

Hosseinpour (2014:4) and Jacobs et al (1981:90) mentions are 5 components of writing in order to write. It is includes are content, organizing vocabulary, mechanic, and language use. Bellows are the explanation:

a. Content

Content is unity all of ideas the author's wrote, the contents are supported by supporting sentence and factual data. In other words content is main idea in a paragraph. The main idea of paragraph can be seen in the

topic sentences that usually in beginner paragraph first sentences, in the middle of paragraph or in the end paragraph. The content is important to know the quality of the writing.

b. Organization

Organizing ascribe to the logical organization of the main ideas. It consists of sentence that are logical and flatly issue. Logical arrangement is the clearly sentences and ideas. While, flatly issue is connection of one idea or sentence leads into another's.

c. Vocabulary

According to Nurhayati (2019: 19) vocabulary helps the students' in arranging the sentences to communicate and it can make the language more variety. Vocabulary is choice of words which are appropriate for the main ideas. The choice of words express the ideas are meaning full. To write the text also uses idioms that can make the text clearly. It supported by Hosseinpour (2014:4) vocabulary is the clearly of using the idiom, words and transmission.

d. Language Use

Language use direct on the perfectly of sentence structure and construction accuracy and correctness in the use of negations, agreement, number, articles, pronouns, preposition, tenses, phrase and syntactic pattern.

e. Mechanic

Mechanic is including of letters spelling, punctuation, paragraph indention hyphenation and capitalization.

In short, components of writing process could shares into five components there are content, organization, vocabulary, mechanic and language use. Content is substance of the writer's writing in a paragraph. Organization is order the sentences and ideas. Third, vocabulary is words which are chosen to write the text. Then, language use is the grammatical and syntactic pattern in paragraph writing. The last is mechanic, steps to arrange letter spelling, punctuation, and paragraph indention.

4. **Kinds of Writing**

According to Jeffrey (2015) kinds of writing are divided into four categories. There are the categories and their definitions:

a. Expository writing

The first category of writing is expository writing. The expository writing expository writing focuses on accepted fact about topic, including statistic or other evidence does not include the authors' opinion. The goals of expository text are to sharing information to the readers. The examples are recipe, textbook, scientific writing and etc.

b. Descriptive writing

Descriptive is the second kinds of writing. Descriptive text has goal to describe some place, person also things in detail describe. The

writers must support their observation to describe by using five senses there are, what the writers hear, see, smell and taste. The examples texts are poems, journal, novels and description of pictures and etc.

c. Persuasive writing

Persuasive writing is exploring the writers ideas. Persuasive writing has purpose to influence the reader to agree the writers viewpoint. That include in persuasive writing are; *opinion texts, exposition, discussion*. The examples are cover letters, reviews of items, letters of complaint, advertisements and letters of recommendations.

d. Narrative writing

The last kind of writing is narrative. This writing include in story texts, has the aimed to tell a fiction or nonfiction story. The authors also construct and communicate a story, complete with characters, conflict and settings. Narrative writing is very common in poems, fables, biographies or autobiographies, novels, short stories, and many others.

Can be sum up that types of writing can divided into four types there are, expository, descriptive, persuasive and narrative writing. In this point, the researcher focuses on exposition text that include on persuasive writing. The social function of exposition text is to share knowledge and to persuade the reader.

5. Technique in Teaching Writing

A technique is a particular method of doing an activity divided into two parts; they are definitions of principles and approaches to teaching writing;

a. Principles for Teaching Writing

Teaching writing is complicated process, the teacher must be concerned several principles for teaching writing. Therefore, the teacher must be created the situation where the students' can practice routinely. But, the teacher also have limited time to guidance the students. Besides, the students get low motivation, not enthusiastic to follow the learning process. It's not easy for teacher to reduce the trouble. The first, the teacher must construct the students' motivations to when learning together, and then the teacher must have the right strategy to get attention the students. Nunan (2003:92) mentions four principles for teaching writing. The explanation as follows (next page):

1) The teachers must give explanation to the students about the goals of writing. It is crucial to know, because it can made problems when the teacher goals do not match with learners and school.

2) The teachers must routine give different categories of text to develop the students' skills.

3) The teachers should make feedback helpful and meaningful on students writing.

4) The teachers should conduct evaluation for learning writing.

b. Approaches to Teaching Writing

Bellows the descriptions approach that can be used by teacher Shih in Brown (2000:335):

1) Product-Oriented Approach

The main of this approach is final products. According to Brown (2004:335), characteristics of product oriented has two characteristic there are, every composition must used accurate grammar and meet certain standards of English rhetorical style in order to make the readers simple to read it and can identify the main ideas.

2) Process oriented Approach

The second is process oriented approach. This approach focuses on the *Process* of the students explore the ideas and formulated until coherence sheet. The students also try to organized and express their ideas clearly.

From the discussions, it can be obtained that the process writing must focus on both approaches. Because the students' needs focus on process and the final product.

c. The Teacher Roles in Writing

To amplification and recognize that the teacher has applying the right presentation, there are some performance that have been attention the teacher from Harmer (2004:41). There are;

demonstrating, provoking, motivating, supporting, responding and evaluating.

Demonstrating has purpose to make the students' understood the genres of text. After demonstrating, the teacher must motivate and provoking the students. In the case, for several students writing is big problems. So, the teacher must support and give motivation to the students. The last is evaluating has function to know the progress of students' writing.

Besides, Harmer (2007:261) mentions about the teacher roles model in teaching and learning process of writing as follows:

1) Motivator

The first is motivator, teachers is be able to inspire the students' by creating an charming condition in English class. It support by Nurhayati (2018:100) The English teacher should have skills such as strong communication, active to give motivation for the students and design classroom management and organization.

2) Resource

The teachers must ready to help the students to get information and language needed. Moreover, the teacher also gives the students recommendation in a constructive.

3) Feedback Provider

After the students finishing their assignment, the teachers have to respond constructively. The level of feedback must balance with the level of the students' achievement in writing.

Based on explanation above, it can be concluded that the teacher must energetic to be motivator, resources, feedback and facilitator of learning process.

B. Analytical Exposition

The analytical exposition one of category stated in English curriculum for the eleventh level of senior high school. It is one of writing competence which should be learnt by students.

1. The Definition of Analytical Exposition

Analytical expositions is text that elaborates the writer's idea about the phenomenon of the surrounding that supported by factual data. It has goal to influence the readers that the idea right. To explore the topic or thesis the opinion is accurate by developing an argument to prop up it. According to Anderson (1997:2) Analytical exposition text is kinds of writing that have function to influence the readers.

2. The Generic Structures of Analytical Exposition Text

According to Anderson (1997) the generic structures of analytical exposition text are thesis, arguments and reiterations. Bellows are explanations:

a.   Thesis is introduction the topics and the writers' point of view.

b.   Argument is explaining the argument to support the writers' position. The number of argument may different but each argument must be supported by evidence and explanation.

c.   Reiteration is restarting the writer's point of view or to strength the thesis or conclusion.

3. The Characteristics of Analytical Exposition Text

According to Anderson (1997:2) the characteristic of analytical expositions text are:

a.   Using simple present.

b.   Using relational process.

c.   Using internal and causal conjunction.

d.   Using compound and complex sentence.

e.   Using emotive words.

In conclusion, analytical exposition text is a piece of text that presents idea about the phenomenon of the surrounding. The purpose of this text is to persuade the reader. Then, the generic structure is divided into three components there are: thesis, arguments and reiterations. Analytical exposition text uses modality, emotive and relational process, internal and conjunction and compound and complex sentences language features.

C. Scaffolding Technique

1. The Definition of Scaffolding

Vygostsky as citied in Sugiono et al (2014:113) defines scaffolding is process of learning in Zone of Proximal Development (ZPD) or process that did by an professional to a subject in process. Those can be from friends, and teacher. Teacher only as facilitator, guide that help the learners in the class.

Macquarie Dictionary defines scaffolding is a support system that helps children achieve success on task that would be too difficult for them to achieve by themselves. Based on this definition of Scaffolding is advised to focus on the actions of an adult teacher in helping young learners.

Based on the definition above it can be concluded that scaffolding technique is tutoring the students' with attaining the comparable with material.

2. The Kinds of Scaffolding

According to Hmelo (2007:100) scaffolding divided within four kinds:

a. Writing Skills

The first is writing skill. Here, the students practice skills or strategies which usually do not make up a paper in and of them but are key implicit components of the final paper.

b. Context-Based

The second is context-based. It meant that the students use journal as reference to learn but only focused on exploring the content of the assignment.

c. Rhetorical Skills

The third is rhetorical skills. Rhetorical Skill is Practice in the students' learns from spoken then the students write down in a piece of paper.

d. Text-Based

The last is text-Based. It meant the students totally using journal, books and other references to try write something.

From five kinds of scaffolding technique this research can be supported by using writing skills and text-based. Because not all of students can write fluently and some of students need supports and practice routinely.

3. The Advantages of Scaffolding in Writing

According to Rachel and Van (2002) the advantages and disadvantages of using scaffolding technique as bellows (next page):

Table 2.2 The Advantages and Disadvantages of Scaffolding Modified
from Rachel and Van (2002)

Advantages	Disadvantages
a. Scaffolding is flexible and adaptable b. Scaffold can supports at all level students. c. Scaffolding appoints the learners. The learner does not passively in the class. d. Scaffolding makes meaningful learning environment. e. Scaffolding minimizes the level of frustration the learner.	a. Scaffolding consuming a much time. b. Applying of individuals scaffolds in a classroom with many students would be challenging.

There are explanations about advantages and disadvantages of using scaffolding technique. The scaffolding could assist the students' to reach a potential of writing. Then, the teacher could combine this technique with modern media like as schoology.

D. Media

1. Definition of media

The definition of media is something that delivers information between message sender and receiver. Meanwhile, based on Arsyad (2009:4) media is thing used to communication in lesson in the class. While, Bakri (2011:3) divided teaching media in wide was meaning and contracted meaning. Media in big was meaning is person, material or event which can create condition. Besides, media in short meaning is graphics, photos, pictures, and mechanic or electronics tools to sharing

information. In additional, teaching media is all of device that can be used to share the information.

From the definitions, the researcher sum that media is a devices to supports learning process. So, teaching media is the tools that can be used transform knowledge in learning process to get new knowledge or improve the students' skills.

2. Kinds of Media

According to Robert Heinich et.al (2009) that is choices of media for teacher to use in teaching and learning process:

a. Audio Media

Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. The example of audio media is radio/tape.

b. Visual Media

Visual is connected with seeing. Visual media is also called by printing media. The examples of visual media are pictures; models, thin, graph or tool which can gives the real visual experience the students.

c. Audio Visual

Audio visual media combines audio and visual media, combine between hearing and seeing in delivering message. It should be better because has characteristics of audio and visual media.

d. Computer

Computer provides rich experience on learning for students, giving them, the power to influences the depth and direction of their learning. It has the ability to control and integrate a variety of media-still and motion picture, graphics and sounds, as well as printed information.

e. Multimedia

Multimedia is combination from audio media, visual media and also computer. Multimedia system may consist of traditional media in combination, or they may be incorporating this computer as a display devise for text, pictures, graphics, sound and video.

Based on explanation above can concludes that media in teaching and learning process are audio, visual, audio visual, multimedia and computer. While this research focus of using multimedia and computer media that apply in schoology media.

E. Schoology

Picture 2.1 *Logo of Schoology*

1. Definition of Schoology

In 2007 Jeremy Friedman, Ryan Hwang, Tim Trinidad and Bill Kindler make an modernization online program that can applying the learners, instructor and parent, this application is online learning (Ardi, 2017). It is social network used to manages, created, and share academic

materials. This program is same with to an online classroom which allows students to do their assignment and lesson without having to come in a class.

From the definitions, in sum up that schoology is educational websites that can apply by instructor, parent and learners for collaborating about resources, assignment a content safe learning management platform. Schoology has many of features such as: courses, groups, and resources and etc.

2. Features of Schoology

   a. Users Profile

      The users profile is the first platform when open the schoology, the aimed of users profile is to set up the school, teachers or students, add a pictures, simple biography and include activities and hobby.

   b. Home Page

      The home page is the buttons such as recent activity, calendar, people, message, and app centre. Bellows are description of bottoms:

      1) *Recent activity* is the place where the most recent updates are displayed chronologically. It is compendium of all updates from every course the teacher is enrolled in.

      2) *The calendar* shows the events or assignment for the day selection. The view can be daily, weekly, or monthly.

3) By clicking *Message* button, users access inbox and write the message in which files, links, and resources can be attached. The students and teacher can make it to private communication.

4) *People* are list of users each member is connected to. These can be users from the ones own school or from the Schoology Community.

5) *The App Centre* is includes countless application classified into ten categories which can improve the function of the platform. The examples are, video sharing or YouTube.

c. Courses

This bottom has function to make a class group. In these courses the teachers could create quizzes and questions by way of a variety of kinds such as multiple choices, true or false, matching and essay.

d. Groups

The groups to create groups of class that can be used to conduct teaching. It can be called public communication to be created or joined.

e. Resources

In this features the instructor can upload the material of lesson. The material can be downloaded by parent or learners. It meant using this program is easy because the instructor not print out he handout.

Based on explanation above, features of schoology divided into five parts there are users profile, course, home page, groups and resources. It can be help and support the users of schoology media efficiently.

3. Advantages and Disadvantages of Schoology

a. Advantages

1) Easy to use for students and teachers.

2) The cost is free, only using internet connection.

3) It is a very secure, closed network.

4) The devices program connects with all of browser.

5) Teachers can create connections with other students from different schools, state or cultures.

6) Provides a multitude of community resources and connections teachers can make with other teachers.

7) Teachers can differentiate instruction by creating subgroups of students.

8) Students can upload homework assignments, take quizzes, polls and receive grades, feedback and suggestions from teachers.

9) Parents can be involved by viewing their child work and grades and keep in touch with teachers.

10) Great tool for use with mobile devices and for mobile learning

11) Provides a method for sharing documents and digital media online.

b. Disadvantages

1) If the students' does not connect internet or Wi-Fi, the instructor cannot join in schoology group.

2) The students' and teachers have minimal time to meet in the class.

Based on detail explanation above, can concludes advantages schoology much better than disadvantages. It means that, the students and teacher can access this application easily.

4. Step to Get Started in Schoology

According Stroud (2010) there are ten steps to start of using schoology media, for the instructor and students as bellows:

a. How to Getting Started for Teacher Signing Up
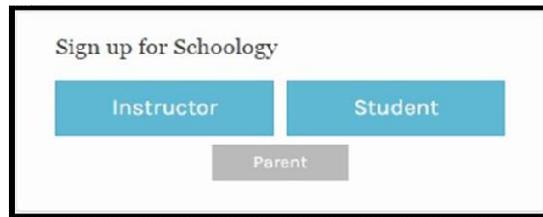
Picture 2.2 *Sign Up for Schoology*

Open www.schoology.com, at the homepage, click the *Instructor* button. Then, fill out each from, click the *"I'm not a robot"* and follows the instruction to confirm identities. Click Register.


Picture 2.3 *Register Page of Schoology*

b. Group Code

The groups are basically classes for the students to join a group class that have been created by the teacher. It is easy for students' to join class group. To start, only click on *Create* in the group area of schoology. After have created the class group, a window could confirm the group has been created and the

password for students' to join the group. This password can be distributed to the students' to sign up and join the group.

c. Setting

In these stages can change profile picture, the teacher can change password, add notification and detail personal information.
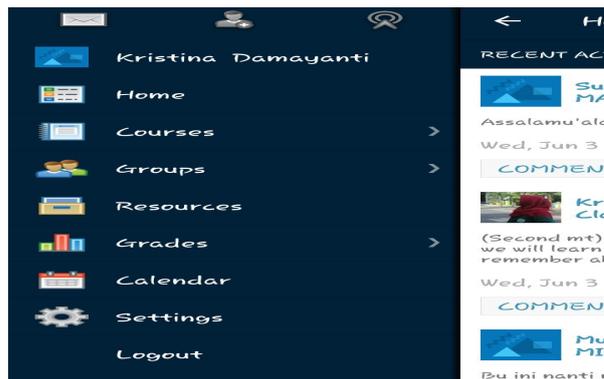

Picture 2.4 *Setting Page of Schoology*

d. Students sign-up
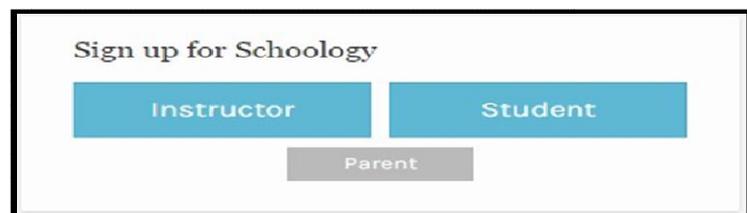

Picture 2.5 *Sign Up Page for Schoology*

Click I'm students, if students are already signed up. The students' does not need new account. Then, enter access code that received from instructor. After that, fill out the form with students' information. Click register to complete.

Picture 2.6 *Access code Page of Schoology*
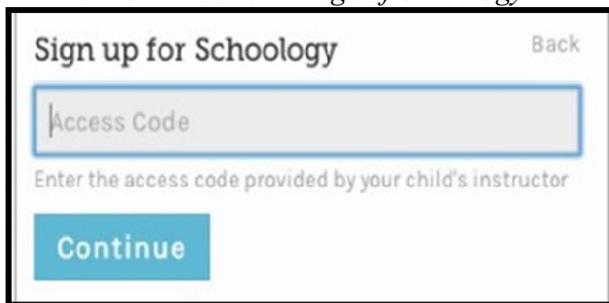
And this page could appear, the students can ready receive assignment from the teacher.

Picture 2.7 *Home Page of Schoology*
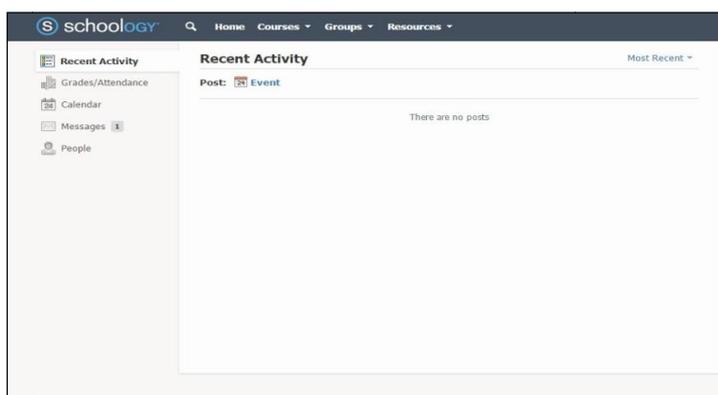
e. The Basics of Posting

This stage was the beginner of features to makes schoology great. The teachers' can be posted the announcement to the students' and the students' could respond the teachers' posts.

Picture 2.8 *Post Page of Schoology*
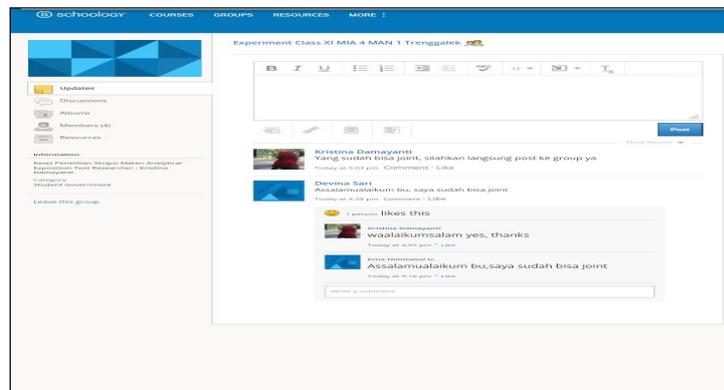
f. Creating assignment

Creating the assignment like writing a note, it very easy to creating the assignment. On the comment wall, only click on assignment.

Picture 2.9 *Creating Assignment Page of Schoology*

g. Grading Assignment

In the grading assessment wall, the teacher could share the score of assignment: at the top right corner, the teacher must type in the total possible points and click set. Then, click on a student's

name in the list on the left. There are assignments can be showed up on the right.

Picture 2.10 *Grading Page of Schoology*
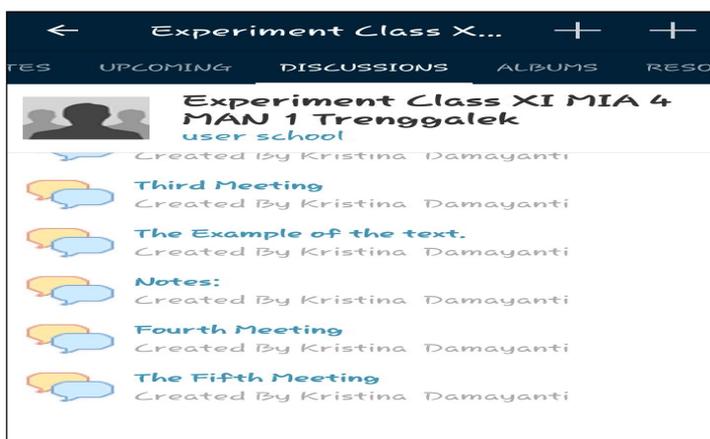
Based on description above, step to get started schoology divided to eight parts there are getting started for teacher signing up, group code, setting, students sign up, the basic of posting, creating assignment, and grading assignment. Before teacher gives the instructions by using group class the teacher could give guideline and announcement for students. After students finish their assignments, teacher would give feedbacks, comments and suggestion the students' work.

F. Previous Study

There are several previous research that have been organized by using Schoology media and Scaffolding technique to improve student achievement in Learning English writing. The researcher found the previous study using pre-experiment research design (Wulandari, 2018). It had research questions,

Is there any significant difference on students' writing narrative text achievement before and after taught by using schoology to second grade students at SMAN I Tulungagung? In this previous study used pre-test, t and post-test to collected the data. Both of group conducted treatment. In control group not being taught schoology media than experiment group taught schoology media. The subject of the study was consisting of 34 participants. In another previous study used qualitative research design by distributed questionnaire, did observations and interview (Crisentia, 2017). Then, a study also conducted by Widodo (2018) used qualitative research design that specific in narrative inquiry. 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 last previous study, was conducted by Wati (2017), related to research design. This study categorize in quantitative with pre-experimental research design and using one group (one class) to do the pre-test and post-test. So, from the explanation about previous study previous research design, the researcher focuses on using quantitative research design with quasi-experimental.

The researcher found the same media but different focus in the previous study that mentions it. The first media is using Schoology media. In this case, Schoology was used to improve of narrative writing (Wulandari, 2018). Besides that, a study conducted by Wati (2017) using Schoology media to know the effectiveness on teaching writing of narrative. Then, Crisentia (2017) used Schoology media to provoke the students to learn English. The

last research from Widodo (2018) aimed to know how implementation of Schoology media at seventh semester students' of English students. From the explanation previous media, this research also uses Schoology media but combine with Scaffolding technique to know the effectiveness teaching analytical exposition text.

The researcher found the prior sample that use in study. The first sample is from SMAN I Tulungagung from academics year 2017/2018. This sample conducts uses one class which divided into two group there are control and experiment group. The class is XIA consist of 34 students, meeting were twice a week (Wulandari 2018). The next sample is from SMK Islam Durenan, Trenggalek from academics year 2017/2018. In this sample conducts uses one class on the tenth grade of TSM 2. The class is X TSM 2 consists of 22 students, that conducts were four meeting in four a week (Wati, 2017). Besides that another sample is from SMP Kanisius Wonogiri from academics year 2017/2018. In this sample conducts uses one class to conduct interview. The class is 7A consist of twelve students. The last sample is from Muhammadiyah University of Surakarta from academic year 2017/2018. The class is PBI 7D consist of 35 students (Widodo, 2018). From the explanation prior sample, the researcher used the second grade students of MAN 1 Trenggalek, especially MIA 4 class as experimental class and IPS 2 class as control class to conduct the research.