CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents some reviews of relevant theories and studies these are about Nature of Writing, Writing Process, teaching Writing in Junior High School, Narrative Text, Media, An Overview of Edmodo, and Previous Studies.

A. Nature of Writing

Writing is far from being a simple matter of transcribing a language into written symbols, it is a thinking process in its own right. Certain cognitive psychologists have described it as the most complex and demanding of all cognitive activities undertaken by human beings (White and Arndt, 1994). Widdowson (1993:34) remarks "...writing is usually an irksome activity, an ordeal to be avoided whenever possible. It seems to require an expense of effort disproportionate to the actual result". According to Gelb (1969), writing is clearly a system of human intercommunication by means of conventional visible marks. Writing began at the time when man learned how to communicate his thoughts and feeling by means of visible signs, understandable not only to himself but also to all other persons more or less initiated into the particular system.

Writing skill cannot be separated from others skills such as listening, speaking, and reading. Writing covers others skills and it is the most difficult skill in language especially in English. Scott and Ytreberg (2010:63) state "There are difficulties in writing in the foreign language." Richard and Willy (2002: 203),"

writing is the most difficult skill for second language learner to master". The difficulty is not only in generating and organizing ideas but also in translating idea into real text. Students in English class where English as foreign language has more difficulties then in their own language. The difficulties have been said before and it was explained in the next. When the students write sentences to express their feeling or wants to be understood, they must write it in correct language structures. They must attend the aspects that influence sentences can be understood such as content, grammatical function, vocabulary and lexical items, the mechanics like punctuation and capitalization, and organization.

B. Writing Process

Langan (2005: 23-34) divide writing process in to four types, they are:

a. Prewriting

In pre writing there are five types technique that will help you to think about develop a topic and words on paper. This technique help you to write in the first time you start to write something.

1. Free writing technique

Free writing means jotting down in rough sentence or phrase everything that comes to mind about a possible topic. In this time, you can write anything in your mind without worried about the mistake, you can focus on discovering what you want to say about subject.

2. Questioning technique

In questioning, you generate ideas and details by asking question about your subject. By asking the question you can get the ideas and think about the subject. The question such as: Why? Where? When? Who and How?

3. Making a list

Making a list is also known as brainstorming. In this technique you can collect ideas and details that relate to your subject. You can pile ideas without trying to sort major detail. The purpose is just to make a list of everything about your subject that occurs to you.

4. Clustering or Mapping

Clustering is another strategy that can be used to generate material for a paper. This method is helpful for people who like to do their thinking in a visual way. In this technique you can use lines, circle or arrows to show the relationship between the ideas and details that were you made.

5. Preparing a starch outline

A starch outline is an excellent sequel to the first four pre writing technique. In a starch outline, you think carefully about the point you are making, the supporting items, arrange those items. The starch outline is a plan to help you achieve a unified, supported and well organized.

b. Drafting

The drafting stage is where you are really beginning writing. The most important this here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording. (Brown and Hood, 1989:14) In this stage, the students are encouraged to develop their ideas into rough drafts.

c. Revising

Revising means rewrite a paper, building on what has already been done, in order to make your idea clearly. Revising is as much stage in the writing process as prewriting, outlining and doing the first draft. In revising, you can arrange your writing to put things in the right place. Finally, after you do all the things, you can write in paper. There are three stages to revising process: revising content, revising sentences and editing.

C. Teaching Writing in Junior High School

Human is an individual and social creature that needs education. The need of education has been one of the human rights because it is a process of changing attitude by means of learning and training. In Indonesia, English is considered as a foreign language it is taught as a school subject. This is in line with the issuance of the decree of the Minister of Culture and Education No. 096/1967 has stipulated that English becomes the first foreign language and compulsory subject that should be taught formally to all Indonesian students starting from junior high school up to university level. Teaching English in junior high school has a

purpose that is by the end of their study, the students are expected to master two competence, there are actionable competence which is divided into productive skills (speaking and writing) and receptive skills (listening and reading) and linguistic competence such as grammar, vocabulary, pronunciation and spelling (Diknas, 2004). The language skills and component should be taught integrated. In this study, the writer gives explanation about the teacher's strategy in teaching writing for them.

In the formal stage are students of Junior High School that we call them adolescent. Teachers of middle grades students need to be knowledgeable of the varied developmental characteristics of young adolescents so that they can design instruction and classroom management strategies that address these ongoing changes, and support and capitalize on these characteristics.

The strategy to strengthen connections in the brain is to ask students to write reflectively every day. This gives time for students to consolidate learning and seek meaning between various activities. Students should also be encouraged to use peer collaboration and cooperative learning at this age to take advantage of the great range of academic and social maturities while developing group problem solving skills. Allowing for student choice and making lessons relevant to the interests of young adolescents will engage students in learning while addressing their need to show independence. (Wilson and Horch, 2002, p. 59) Appropriate lessons for early adolescents also need to provide opportunities for movement and physical exercise because there is a developmental reason young adolescent

students fidget and are unable to sit still—various bones including the tailbone are hardening, making it uncomfortable for them to sit for long periods of time.

In addition to remembering the characteristics of young adolescents, teachers should also consider best practices for teaching writing. These practices need to be linked to developmental characteristics in order to design the most effective instruction and optimize learning for young adolescents. Teaching is the guidance of learning activities for the purpose of aiding the pupil to learn or activities to convey knowledge to the students. Writing is an activity that produces something from mind become meaningful a text or sentence. It has many purposes not only for media as pouring idea but also giving information. When we write, we use graphic symbols; that is, letters or combinations of letters which relate to the sound we make when we speak. The symbols have to be arranged, according to certain convention to form word and words have to be arranged to form sentences. Everyday people do writing activity in their live by using mobile phone to sending message aim to give information.

According to Byrne (1979: 1) a good arrange in writing will make a good writing with readable text. Good writing is a product of careful thinking and incorporates the following characteristic: the appeal to a target audience, a coherent structure, a detailed development and an appropriate style. Good writing makes the reader hold the message from the writing without arise miss understanding. According to Hedge (2003: 302) writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas,

organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. Shortly, writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

D. Narrative Text

Narrative text is the one of the text types that inform and entertain the reader of the stories. Explore the value of the social, culture, religion, moral, etc that focus on teaching the reader or the writer in the life better. Kiszner and Mandel (2009:60) said "narration is writing that tells a story." In addition, Barwick (1998:4) define that a narrative relates a realistic, imagined or fictitious story. It is written to entertain, amuse and interest the reader but simultaneously teaches, explains or informs. Spoken or written literary texts describe or explore human experiences. The reader or listener responds in a reflective, imaginative or emotional manner. Narrative has aim to make the reader get information from the story, narrative also teach the reader about value from the stories. Narrative text used past tense to tell the stories.

There are some features of a Narrative Text as Anderson & Anderson states (1997:8):

1. Constructing a narrative

The steps for constructing a narrative text are:

- An orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

- A complication that sets off a chain event that influences what will happen in the story.

- A sequence of events where the characters react to the complication.

- A resolution in which the characters finally sort out the complication.

- A coda that provides a comment or moral based on what has been learned from the story (an optional step).

2. Language features of a narrative

The language features usually found in a narrative are:

- Specific characters

- Time words that connect events to tell when they occur

- Verbs to show the actions that occur in the story

- Descriptive words to portray the characters and setting

3. Structure of narrative texts

There are four stages in a narrative (and an optional fifth stage). Frequently the four steps will be repeated, increasing the suspense of the story. Able writers creating developed narratives may play with the structure, creating far greater variety in format.

a. Orientation

The orientation may be brief or continue for several pages, allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally the main character and possibly some minor characters are introduced with some minor characters are introduced with some details about their personalities, attitudes and appearance. The details chosen (e.g. the relationship of the characters, where they live, the time they live in and what they're aiming to achieve) may be important for the later development of the story. The orientation forms he background for complication.

b. Complication

A problem or series of problems interrupt or complicate he lives of the characters. These problems help to build up the suspense and have to be resolved one at a time. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement.

c. Series of events

In this part of the story a sequence of expected and unexpected actions affect the setting, atmosphere, characters or time.

d. Resolution

The resolution brings the series of events to a close and resolves the main problem, challenge or situation that the story is based on. The main character has to act to resolve the situation in a believable way to stop a disaster occurring. There may be a temporary resolution resolving some of the problems and at a later stage a final resolution.

e. Reorientation/coda

The usual pattern of life returns but changes have taken place or knowledge has been gained from the experiences. This may be written in the form of moral or coda, e.g. in a fable.

4. Types of narratives

Narrative has some types in the stories. There are many different types of narratives including Anderson & Anderson (1997:18) Humour, Romance, Crime, Real-life fiction, Historical fiction, Mystery, Fantasy, Science fiction, Diary-novels, Adventure. Narrative is one of the interesting stories that taught to the students in school. It makes the students enjoy to read and write story of writing. Besides, they can get moral value that can easy to find in the narrative text. Narrative text has opportunity to the students to learn language more fun and imaginative. Students were in the Junior High School has been taught about narrative. Because of narrative text is included in the standard competency in 8th grade of Junior High School.

Students have been familiar about legend stories in narrative text. They have prior knowledge about its story. The stories have known before by the students, makes the researcher easily the researcher's way in writing lesson and to ask the students to write story about narrative text. The stories that students know is not only from local contexts but also from foreign contexts. They had known from parents' storytelling, from books, and also from television. There are some stories local or foreign contexts such as myths, folktales, fairy tales, legends, and fables. .

E. Media

1. Definition of Media

Sadiman (1990:6) states that media is a kinds of component in students are which an influence the students to study. Media can help the students more understanding in their study, because the existences of the media is appropriate with the learners wants. The learners can choose the media that they like to increase their study. Media is any extension of man that allows him to affect other people who are not in face to face with him. Included letters, television, film and telephone and even the road and railways, as there are extension by which man can communicate with other. From that statement, it may be conclude that media is something which someone or teacher used to make deliver information and transferring the material or subject to students is easy. It is included of people or things around.

The use of media hoped to influence and has some benefits in the teaching learning process. In teaching English, teacher can use the media

to stimulate the students' attention more. In addition, the use of media can be done to make in the teaching and learning process effective and efficient.

The teaching and learning process can be done more interesting because the clarity and message, appeal an arbitrary image can lead the students to analyze and think. Media has motivation aspect to attract the students. The media also can create the interactive teaching and learning process. By using media, the students are not bored with the situation in the classroom or outside the class.

2. Kinds of media

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio media

Audio is hearing or sound. Usually it is called listen media. Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in hearing something. The example of audio media is radio tape/ casset. The teacher will play the casset and ask the students to doing task or list of words which they get. Audio media in learning can stimulate feeling attention to hold teaching and learning process. It is hoped to

improve characteristics of felling (imaginative, fancy). It encourages self and critical thinking of students.

b. Visual media

Visual is connected with seeing. Visual media is also called by printing media. The example of visual media are pictures, models, things, graphs or tool which can gives the real visual experience the students. The advantage of visual media is can presents the ideas, message or events become real. In the other hand the visual media has the disadvantage are (1) only focuses on visual message itself and less in planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

Audio visual media combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media. The audio visual media has some advantages; it can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

F. An Overview of Edmodo

1. Definition of Edmodo

Edmodo is micro blog educational website that can be applied by teacher, parent, and students for collaborate about resources, assessment and content on a secure and safe learning management platform. Using Edmodo, students and teachers can reach out to one another and connect by sharing ideas,

problems, and helpful tips. Stones (2010) define Edmodo as a social networking website used for educational purposes. The Edmodo application is much like the commonly used Facebook website. According to Cauley (n.d) using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo.

2. History of Edmodo

Edmodo is owned, operated, created, and funded by Nicolas Borg and Jeff O'Hara in San Mateo, California, in 2008. Nic is a web developer for the Kaneland Community School District in Maple Park, Illinois and Jeff is a network administrator for the Community School District in Wheaton, Illinois. Working in the field of education, both men set out to bridge the gap between how students live their lives and how they learn in school. They felt that teachers were not using technology appropriately to connect with students. According wikipedia.com, in 2016, the total users of Edmodo worldwide reached 66.900.000 members. Almost in every country, there is an Edmodo user. That because Edmodo is available in multiple languages such as English, Spanish, Portuguese, Greek, French, Turkish, Dutch, and Chinese.

3. Steps in using Edmodo

For the beginners, especially those who don't get used to apply technology in conducting teaching and learning process, using Edmodo might be quite

difficult. Stroud (2010) provides the ten easy and applicable steps for the beginners (teachers and students) as follows:

1) Getting Started for Teachers Signing up: This is very easy. At the homepage, we simply click I'm a Teacher and a new dialogue box will open up. We need to fill out that information and click Sign up.

2) Group Code: Now that we're into Edmodo, it is time to start setting up our groups. Groups are basically classes for students to join. It is very easy to create a group and just as easy for students to join that group. To do this, we need to click on Create in the Groups area of Edmodo.

3) Group Code (cont.): After we have created the group, A window will pop up confirming the groups has been created and the code to join the group. This code can be distributed to students as they sign up. This will allow them to join our group and all the privileges that go with it

4) Setting: This is the settings page. To access it we need to look under Account (in the upper right hand corner). It is pretty basic. We can change our profile picture by picking a logo provided by Edmodo or by uploading our own picture. Also, we can change our password, add notifications (either an email or text message), or oour personal information.

5) Student Signup: Now that we have created our Group, we need to get our students into it, which is even easier than creating the class. First we must have the students go to www.edmodo.com and click on I'm a Student. They will need the Group Code we received when we signed

up. If students are already signed up and using Edmodo. They do not need a new account. All they need is to join the group. To do this they sign into Edmodo and on the left hand side they will see their class(es) they have joined. They merely need to click Join and type in the code. This way they can easily switch from one class to another.

6) The Basics of Posting: This is the main feature of what makes Edmodo great. The ability for us and our students to post and respond to other posts easily and in real time. It is very easy to do and very helpful. It is pretty easy to see what we need to do. We only need to type our message in the larger blank box. Then where it says Send to... type in which group or person (people) we want to send the message to. Click Send and we're done!

7) Posting Alert: Alerts are used to send important messages to people or groups. It is done the same way but will appear in larger font and in bold. It will also show up in the Notifications. To create an Alert, we need to click on Alert at the top of the Comment Box and the rest is the same as creating a note. We only have 140 characters to help us distill our thoughts.

8) Posting Polls: Polls are pretty neat. We can create questions with multiple choices and the people in the group vote on it. To use it, we need to click on Poll at the top of the Comment Bubble to get started. Then, we must write the question and the different choices. At first we

only have two choices, but we can add plenty more). We can pick who we want to send it to and click Send.

9) Creating Assignments Like writing a Note, Alert, or Poll Question, creating an Assignment is very easy. On the Comment Bubble, we need to click on Assignment. Filling in the necessary fields is self-explanatory. What is great about creating an assignment in Edmodo is we can attach just about any type of file we want to the assignment. We can add as many files as we want to an assignment but we must add them individually. In other words, we cannot select ten files and upload them simultaneously. The last is we can send it to the appropriate Group(s) and we are done.

10) Grading Assignments: Grading an assignment is easy as well. In the Default Total: at the top right corner, we must type in the total possible points and click Set. Then, we must click on a student's name in the list on the left. There assignment will show up on the right. We can view their work, give them a grade, we can even post a comment about their assignment, attach a file (like a rubric) or even record our voice and add an audio file. When we click Grade, it will immediately show up on that student's Edmodo as well. If we make a mistake we can always click clear and input a new grade. We can also edit, delete, or reattach anything we like. The student will be alerted immediately about the comment and the grade.

Those are steps in using Edmodo. Before teacher gives instruction in Edmodo, teacher can give guideline and announcement for his students to do the assignment in Edmodo. After students do their assignment, teacher can give feedback, some comments, and evaluate the students' work.

4. The Benefits of Edmodo

The use of Edmodo can give some benefits to the users. They are:

    a. Discussion forum.

    b. Learning material management.

    c. Asynchronous document sharing.

    d. Content Library allows teachers to store unlimited content for easy sharing and re-use.

    e. Secure platforms which ensure safety and privacy for users.

    f. No private information is required from students.

    g. Students join classes by invitation only from teacher/instructor (i.e.via a group code).

    h. Teacher/instructor has full management control.

    i. Teacher/instructor can track student progress.

    j. Mobile learning - anytime, anyplace.

    k. Mobile apps for iOS and Android platforms.

    l. Accessible via mobile browser (m.edmodo.com).

    m. Updates and notifications on the go.

n. Ability to create polls, quizzes, assignments, notes, blogs and award badges online

5. The advantages and Disadvantages of Edmodo

In using Edmodo, there are some advantages and disadvantages to the users. They are:

a. Advantages

1) Easy to use.

2) Cost is Free.

3) It is a very secure, closed network.

4) Teachers can create connections with other students from different schools, states, or cultures.

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

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

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

8) Parents can be involved by viewing their child's work and grades, and keep in touch with teachers.

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

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

11) The tool works with all browser types.

b. Disadvantages

1) Text messaging is not an available feature.

2) The interface (i.e. the look and feel) of the website is too plain and boring for students and educators than business website.

3) If a student does not have access to a computer and the internet, or a mobile device they would not be able to use the tool.

4) There is no face-to-face interaction which can lead to feelings of isolation.

5) Lag time in feedback response from peers and/or teachers.

G. Previous Studies

The previous studies about Edmodo educational network have been conducted by some researcher. From those previous studies, the researcher can take lessons and also their discrepancies on the basis of the found gaps, the recent study is done. 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 are increasing. 80% students agreed that Edmodo is interesting, flexible, and increase students' value.

Second study was 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 was a significant different students' achievement after and before using Edmodo. The percentage of sample increased in posttest was 33.3%.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 result also there was a significant increasing score in students' writing skill.

Meanwhile the researcher wants to conduct a study with the same media that is Edmodo Educational Network, by using experimental study also. In this study, the researcher use different subject than previous studies that is eight grade students at MTSN Tulungagung. The researcher wants to investigate the effectiveness of Edmodo as media on the students' achievement in writing narrative text especially for Junior High School.

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