

# **CHAPTER I**

## **INTRODUCTION**

In this chapter the writer present the background of the research, formulation of the research question, objective of the research, significance of the research, scope and limitation, hypothesis and definition of key terms.

### **A. Background of The Research**

Writing is one of skills of communication in English which can help us to express our idea, feeling, and opinion in written form. Therefore writing is very important in our daily life. Nowadays, writer can use writing to communicate with other people like sending messages by using mobile phone and writing status on their social media. According to Harmer (2001), writing is a form of communication to deliver thought or express feeling through written form. For the students, writing can train them to be creative in writing and delivering their opinion, and also the students are able to develop the language into a good sentence. The students' habit in writing will increase their language achievement in writing including vocabulary, grammar, the organization of writing and their knowledge.

Although there are some benefits of writing, there is no doubt that writing is the most difficult skill for second or foreign language learners to master. Very often student get stuck when they have writing task. It commonly happens because writing is a productive skill in which the ability to construct appropriate

words into good sentence, knowledge about the content, grammaticality mechanics, etc. must be mastered by the learners. Bell and Burnaby (as cited in Nunan, 1989) point out that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter information. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text. In addition, Tchudi and Yates (1983) stated that writing is a practical skill, one of the most useful a student can learn, but it is valuable for more than classnotes, examinations, and research reports. However as the practical skill, the skills involved in writing are highly complex. Richard and Renandya (2002) point out that the second language writers have to pay attention to higher level skills of planning, and organizing as well as lower skills of spelling, punctuation, word choice, and so on. The difficulty becomes more complicated if their language proficiency is weak.

For second language, foreign language or even first language teachers, teaching writing is not easy. It should be noted that to make students used to write and produce a good result of writing, teacher cannot show it up in short period. It needs process in which a learners will learn to think about the topic, bridging their experiences, making outline, setting main idea, developing sentence into a good paragraph, unite paragraph into readable text, until they come to a final version of their writing. That is why when students learnt to write, in the same time, they also learnt to think. 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 but to display the product of their thinking in a form that invites further contemplation”. It is clear that teaching writing does not only focus on how to write, but also concerns how to maximize the brain capacity to think. It will help students to get used to use their thoughts.

To help the students write better, the writing teacher should be able to be more creative and innovative to help students in writing. In this case, teacher can use appropriate media to support teaching learning process and make the students more interested in writing. In term of media nowadays, modern technology are preferred by the students, because it has some benefits in teaching learning. For example, the teacher and students can access it easily to search the material, update the information that relevant with the study, communicate with other people, and watch the video lecturer like on YouTube video about explaining the materials. There are many kind of digital technologies such Blog, Website and others. Among those media can be used as teaching media, one of them is Schoology Educational Website.

Schoology is micro blog educational website that can be applied by teacher and students for collaborating about resources, assessment and content on a secure and safe learning management platform. Shoology was founded by Jeremy Friedman, Ryan Hwang and Tim Trinidad at Washington University in 2008. Using schoology, student and teacher can reach out to one another and content by sharing ideas, problem, and helpful tips. Schoology can be used for teaching writing. Teacher can post the explanation about the material and the

students can leave some comment or respond on commentary column about the explanation that they do not understand.

Using Schoology in learning was likely to be more interesting, showed by the result of the research that the website design provides professional looks and beneficial features. Schoology is also suitable for students to do writing task, because students will be free to explore their idea without time limitation like in school. Students can post their writing in the Schoology wall group of class that created by the teacher. It's very easy to access for students because the screen of Schoology is like Facebook that the student usually use. Then the teacher can evaluate the students' writing and give some suggestion and comments. In other words, Schoology can give stimulation for student to try their ability in writing achievement.

So far, there are many studies about Schoology educational website have been conducted by some researchers. First study was conducted by Piyada Low from Thammasat University. This study revealed that Schoology can motivate students and has a positive effect on students' learning outcomes. 80% students agreed that Schoology is interesting, flexible, and increase students' value.

Second study conducted by Vania Wibowo from Satya Wacana Christian University. She was conducted this study on 2016, It was found that the Schoology can be an effective way for teaching writing. It has proven that there is a significant different students' achievement after and before tough by using Schoology.

Third study was conducted by Alvin S. Sicat from Centri Escolar University. According to this study revealed that Schoology is an effective means of teaching Business writing among college students when used as a supplement to traditional method.

Meanwhile the researcher wants to conduct a study with the same media that is Schoology Educational Website. There are many variant variables used on previous studies and have a positive revealing that Schoology was effective, the researcher use different variable that writing narrative text on second grade of SMAN 1 Tulungagung. The researcher wants to investigate that Schoology is effective or not to be applied on writing narrative text on second grade of SMAN 1 Tulungagung by using experimental design.

The researcher took writing narrative text on second grade of SMAN 1 Tulungagung as the subject of the study, because SMAN 1 Tulungagung has good quality which is proven by some facts, this school has good facility in technology and infrastructure like free Wi-Fi internet connection in every corner of this school that can be accessed by the students and teacher in every time to help teaching learning process. From these reasons, this research compatible to take this school as setting study by using Schoology which internet connections and using computer or their smart phone. In this research the researcher took one class in the eleventh grade to be the subject of the study.

From the explanation above, the researcher wants to investigate Schoology as digital tool teaching English especially in writing narrative text in a study

entitled “The Effectiveness of Using Schoology on Students’ Achievement in Writing Narrative Text of Second Grade students at SMAN 1 Tulungagung”

### **B. Formulation of Research Problem**

Based on the background of the study mentioned above, the main problem of this study is formulated as follow:

Is there any significant difference on students’ writing narrative text achievement before and after being taught by using Schoology to second grade students at SMAN 1 Tulungagung?”

### **C. Objective of The Research**

Based on the formulation of the research above, this study aims to investigate the effectiveness of using Schoology on students’ achievement in writing narrative text of Second Grade Students at SMAN 1 Tulungagung”

### **D. Significances of The research**

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

#### **1. For English teachers**

The research gives contribution in teaching process. By reviewing this study, teachers will have reference of the media that can be used for teaching writing on second grade of senior high school student. By applying Schoology it is expected that the way of learning and teaching writing can improve their ability.

## **2. For students**

The result of this study will give a new experience for them in writing, being corrected and graded digitally by using Schoology as a Learning Management System Platform.

## **3. Future researcher**

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

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

This study is intended to investigate the effectiveness of Schoology in increasing students' writing skill in narrative text, this research is limited only on narrative paragraph and Schoology as a teaching media.

## **F. Research Hypothesis**

Before conducting this research, the researcher proposed two hypotheses:

1. Null hypothesis states that there is no significant difference on students' writing skill in narrative text before and after taught by using Schoology.
2. Alternative hypothesis states that there is significant difference on students' writing skill in narrative text before and after taught by using Schoology.

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

From the research problem stated, this study focus on the use of Schoology based learning toward first grade student of Tulungagung senior high school. In order to avoid misunderstanding, the key terms used in this study are as follow:

### **1. Writing Narrative Text**

Writing narrative text is writing a story that focus on specific participants, with complication or problematic event and it tries to find the resolutions to solve the problems.

### **2. Schoology Learning Management System Platform**

Schoology is an online learning session, classroom management and social networking platform that improve learning through better communication, association and increased access to curriculum and supplemental content (Johan Eddy Luaran,2012:104)

### **3. Achievement**

A thing done successfully with effort, skill, or courage, the process or fact of achieving something on learning, it refers to the difference on students score before and after taught by Schoology.