

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents some reviews of relevant theories and studies these are about definition of writing, Writing Process, teaching Writing, Narrative Text, Media, Schology Learning Management System, and Previous

A. Writing

1. The definition of Writing

writing can not be separated from human being. Most people did writing in their daily activity. Some people said that writing is communication through a paper and a pen. Actually, writing in foreign language is not only in paper but also writing in internet, book, magazine, and others. Through writing we can do a lot of things. We can express our ideas and opinion, we can explain something to the readers, we can get many information, we can still communication even it is in long distance, we can dispend our hobby like write a short story, novel, or science, and many others. We can not imagine if this world without writing. In sort, writing has significant role in our live.

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). There is no doubt that writing is the most difficult skill for second or foreign language

learners to master. Very often, students get stuck when they have a writing task. It commonly happens because writing is a productive skill in which the ability to construct appropriate words into good sentences, knowledge about the content, grammaticality, mechanics, etc. must be absolutely mastered by 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 a variables simultaneously. Richard & Renandya (2002) point out that second language writers have to pay attention to higher level skills of planning, and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes more complicated if their language proficiency is weak, but in addition, Raimes (1983:3) stated that writing can help students learn because it increased the material that have been taught such as grammar, vocabulary, structure, and bring the students to express their idea. However, the student still need a guided from the teacher as facilitator to develop their writing skill and create good written.

Moreover, Nunan (2003:88) stated that writing is process of thinking to find ideas, thinking how a write a good writing, how to express feeling into writing, and how to arranging the ideas became sentence and paragraph clearly. According to Brown (2001:337) writing is a process of thinking in which the written language is the result from writers figure out and what they thoughts. It means sometimes process of thinking takes a long time, the writers are asked to explore their knowledge, experience, or memories to find and then determine a topic to write.

Based on all definition above, it can be concluded that writing is a process to express peoples' thoughts and ideas to others in written form. It can be information, opinion, benefit, feeling, argument, explanation, and theories. In addition, writing is not only write a text but also a way to communication with others. Writing is an act communication between writer and reader via text. Writing is also hold important role in education, that's why students are able to master in writing skill.

B. Writing Process

Writing ability needs process. Writing is never one step action, it is a process that have several steps (Oshima and Hogue, 2007:15). When we write something in the first time, we already think that we are going to talk about, how to say, and have finished writing. Then we read toward what we have written, also make change and corrections. We revise and write frequently, we do it until we feel satisfied. Kristin and Susan (1989:6), states that the writing process depends on:

- a. Who you are writing to or for, it refers to reader.
- b. Why you are writing, it refers to purpose.
- c. What you are writing about, it refers to the content.
- d. Where you are, how much time you have, how you feel, etc. it refers to the situation.

Langan argue that the process of writing consist of four steps, they are (a) prewriting, (b) drafting, (c) revising. The explanation as follows:

1. 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.

- a) 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.
- b) 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?
- c) 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.
- d) 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.

2. 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.

3. 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 the 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 sentence and editing.

C. Teaching Writing

1. Principles for Teaching Writing

Teaching writing is not a simple matter, a teacher should concern some principles for teaching writing to achieve the goals of teaching and learning process. In the teaching of writing, the teacher is expected to give many opportunities for the students to practice and produce the texts. It means that the

teacher should create the situations where the students can practice and produce the text with high motivation and interest. The teacher also should organize the teaching and learning process in order to help the students understand how to write well.

Usually the teacher will get some problem in teaching writing with the students low motivation in writing text, to solve the problem the teacher must build the students enthusiasm in joining the lesson. So, the teacher must have the right strategy to in writing class. Sokolik in Nunan (2003:92) states that there are some principles for teaching writing. They are explained as follows:

- a. Understand students' reasons for writing It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.
- b. Provide many opportunities for students to write 16 To improve writing skills, the students must always practice. The teacher must give many chances for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.
- c. Make feedback helpful and meaningful The students crave feedback on their writing. The teacher must always provide a feedback for

students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

- d. The teacher must clarify himself, and for his students, how their writing will be evaluated.

Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated

2. Approaches to Teaching Writing

There are some approaches in the teaching of writing. The teacher must be able to decide which approach that they want to use. The most popular approaches are product-oriented approach and process-oriented approach. Each of those approaches will be explained as follows:

a. Product-oriented approach

The concern of this approach is on the correctness of final products of writing. According to Picas (1982) in Badger and White 17 (2000), in the teaching and writing, the product-oriented approach has more focus on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices. According to Brown (2004:335), there are some characteristics of product oriented approach. Every composition must a) meet certain standards of English rhetorical style, b) use accurate grammar and c) be organized based on the convention to make the audience find it easy to understand the text. In conclusion, the product-oriented approach is emphasized mostly on students' final products of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teacher. They need to do particular efforts to

avoid errors in the text composition, for example by focusing more on the correctness of the grammar.

b. Process-oriented approach

This approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

There are some characteristics in process-oriented approach. Those characteristics are adapted from Shih (1986) in Brown (2000: 335) as follows: 18

- 1) Focus on the process of writing that leads to the final written products,
- 2) Help student writers to understand their own composing process,
- 3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- 4) Give students time to write and rewrite,
- 5) Let students discover what they want to say as they write,
- 6) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- 7) Include individual conferences between teacher and student during the process of composition.

After discussing the characteristics of both product-oriented and process-oriented to teaching writing, the process of teaching writing must focus on both approaches. Teachers should put those approaches in a balance in the

practice because students need to experience both of them in order to be able to produce a good writing. In the teaching and learning process, firstly the students are exposed to learn the organization of the writing because the clear expression of ideas is the main point in writing and the grammatical problems will become the focus in the following step.

3. The Teacher Roles in Writing

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. Kimble and Garnezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing. It means that the teacher must in the good performance when helping the students understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

To measure and understand that the teacher has implemented the good performance, Harmer (2004:41) proposed some tasks which are done by the teacher before, during, and after the process of writing. They are 1)

demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

In Demonstrating task is the teacher has aim to make the students understand writing conventions and genre constraints of particular types of writing. Both aims must be drawn to attract the students' attentions and motivation. After demonstrating, the teacher has to continue the task, they are motivating and provoking the students. In this task the teacher must be ready to support the students to solve them in order to make the students always feel comfortable and have motivation to write continuously because for several students, writing is a big problem. they sometimes lack in transferring the idea from their mind to their writing. And the next task is responding. Responding task is doing when the students have finished their writing, Responding here means how the teacher reacts to the students' writing work. This task focuses to the content and construction of the writing. The respond or reaction to the student's work can be in the form of feedback or suggestions for the students' improvement in writing. The last task is evaluating the students' work and then grades them. This task has function to see how far the progress of students in writing.

As conclusion, those tasks are main requirements of the teacher if he/she wants his/her students are guided and be a better writer especially guide the students to express the ideas.

To add his previous ideas on the tasks that must be performed by teachers, Harmer (2007:261 -262) mentions some information about the teacher's

roles in the teaching and learning process of writing. They will be explained as follows:

a. Motivator

The teacher as a motivator means that the teacher must be able to motivate his/her students by creating an attractive atmosphere in the English class, persuading them of the advantages of the activity and encouraging them to always practice writing to achieve the optimal result.

b. Resource

The teacher must be ready to serve every information and language needed by students when they are doing the next level of writing tasks. The teacher also should accompany his/her students to give them advices and suggestions in a constructive and smart ways.

c. Feedback Provider

After finishing their work, the teacher must respond or react positively to what the students have written. The level of feedback must be balanced with the level of students' ability in writing. The teacher has very importance roles in the development of students' writing ability. Therefore, he/she should always consider if the teacher can be a motivator, resource and feedback provider in guiding and facilitating the teaching and learning process.

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 of 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 character react to the complication

- A resolution in which the character 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 feature of Narrative text

The language features usually found in a narrative text are:

- Specific character
- 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 character and setting

3. Structure of narrative text

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 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 the background for complication.

b. Complication

A problem or series of problems interrupt or complicate the 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 Senior High School also taught about narrative. Because of narrative text is included in the standard competency in second grade of Senior 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.

Writing is difficult skill in learning English, some of people said that writing is boring activity. Using media in learning can help provide a learning atmosphere in which students actively participate especially on teaching writing. Raiser and Walter Dick (1996:70) stated that one of the advantages of using media is that media can motivate students in learning activity. Some media can be used to invite students' attention and to arouse their curiosity.

E. Kind 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. According to Robert Heinich (et.al) stated that there are some choices of media for 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 21 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.

c. Audio visual

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.

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. the computer can also record, analyze, and react to students responses typed on a keyboard or selected with a mouse. The advantage using computer to be learning media are: computer can be an object of instruction, as in courses on computer science and computer literacy.

It also a tool that can be used during instruction to do complex calculation, data manipulations, word processing, and presentation.

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. The goal of multimedia in education and training is to immerse the learner in multisensory experience to promote learning. Multimedia also attempts to simulate more closely the condition of real-world learning, a world of multisensory, all at once experiences.

F. Schoology

1. Definition of Schoology

Schoology is micro blog educational website that can be applied by teacher, parent, and students for collaborate about resources, assessment and content on secure and safe learning management platform. Using Schoology, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips on writing. Johan (2012) stated that Schoology empowers teacher, inspires students, and simplifies administrative tasks across the board. Students not only learn in the class but also learn out of the class, especially when they got writing class.

2. History of Schoology

Schoology founders Jeremy Friedman, Ryan Hwang, Tim Trinidad and Bill Kindler gathered up and began the development of Schoology at the end of 2009. Their mission and goal is to reinvent the way technology is implemented in the classroom. With a goal of improving student outcomes, they realized the need to disrupt the inactive education technology market by making Schoology obtainable and accessible for every teacher in every classroom. According to Schoology Exchange.com, Amanda Zelings Hand (Marketing Communication Manager, Turnitin) stated that there are 5 ways Schoology Transforms Writing Instruction: From Instant Gratification to Iteration. They are:

1. Bet on Low-stakes Writing Assignment

Students don't need to be producing term papers or magnum opi every time they sit down to write. Rather, we encourage the opposite. Students get better at writing by writing, so find ways to provide low-stakes opportunities for practice.

Instead of assigning grades, which can be demotivating, give bite-sized, actionable feedback that students can apply to the next writing exercise. Take advantage of cloud-based storage and word processing programs to store all of these assignments in a single, easy-to-access location.

2. Teach writing Wherever, Whenever

Schoology is not only an organizing force when it comes to writing instruction, but it also facilitates a student-centered approach. Thanks

to the flexibility afforded by digital tools, students can select the environment and time of day best suited for their writing practice and learning needs.

This flexibility shouldn't just apply to when students are writing, but also to the school subjects during which they engage in writing assignments. We don't see writing instruction as the sole domain of the ELA department; we encourage writing across the curriculum and suggest creating opportunities for students to practice their writing skills in social studies, science, and beyond.

3. Let Those Peers Review Together

The iterative writing process is hardly a solitary task. Students benefit from regularly receiving feedback from both their instructors and their peers, and many online platforms support both anonymous and named peer collaboration.

By engaging in peer review exercises, students learn to constructively reflect on others' writing and take away information that is applicable to their individual learning. Additionally, the practice of reviewing and commenting on each other's work lays the groundwork for a cognitive framework that students can employ when evaluating their own work and progress.

4. Automate the Feedback Process

Feedback is a frequent touchstone throughout these recommendations. Findings from a survey conducted by Turnitin indicate that 80% of students “often” or “always” expect feedback to help them receive good grades. However, providing high quality, frequent feedback can be unsustainable, especially over multiple drafts.

Tools such as Turnitin’s Revision Assistant offer a potential solution. Revision Assistant is an online program that improves student writing and engagement. Students receive automated feedback and progress measures as they respond to standards-aligned reading and writing tasks. Teachers in turn are given insight into how students are progressing over multiple iterations.

5. Define Success, and Regularly Revisit This Definition

Prior to beginning writing instruction, we recommend setting actionable goals with students and aligning these goals to a rubric, so that everyone is on the same page about what incremental success looks like.

In addition to saving and reviewing drafts throughout a unit or course, ensure that students regularly assess their drafts in relation to the initial goal. This way, students can see their progress first hand, thus internalizing the importance of writing multiple drafts and submitting a final paper that is evidence of thoughtful iteration.

Besides that Schoology not only provides schools and districts with a configurable, scalable and easy-toimplement solution, but also provides a basic version of its award-winning platform free for teacher. As a result, enterprise adoption is easier for schools and districts. This is an AwardWinning Learning Management System (LMS).

Another mission is to authorize educators to give the tools and connections to connect students more efficiently and improve educational effectiveness on both a large and small scale. Schoology is not just an LMS. It is a living, breathing educational community that can adjust to changing student needs, learn from collective experiences and continually improve as education and technology progress. Last but not least, Schoology is transforming learning through the collaboration of passionate individuals.

1. Benefit of Schoology

The use of Schoology 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

2. The advantages and disadvantages of Schoology

In using Schoology 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) 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.
- 2) There is no face-to-face interaction which can lead to feelings of isolation.

3. Step to get started in Schoology

For the beginners, especially those who don't get used to apply technology in conducting teaching and learning process, using Schoology 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 Schoology 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 Schoology.

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 Schoology or by uploading our own picture. Also, we can change our password, add notifications (either an email or text message), or our 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. Schoology.com](http://www.Schoology.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 Schoology. They do not need a new account. All they need is to join the group. To do this they sign into Schoology 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 Schoology 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. **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 selfexplanatory. What is great about creating an assignment in Schoology 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.
8. **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 Schoology 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 Schoology. Before teacher gives instruction in Schoology, teacher can give guideline and announcement for

his students to do the assignment in Schoology. After students do their assignment, teacher can give feedback, some comments, and evaluate the students' work.

G. Previous Studies

The previous studies about Schoology 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 Piyada Low from Thammasat University. Thailand (2017), entitled "Schoology Learning Management System Implementation in foundation English Class: Learners' Perspective and Learning Achievement". 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 (2016), entitled "the effectiveness of using schoology in an argumentative writing class". 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. Philippines (2015), entitled "Enhancing College Students' Proficiency in Business Writing Via Schoology" this study revealed that schoology is an effective means of teaching Business writing among college students when used as a supplement to tradional 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.