

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problem, objective of the study, significant of the research, scope and limitation of the research, research hypothesis, the definition of key term and organization of the study.

A. Background of the study

Writing is very important in life. The writer can use writing to communicate with other people like sending message and connect in social media. According to Harmer (2010:79) that writing is a form of communicate to deliver though or express feeling through written form. Moreover, writing is viewed as a means of communication which is commonly used to express and impress (Nunan: 2003:88). It can be concluded that writing is a process to transfer the ideas into written form that is understandable. However, writing is important skill because in writing the authors not only to convey and organize their ideas or knowledge into written form but the writers must be explore the ideas into good sentence that have meaning.

The process of written product are as planning, drafting, and revising by using structures of writing. According to Brown (2010:335) that writing is the product of thinking, drafting, and revising procedure that requires specialized skill. It can be concluded that writing is a process of putting the ideas down on prepared to transform thought into words. In the process of writing

students have to know how to express and organize their ideas into clear statements and paragraphs that have meaning. Moreover, students also learn how to make a good writing and using component of writing. Because, writing is not only producing the symbol of language but the means of content must clear and enable of readers are easy to understand about the ideas of the writers. That is why students must learn to write; sometimes they also learn to think. Along with this statement by Tchudi and Yates (1983) that, learning to write involves learning to think and writing is unique in allowing students not only to think, but to display the products of their thinking in a form that invites further contemplation. It is clear that teaching writing does not only focus on how students to write their ideas, but also concerns how to maximize the brain capacity to think. It will help students to get their thoughts that transform in words became good sentences.

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). Teaching writing is a process of how to make students creative and try to bring their mind into word. Teaching writing is not easy. It should be noted that to make students used to write and produce a good result writing, teacher cannot show it up in a short period. It needs process in which a learner will learn to think about the topic, their ideas, and

express their ideas into words. Sometimes, teachers usually use traditional approach and explain the materials in the class used traditional way. Sometimes, teachers also do not use the media of teaching writing, so students feel bored. In order to make the students be able to develop and organize their writing well the teacher should give students appropriate media in teaching writing. There are many media to teaching writing. One of new media that used to teach writing is Edmodo. Edmodo is a social network based school environment (school-based environment). Developed by Nicolas Borg and Jeff O'Hara, Edmodo is intended for use for teachers, students and parents. Edmodo is a "social learning platform" website for teachers, students, and parents. Edmodo is accessible free on the site www.edmodo.com. Using Edmodo in learning was likely to be more interesting, showed by the result of the research that Edmodo had a high level of acceptance either from teachers or students side (Kongchan, 2012).

The aim of Edmodo is to help educators utilize social networking facilities in accordance with the conditions of learning in the classroom. Edmodo is designed to create interactions between teachers and students that emphasize rapid communication, polls, assignments, share ideas, and many more things. As an educator, Edmodo provides a feature to share files, links, tasks and grade. For student, the feature in Edmodo are students can communicate directly with the teacher, discuss with other students, submit assignments directly and many more. It is very easy to access for students because Edmodo is like Face book that the students usually use. Then, the

teacher can evaluate the students' writing and give some suggestion and comments.

Based on 2013 Curriculum for junior high school, students must be able to communicate in oral or written text, mainly in descriptive, recount, and narrative text. One of them is namely recount text as mentioned at curriculum 2013 for second grade:

Core Competence	Basic Competence
<p>3. Understanding, implementing, analyzing factual, conceptual, and procedural knowledge based on the curiosity towards science, technology, art, culture, and humanity with the knowledge of humanism, nationalism, and civilization related to the cause of phenomena and events, and implementing the procedural knowledge in a specific field according to the skill and interest to overcome the problem.</p>	<p>3.4Analyzing social function, text structure, and language features in recount text related to the simple experience and events according to its context.</p>
<p>4. Analyzing, thinking, and performing in both concrete and abstract field related to the development of what has been learnt in school individually, and being able to use the method based on the theory in science.</p>	<p>4.6 Composing simple written and spoken recount texts about activity and events by concerning on the social function, text structure, and language features correctly according to its context.</p>

According to Anderson and Anderson (1997:48) recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened. Similarly, Gerot and Wignele (1994:194) in Allieni (2014:56) state that recount text is retelling past events in order to inform or entertain about what and when it happened. Based on these theories, recount generally indicates an experience of the author but may also be outside the author's experiences. In recount text, a writer tells about his/her personal experience or tells others experience to reader. In other

words, recount text is a text which retells events or experience in the past. by writing recount text students can explore their ideas of their experiences, and then put them on a paper and start writing.

Based on the curriculum 2013, the government set up a lot of expectations from the students after learn of English students must be able to analyze social function, text structure, and language features in recount text related to the simple experience and events according to its context. Not only, students also can compose simple written and spoken recount texts about activity and events by concerning on the social function, text structure, and language features correctly according to its context. In the fact, writing is an ability which needs extra works to be mastered. Students felt that writing is the most difficult skill to be learned. This is in line with Richard (2002:303) that writing is the most difficult skill for second language to master of putting together strings of grammatically of correct sentences. Almost same the opinion by Oshima and Hogue (1993:3) that writing is very important skill as writing needs practice and writing is very difficult subject for students. To write text students needs longer times to learn it. Learners need to combine a lot of components to compose a good writing, starting from the grammar to cohesion and coherence in writing. Sometimes, most students had no problem to say their ideas, but when it came to put them into words they found it was not an easy thing to do. Students often have many mistakes in written work about spelling, grammar, punctuation, and organization. Based on the observation in the field, most of

students complain that they cannot link the sentence to coherent ideas. Moreover, most of students know or have the ideas but they do not know how to put it into the words. It means, most of students have difficulties to express their idea in written form. In addition, students also difficult in language feature of recount text that use action verb in the past form. The students are difficult to change verb 1 to verb 2. Sometimes, the students forget with past form because they not remembering of regular and irregular verbs. In the fact, students are still lack strategies or motivation to make a good writing.

Based on the explanation above, the influence students' haven't understand about recount text is the teacher's method in teaching writing. They only use limited methods in teaching writing they not have variance of learning method (Karsanen: 1991). According to Hamzah and Nurdin (2013:10) active in learning is to position the teacher as a person who creates conductive learning atmosphere or as a facilitator in learning. In other words, the most important things that must be attention for the teachers to exchange their students performance is the build interesting active learning atmosphere in the class. According to Sharon et al (2011) express that online learning media is not only for the information access, but also helps students with specific results to achieve the goal. In addition, According to Minh (2014) in Journal of English education emphasize Edmodo as the better way of management of large-sized class, an easier and more effective methods of assigning homework, more convenient way of

giving a test and assessment, and a more eye-catching and powerful way of giving preliminary discussion.

The description above is related with Christopher Tambunan (2015) the result 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. The second by Mulya Candrasari (2015) the result of this study also there was a significant increasing score in students' writing skill using Edmodo in teaching writing. The third study conducted by Fauzi Adin (2015) the result of this study revealed that Edmodo is effective to teach recount text for excellent students at MAN Rejotangan. It has proven that there is a significant different students' achievement after and before using Edmodo. The last previous study from Azzahra (2017) that this study indicated that there was a significant effect on the students' achievement in narrative text. It was confirmed that using Edmodo in teaching and learning process was likely to be more interesting.

Meanwhile the researcher wants to conduct a study with the same media that is Edmodo. The subjects of previous studies were students of Senior High School or Junior High School have positive revealing that Edmodo was effective. From explanation above, the researcher wants to investigate Edmodo as digital tool in teaching writing especially in recount text in junior high school. The research with entitle "The effectiveness of

Edmodo on Students' Writing Ability of Recount Text at Second Grade in SMPN 1 Sumbergempol 2017/2018”.

B. Research Problem

Based on the background of the study, the researcher formulates the research problem as follow:

“Is Edmodo effective on the students' writing ability of recount text at second grade in SMPN 1 Sumbergempol 2017/2018?”

C. Objective of the Study

Based on the research problem above, the researcher wants to investigate the effectiveness of Edmodo on the students' writing ability of recount text at second grade in SMPN 1 Sumbergempol 2017/2018.

D. Significance of the Research

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

1. The Students

The application of Edmodo as a media in learning writing will give the information about other interesting active learning method especially in English. In addition, it helps the students to give new experiences and can improve their ability in writing recount text by using Edmodo in learning process.

2. The English Teachers

The study hopefully will give teachers references or inspiration in their teaching method to make a good atmosphere in teaching and learning process. So, teaching and learning process will not

monotonous. One of media that suggested for the teacher is Edmodo. Using Edmodo will be able to attract students' interest and will improve the students' ability that has delivered.

3. The Next Researchers

The researcher hopes for the next researcher to conduct a research that is related to use Edmodo in learning process, especially in using a new technique to teach writing. Not only on recount text but it can apply in other text.

E. Scope and Limitation of the Research

The scope of this study is teaching writing and teaching media. This study focused on investigating the effectiveness of Edmodo on students' writing ability of recount text, this research is limited only on recount text paragraph and Edmodo basically was 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 ability of recount text before and after taught by using Edmodo.
2. Alternative hypothesis states that there is significant difference on students' writing ability of recount text before and after taught by using Edmodo.

G. Definition of Key Term

In order to avoid misunderstanding, it is important to explain the definition of thy key terms used in this study as follows:

1. Effectiveness is the result that is wanted or intended. The effectiveness use in this study is defined as significant difference score in English writing test.
2. Edmodo is a private social network that is claimed to provide a secure learning platform for learners and educators (Thongmak, 2013). This tool can be applied by teacher, parent, and students for collaborate about resources, assessment and content on a secure and safe learning management platform.
3. Writing recount text is text that tells about someone's experiences in the past. David Butt (2000:218) stated that recount is a story genre which is used to tell what happened. The structures of recount text are orientation, event and reorientation.

H. Organization of the study

To make the readers understand the main point of the research, the researcher divides it into five chapters. They are:

1. Chapter I : it is introduction. This chapter presents the background of the study, research problem, objective of the study, significant of the research, scope and limitation of the research, research hypothesis, the definition of key term and organization of the study.

2. Chapter II : it is presents some reviews of relevant theories and studies and previous research
3. Chapter III : it is research method. This chapter presents research method including research design, population, sample and sampling, research instrument, validity and reliability, and data collecting method.
4. Chapter IV : it is findings and discussion. This chapter presents the findings and discussion that included of the research findings, the normality and homogeneity testing, data analysis, the hypothesis testing, and discussion.
5. Chapter V : it is conclusion and suggestion.