CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents some reviews of relevant theories and studies these are about writing ability, Recount text,Edmodo, and previous research related to Edmodo.

A. Writing ability

1. Definition of writing ability

Writing is a process of discovering and organizing of the ideas which put on the paper. Writing involves communicating a message with a sign or symbol on a page (Spratt, 2005:26). Write is to make letters or other symbols (e.g.: ideographs) on a surface, especially with a pen or a pencil on a paper (Hornby, 1974: 996). Brown (2001: 336) identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. It means, writing is making a series of words or sentences in writing process to communicate in the written language.Writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language (Nunan, 1991:84). Based on the statement by Nunan, Writing is can create communicative without meet with the speaker. But, writing is the most difficult skill in language especially in English. Because, writing involves all aspect of language such as: grammar, vocabulary, word order spelling, logical arrangement of ideas

and mechanic like punctuation and capitalization. According to Richard and Willy (2002: 203) that writing is the most difficult skill for second language learner to master. The difficulty of writing is not only in generating.And organizing ideas but also in translating idea into real text, understood all aspect of language and they must write it in correct language structures.

2.   Process of Writing

For many students, they have a problem to writing down the ideas. In fact, they often find a blank page on their minds. In other words, they can say about finding ideas but they fell confuse about how to write their ideas on the paper. Harmer (2005: 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

Before starting to write or type, they try and decide what it is they going to say. That isplanning; writers have to think about three main issues. The first place they have to consider the purpose of their writing since this will influences not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, how best to sequences the facts, ideas, or arguments which they have decided to include.

Refer to the first version of a piece writing as a draft. This activity can called is drafting. First, the writer go at a text is often done on the

assumption that is will be amended later. As the writing process procedure into editing, a number of drafts may be produced on the way to the final version.

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Editing (Reflecting and revising) are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

The last step of process writing is final versions. Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

B. Recount text

1. Definition of Recount Text

Recount text is tells story that happened in the past. According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Its mean the forms of the text which tell about someone experience in the past. Usually the story made by narrator about the events. Like their adventure and their day's activities. The purpose of recount text is to give the audience a descriptions of what occurred and when it so that it entertains.

2.   Types of Recount Text

In exploring how text work (Derewinka, 1990: 15-17) there are three types of recount. They are personal recount, factual recount and imaginative recount.

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount consist of three kinds. There are use pronounslike I, you, they and etc. Then, use personal responses that the events can be included, particularly at the end. And then, the text is very details. In other words, the text is often chosen to add interest or humor.

Factual recount is a recount that recording the particulars of anaccident. (E.g. report of a science experiment, police report, news report, historical recount). In other words, the text tells about an accident in environment. Language features of factual recount are eight kinds. First, the subject of the text used pronouns like he, she, it, they. Seconds, details text that the content of text usually selected to help the reader reconstruct the activity or incident accurately. Third, the ending of the text describes the outcome of the activity (e.g. in a science experiment). Fourth, the text mention of personal feelings in probably not appropriate. Fifth, the text details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp). Sixth, the text descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall). The seven, the passive voice may be used

(e.g. the breaker was filled with water). And the last, may be appropriate to include explanations and satisfactions.

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

3. Generic Structure of Recount Text

According to Wardiman (2008:61), there are some steps for constructing a written recount. They are orientation, event, and re-orientation.

Orientation is introduced the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens. Orientation takes in the first paragraphs that give the information about who, what, and where.

Events are where the researcher tells how the character reacts to the events. In other words, events are tells about what happened of the events. It includes his/her feeling and what he/she does. It can be chronological order (the order in which they happened). Usually, chronological order consists of event 1, event 2, and event 3.

Reorientation or personal comment is the evaluate remark which are interspersed throughout the record of events, but it is optional.

From the statement above, the generic structure consist of orientation, events and re-orientation. In orientation, the writer introduces of participants, time and place. It is continued the events which tell what happened in the event. Then, re-orientation is the optional element.

4.   Language Feature of Recount Text

According to Barwick (1999: 6) explains that language features of recount text are proper nouns and pronouns. The first, use nouns and pronouns isto identify about people, animals or things like Mr. Lawrence, the postman, his racquet, she.The second, use larger and more complex noun groups build up descriptions like the long distance runner, Lionel Drill. The third use word families are used to build topic information like smoke signals, drums, telephone, and television. The fourth use varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions. Like she jumped, she leapt, she crawled.

Then, the fifth use descriptive words add details about who, what, when, where and how. The purpose of descriptive detail is to give more information to readers.The sixth use adverbs and adverbial phrases sequence events in time and indicate place like in 1927, on 6 June 1824. It is showed specifics times. The seven to write a recount text used past tense to retell past events. Because, recount text is tells about the experiences in the past or what happened in the past.

And the last, use conjunctions in write recount text is very important. This is to combine clauses and connectives to sequence events (first, then, finally) are used.

C.   Edmodo

1.   Definition of Edmodo

Edmodo is a social network based school environment. According to Stones (2010) defines Edmodo as a social networking website used for

educational purpose. It looks similar to face book. Further, Developed by Nicolas Borg and Jeff O'Hara, Edmodo is intended for use for teachers, students and parents. Its means, Edmodo is a social learning platform website for teachers, students, and parentsAccording to Cauley (n.d) using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. The teacher can assign and grade work of students on Edmodo, students can get help from the entire class on Edmodo. Although it is a safe in education, parents can join the class to bring a level of transparency that is difficult to achieve without technology. Edmodo is accessible free on the site www.edmodo.com.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.

2. Steps to use of Edmodo

For the beginners' user Edmodo, especially those who don't get used to apply technology in conducting teaching and learning process, using Edmodo mightbe quite difficult. The ten steps that easy and for the beginners (teachers and students) by Stroud in a thesisby Azzahara, (2017). The first step is getting started for teachers signing up. This activity 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.

The second is group code 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.

The third is group code (cont.) 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.

The fourth is setting. This is the settings page. It means, 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 our personal information.

The five students'signup 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. Al 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.

The sixth step isbasics of posting. This is the main feature of what makes Edmodo great. 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.

The seventh is 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.

The eighth is posting polls. Polls are pretty neat. We can create questions with multiplechoices 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 choice. 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.

The ninth is 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 greatabout creating an assignment in Edmodo is we can attach just about any typeof 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 tothe appropriate Group(s) and we are done.

The last step to applying of Edmodo is grading assignments. Grading an assignment is easy as well. In the DefaultTotal: 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 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 applying EdmodoIn case of teaching writing, using Edmodo is also easy. In the first step, teacher can give guideline and announcement to students to do assignment in Edmodo.Students can post a note like writing a status in face book where students in the group can see it. Once students turned in their works, teacher can give comments to give feedbacks, some comments and evaluate on students work.

3. The Benefits of Edmodo

By using Edmodo, teachers and students can use this tool in learning process which the tool more easily and simple. According Cauley (n.d) in a thesis by Adin Fauzi (2015) suggests the benefits of Edmodo as giving teachers and students a secure place to share thoughts and ideas, Edmodo connects teachers and students both inside and outside of the classroom.

Edmodo is available from any computer making it possible to access information outside of the classroom environment.

Teachers have the ability to post resources they find useful and of good quality in the library tab. This gives students another resource for academic information and cuts out the time they would spend trying to find it.

Then, Edmodo provides quick and easy access to assignments, polls, calendars, and other information on the web.In addition, parents are able to log-on to account with class code and see what students are learning/doing in the classroom. The hope is to create more parent involvement by giving parents a way to communicate with the teacher without having to come to the classroom. Parents can log-on when and where is convenient for them.

To students will have a running record of when assignments are due and a complete description of what is expected. If students finish an assignmentearly, they will be able to move on to the next assignment if they choose. Then, teachers can share files, ideas, and other materials with other teachers. This allows them to expand their own library and teaching techniques.

D.   **Previous Studies**

There are some studies related the use of Edmodo in teaching and learning process by some researcher. Here, the researcher summarizes some previous studies previous studies which can be the guidelines for the researcher in conducting the research. The following explanations are the

highlights of some previous studies related to use of Edmodo. First study was conducted by ChristoperTambunan from

UniversitasPendidikan 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 MulyaCandrasari from IAIN Salatiga (2015), entitled "The Use OfEdmodo Website To Improve Students Writing Skill (Classroom Action Research Of The Tenth Grade Students Of SMKN 1 Wonosegoro In Academic 2015/2016)". This result of this study also there was a significant increasing score in students' writing skill.

Third study was conducted by AfridatunnisaAzzahara from IAIN Tulungagung (2017), entitle "The Effectiveness of Edmodo Educational Website on The Students' Achievement in Writing Narrative Text of Eight Grade Students at MTSN Tulungagung". The result of 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.

Based on some previous studies related to the use of Edmodo indicating that it has effective to be applied in teaching and learning process, the researcher conducted a study with the same media that is Edmodo. But the researcher use different subject and materials of study than previous studies. The researcher wants to investigate the effectiveness of Edmodo on

students' writing ability of recount text at second grade in SMPN 1 Sumbergempol 2017/2018.