CHAPTER II
REVIEW RELATED TO THE LITERATURE

In this chapter, the researcher used some related theories. In the research, it was being the important thing that for describing the theories related to the problems of this study in order to give relevant knowledge in the field. This theory was divided into seven main parts. They were (1) Writing (2) Teaching Writing (3) Descriptive Text (4) *Edmodo* (5) Teaching Writing using *Edmodo Application* (6) Previous Study.

2.1 Writing
2.1.1 The Nature of Writing

Writing is an important in education especially for English writing. They should learn it. According to Nunan (2005:98), writing is a process when the people by use both picked up a pencil and forming letter to produce their own writing. Joyce and Armstrong view's that writing is a text which is written on paper by student base on their experience in order to make meaning.According to Harmer (1998:79), writing is a basic language skill, as important as speaking, listening, and reading.Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. Hyland (2003:23) states that writing is activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences.

Another definition, Urquhart and Mclever (2005:5-6) views, writing is one of skill that is a recursive. It means that the students revise throughout process, practice frequently and need the stages. Besides that, the students need strategies to process writing and the teacher also help students generate content and find the purpose. It means that writing is a complex process and it seems reasonable to expectthen, that the teaching of writing is complex as well. Based on the definition above, writing can be produced. Writing is a productive process and through some stages.

2.1.2 Kind of Writing

2.1.2.1 Free Writing

Oshima and Hogue (2007:34) stated that in free writing, the students only write "freely" without stopping on specific topic. They do not think their sentence correct or not.

2.1.2.2 Academic Writing

Oshima and Hogue (2007:34) states academic writing is a different from free writing because academic writing use formal language and the students may not use slang and contraction. The students also take care to write complete sentence and organize.

2.1.3 The Process of Writing

According to Oshima and Hogue (2007:15) process of writing is not only one step. There are four steps in process writing, they are pre-writing, organizing, writing and polishing: revising and editing. The process will explain below:

2.1.3.1 Pre-writing

Pre-writing is a way to get and create the ideas. The students must choose a topic and collect some the ideas to explain the topic. In pre-writing also has a technique for gets the ideas. It called 'Listing'. So, the students must list their ideas on paper and they really thinking to explore their

2.1.3.2 Organizing

Organizing is a process in writing to organize the ideas into the simple outline. The students make simple outline. Then they write and determine the main idea which related to the topic.

2.1.3.3 Writing

The next step is writing. The students are using their outline as a guide. Then the students write quickly as they can without stopping to think about grammar, spelling or punctuation. The students only get the ideas on their paper.

2.1.3.4 Polishing: Revising and Editing

Polishing is a way to polish what has been written. Usually this step called revising and editing before the students finish their writing. They must by two

steps arerevising and editing. They are expected to check and revise their composition about grammar, spelling, and punctuation.

Those four steps of writing process should be applied in every writing text include recount text. That process cans easily the students to writing.So the students make a good writing and good organize.

2.1.4 Element of Writing

Heaton (1975:135) Writing skill are complex. It is not only of grammatical and theoretical but also of conceptual and judgment element. So there are five elements of writing, they are:

2.1.4.1 Language use

Language use means that ability to write correctly and appropriate sentence.

2.1.4.2 Mechanical skill

Mechanical means that ability to use correctly such as punctuation and spelling those conventions peculiar to written sentence.

2.1.4.3 Treatment of Content

Treatment of content means that ability to think creatively and develop thought. So the students are hoped to think creatively in written.

2.1.4.4 Stylistic skill

Stylistic skill means the ability to control the sentence and use language effectively.

2.1.4.4 Judgmental skill

Judgmental skill means that ability to write in appropriate manner with ability to select, organize and order relevant information.

2.2 Teaching Writing

Teaching writing is an activity that taught by teacher to help the students express their own ideas in writing. Harmer (1998:79) states that teaching writing to students as foreign language has several reasons. The reasons for teaching writing to students here include reinforcement, language development, learning style, and writing as a skill.

2.2.1 The Reason of Teaching Writing

According to Harmer (1998:79), there are several reasons for teaching writing to students of English as foreign language. They are reinforcement, language development, learning style, and writing as a skill. The explanations is discussed below:

2.2.1.1 Reinforcement

The students get the language orally way. But usually most of student get the language from seeing the language written down.

2.2.1.2 Language Development

When the students want to make a good sentence, and try to express their ideas, they need the mental activity. It helps the students in acquiring the language.

2.2.1.3 Learning Style

Writing is a one of learning style that appropriate for the student. Because most f students think that to learn the language, they need more time to think and produce in a slower way.

2.2.1.4 Writing as a skill

As we know, writing is one of language skill that must be learning by students to communication with other. the students also must know how to write letter, advertisement, short message and etc. so the students must learn it. so that, writing is very important in student's life.

In addition, the purpose in teaching writing is not only to teach the students for produce something but the teachers also can give motivate to students and they have skill to improve students' skill in written.Nunan (2005:101) state that We are as a teacher they need to balance between the role of the process and produce the product.

2.2.2 Principles of Teaching Writing

In teaching writing, surely there are principles for teaching writing. According to Brown (2001; 346-356), There are nine principles. They are incorporate practice of 'good' writers, balance process and product, account for cultural/literary background, connect reading and writing, provide as much authentic writing as possible, frame your technique in term of prewriting, drafting

and revising stages, strive to offer techniques that are as interactive as possible, sensitively apply methods of responding to and correcting your students writing and clearly instruct students on the rhetorical, formal conventions of writing.The process will explain below:

2.2.2.1 Incorporate practice of 'good' writers

The first guideline is sweeping. It means the teacher contemplate devising a technique that has a writing goal in it and consider the various things that efficient writers do.

2.2.2.2 Balance process and product

The teacher makes sure that students are carefully led through appropriate stage in the process of composing. The teacher also makes sure students see that everything leading up to this final creation was worth the effort.

2.2.2.3 Account for cultural/literary background, connect reading and writing

It makes sure that teachers' techniques do not assume that the students know English rhetorical conventions.

2.2.2.4 Connect reading and writing

Certainly, before the students written down, the students must be reading firstly. From reading, the students know a new word, how they should write and about subject matter that may become the topic of their writing.

2.2.2.5 Provide as much authentic writing as possible

Writing is real writing or for display. It can still be authentic in that the purpose of writing is clear to students. Sharing writing with other students also is one way to add authenticity, writing advertisement and writing letters too. All these can be seen as authentic writing.

2.2.2.6 Frame your technique in term of prewriting, drafting and revising stages

Process writing approaches tend to be framed in three stages of writing. Pre-writing stage is to help the students create their ideas. Whereas drafting and revising are the core of process writing.

2.2.2.7 Strive to offer techniques that are as interactive as possible

It is no doubt already apparent that a process-oriented approach to writing instruction is by definition, interactive, as well as learner centered.

2.2.2.8 Sensitively apply methods of responding to and correcting your students writing

In writing class, the teacher is only as guide and as a facilitator. After the final work, the teacher may indeed have to assume the positive of judge and evaluator. But until then, the role of consultant will be the most productive way to respond.

2.2.2.9 Clearly instruct students on the rhetorical, formal conventions of writing

Each type of writing has its formal properties even for academic writing there are some features of English rhetorical discourse that writers use to explain, purpose solution and debate. So, the teacher must helpful the students in writing.

2.3 Descriptive text

There are many kinds of genre text in a language such as narrative, descriptive, recount, report, explanation, procedure, and etc. In this research, the researcher chooses one of the texts is Descriptive Text. Every text has a different purpose and general structure especially descriptive text. According to Hyland (2003:20), the purpose of descriptive text is to give a transcription of imagined, factual event and phenomena. The students can be helped by them imagine and investigates to describe the object which is going to be describe.

2.3.1   Generic Structure

In descriptive text, the students must know the generic structure firstly before they written. There are 2 generic structures in descriptive text, they are:

a. Identification

The purpose identification is to identify phenomena, thing or object.

b. Description

Description is to explain how the characteristic of object, part of object, qualifies of object that be described.

2.3.2 Language Feature

The students also must know language feature in descriptive text in order that they can make good paragraph descriptive text. So there are 3 language features to be learnt, they are :

a. Using simple present tense

the students must use simple present in their paragraph because simple present tense refer in their daily activities.

b. Using adjective and classifier in nominal group

The student certainly using adjective in their paragraph and they try to classifier in nominal group.

c. Using attribute and identifying process

The student must using attribute in their paragraph and they identify the process of their paragraph.

2.4 Edmodo Application

2.4.1 The Nature of *Edmodo Application*

According to Michael state that Edmodo Application is an online network application for teachers and students. It is such as Facebook, but in a safe and controlled environment appropriate for school. so the students easily for that application for learning.

2.4.2 The Advantages of *Edmodo Application*

According to Michael state *Edmodo Application* can be used to some posting such as, Multi- group posting, posting the assignment, quiz for students that has limited time, posting polls, add post to the library, and many media for teaching like picture series, video, poster, etc. This application also creates the event and the teacher can give grade and badges for diligent students. This application also can create a group user for the effective teaching. The most important idea to develop in your class is that the *Edmodo* group is owned by and shared with the whole class, focused on learning.

For students, *Edmodo* is a place to communicate with their whole class and teachers. Student can also use the platform to generate their own discussions, ask questions about assignments or topic, turn in work, and keep track of their schedule. Students can also set their profile to allow text messages and alerts when assignments are due or when teachers or classmates make posts. Besides that, the parents can also monitor work submitted by their student or that has gone

missing, as well as their student's grades. *Edmodo* aims to protect students' privacy by allow parents to see only their own child's activities not the activities of other students. (http://www.educatorstechnology.com/2013/06/a-handy-guide-to-everything-teachers.html)

2.4.3 The purpose of *Edmodo Application*

The purpose of *Edmodo Application*, they are:

Assist the executive staff in developing school guidelines on:

a. Communicating to students about how*edmodo* will be used,

b. Communicating to parents about how students are using *edmodo,*

c. Being clear about whether *edmodo* work is mandatory or optional for a specific class, *(Maybe depend on if the classes have DER laptops)*

d. If deemed appropriate: Communicating to parents through *edmodo*, and service expectations.

e. Provide peer support and training – formally and informally.

f. Share best practice.

g. Provide material for use in the staff and school bulletins.

h. Report to executive on *edmodo* practices at the school.

2.5 Teaching writing Descriptive text using *Edmodo Application*
2.5.1 The implementation of *Edmodo Application*

Before the teacher teach the students by using *Edmodo Application* and explain it. There are some steps in Teaching learning process using *Edmodo Application.*

The first, the teacher has to download *EdmodoApplication* in Google play. After downloading it, the teacher should install on the teacher's mobile or computer. Then, the teacher must sign up and click "I'm a teacher". Then, complete the sign-up form such as, school code, username, password, e-mail address, title, first name, last name. After the teachers have account, they can create the group.

The second, the researcher will give some medias for teaching writing procedure text using *Edmodo Application* such as picture series, video, poster etc. For example, the teacher will give students picture series into procedure text and posting it. the teacher also will give deadline to finish it so no more students will late. If the students are late to post their homework, the students will not be able to post in it.

Next, the students must arrange the picture and write in the assignment. After the students are done, the other friends also check or give comment to friend's assignment. After that, the students also can look their progress and score in that Application. Besides that, the parents also look their child's progress but the parents must have account and group's code to log in this application. So only the parents and the teacher know the student's progress each other.

2.6 Previous study

There are some previous studies that related to this research. First, the final project teaching by Thomi Astomo, S.Pd. (2014) entitle "the effectiveness of *Edmodo* to teach writing viewed from students' motivation". The research was about teaching writing by Edmodo media to improve students' motivation. In that study refers to an experimental study on the effectiveness of *Edmodo* media to teach writing at one of Senior High School. The researcher took two classes' namely experimental class which was taught using *Edmodo* and control class which was taught without *Edmodo*. The techniques used in analyzing the data were descriptive analysis and inferential analysis. At the end, the findings of this research are: (1) *Edmodo* is more effective than Picture Series to teach writing; (2) The students with high motivation have better writing skill than those having low motivation; and (3) There is an interaction between teaching media and students' motivation in teaching writing. The similarity between this research and the first previous study is both of them using the same application. The differences both of them in ThomiAstomo's final project to teach writing viewed from students' motivation but in this research to teach writing descriptive text.

Second, the final projects of teaching by FeniYutikaSeli (2014) entitle "the effectiveness of using social networking site in teaching writing of recount text".

The research was about social networking site in teaching writing recount text for senior high school. In this research refers to quasy-experiment which involves two classes (experimental class and controlled class). The experimental was treated by using Facebook as one of social networking site. The aim of the study was to find the empirical evidence of whether social networking site is effective towards students' skill in writing of recount text. The result of this research was effective in teaching writing of recount text. The similarity in FeniYutikaSeli's final project is teaching writing using social networking site. The differences both of them is teaching writing recount text using Facebook but this research is teaching writing descriptive text using *Edmodo application.*

Third, the final project of teaching by MulyaCandrasari (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)". The research of this study was about all the process in teaching and learning activities. The method of this study was a collaborative classroom action research. The result of this study wasthe students showed positive progress during the teaching and learning process.in the first cycles, the mean of post test is higher that pre-test. The second cycles, the mean of post-test also higher than pre-test. So,it means *Edmodo* website could improve students' writing skill. is higher. The similarity in MulyaCandrasari's final project is using *Edmodo application*. The differences both of them are using CAR method but this research is using Experimental method.

Based on the three previous studies above, the researcher got the idea to write this research by *Edmodo application*in teaching writing Procedure text. The researcher uses quantitative research using true-experimental design in this research. The researcher wants to measure the effectiveness of teaching writing descriptive text using *Edmodo application* at seventh grades of junior high school in SMP MUHAMMADIYAH 10 Surabaya.