CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents related literature concerning to english teaching technique and media, Edmodo as teaching media, descriptive writing, assessing writing, purose of writing, definition of edmodo, steps in applying Edmodo, the benefits and drawbacks of Edmodo, and previous study.

A. English Teaching Technique and Media

The best teacher is one can be responsible to the students. When teachers become professionals, they do not achieve high level of competence and technical criteria, they also become a caring teacher for student, have passions for the subject knowledge and always encourage their students (ACTEQ, 2003). Teacher competence is associated with professional virtue and the ability to do self-improvement. The professional teacher must make the class life, to make the class life, the teacher have their own techniques. Usually, the teacher have not to be bored teacher to make the class life. According to Zhou (2015)The students emphasized that they really needed humor to make them not felt bored. The best technique to teach students is feeling enjoy in learning process and make the class interesting.

Media are the communication outlets or tools used to store and deliver information or data. The term refers to components of the mass media communications industry, such as print media, publishing, the news media, photography, cinema, broadcasting (radio and television), and advertising. The Term media in its modern application relating to communication channels was

first used by Canadian communications theorist Marshall McLuhan, who stated in Counterblast (1954): "The media are not toys; they should not be in the hands of Mother Goose and Peter Pan executives. They can be entrusted only to new artists because they are art forms." Media technology has made viewing increasingly easier as time has passed throughout history. Children today are encouraged to use media tools in school and are expected to have a general understanding of the various technologies available. The internet is arguably one of the most effective tools in media for communication tools such as Edmodo, e-mail, Skype, and Facebook have brought people closer together and created new online communities. However, some may argue that certain types of media can hinder face-to-face. Therefore, it is an important source of communication.

English teaching media is how to teach students by using media. In this case, the researcher use edmodo as the media in learning process. The media is one of teaching technique.

B. Edmodo as Teaching Media

In this research, edmodo gives new atmosphere to study everything especially for descriptive writing that people know studying writing is boring. By using new media in learning, it can give the students new experience and make learning process more interesting. According to Cauley (n.d) using Edmodo, students and teachers can reach out to one another and connect by sharing ideas, problems, and helpful tips. A teacher can assign and grade work on Edmodo; students can get help from the entire class on Edmodo.

Here, the edmodo as the media in learning process. According to Sadiman (1990:6) states that media is a kinds of component in students are which an

influence the students to study. Media can help students' understanding in their study. The students can choose the media that they want. The use of media hoped to influence and has some benefits in the teaching learning process. In teaching English, teacher can use the media to stimulate the students' attention more. In addition, the use of media can be done to make in the teaching and learning process effective and efficient especially in using edmodo application.

C. Descriptive Writing

Descriptive writing is one of writing text type. According to Harmenita and Tiarina (2013) Descriptive text is one of genre of texts. Descriptive text was taugh in junior high school. For students of Junior High Scool, descriptive is little bit difficult. Because of descriptive text used to discribe something such as people, animal, place, etc. Gerrot and Wignell (1995:208) states that descriptive text is kind of text which is aimed to describe a particular person, place or things. Descriptive text gave detail information such as explain about how something looks like, taste, sound, etc.

Descriptive text comes from two syllables namely 'Descriptive' which means picture and 'Text' which means writing.

There are several definitions of Descriptive Text, namely;

a. Text that provides information about how something or someone looks, sounds, using words to describe something or someone like what.

b. Text that provides facts about how language is actually used rather than rules that tell people how to use it.

From the two meanings above, it can be concluded that descriptive text is a type of text that describes a certain person, object or place so that the reader can imagine as if what is told is really real.

1. **Descriptive Text Characteristics**

- Descriptive Text uses the attribute verb, like be (am, are, is)

    Am: I

    Are: You, They, We

    Is: He, She, It, (name)

- Descriptive Text uses simple present tense

    (+) Subject + Verb 1 s / es + object / description.

    Example: Atta Halilintar is a youtuber

    He studies English

    (-) Subject + do / does + not + verb 1 + Object / description

    Example: He doesn't study English

    (?) Do / does + Subject + verb 1 + object / description +?

    Example: Does he study English?

    Do: I, You, They, We

    Does: She, He, It, (name)

- Descriptive Text only focuses on that one object.

- Descriptive Tex uses adjectives or adjectives (for example: beautiful, small, smart, black, tall, etc.).

2. **Generic Descriptive Text Structure**

There are several generic structures so that our writing is considered correct, namely:

- **Identification**

  Identification contains the identification of something, both living things or inanimate objects that will be described

- **Description**

  Description contains explanations / depictions about something, both living things and inanimate objects, by mentioning some of the images, characteristics, characters, or anything related to the description of something in question.

3. **The Purpose of Descriptive Text**

   The purpose of descriptive text is to describe and express or describe the characteristics of people, objects, animals, places and others. Desciptive text is made without doing detailed research, so the writer only writes descriptive text stories based on what is seen and heard.

D. **Assessing Writing**

Hughes (2003: 83) suggests that assessing writing involves three issues:

1. Writing tasks should be set that are properly representative of the range of tasks we would expect students to be able to perform.

2. The tasks should elicit writing that is truly representative of the students' writing ability.

3. The samples of writing can be appropriately scored.

   Hughes emphasizes that a valid writing test should test only writing ability and not other skills, such as reading skills or creative ability. A test that contains a variety of writing tasks gives a more representative picture of a

student's writing ability than one that contains only one writing task. The most difficult part of producing a writing test, however, is developing the scoring procedures that will be used with the test. Many tests make use of an analytic scoring procedure; that is, a score is given for different aspects of a piece of writing, such as grammar, content and organization. Other tests make use of a holistic scoring method, where a single score is assigned to writing samples, based on an overall impressionistic assessment of the student's performance on the test.

E. Purpose of Writing

Starts to write something is not easy. Even it is very complicated, the writers usually use strategy for starting to write. According to Zamel (1982) both skilled and unskilled writers use retrospective structuring to discover, that is when writers are successful at writing process, they end up with a product that teaches them something, that clarifies what they know (or what they know at one point only implicitly), and that lifts out or explicates or enlarges their experience. It means that the good writers who can produce something such as writing that has great meaning for the writers itselfe. Nunan (1989: 37) encompasses some characteristics of successful writing as follows:

1. Mastering the mechanics of letter formation;

2. Mastering and obeying conventions of spelling and punctuation;

3. Using the grammatical system to convey one's intended meaning;

4. Organizing content at the level of paragraph and the complete text to reflect given or new information and topic or comment structures;

5. Polishing and revising one's initial efforts;

6. Selecting an appropriate style for one's audience

O'Malley and Valdez (1996: 137) divide the purpose of writing into three categories; (1) informative writing, (2) expressive/narrative writing, and (3) persuasive writing. Informative writing usually people call it descriptive writing. Informative writing is descibring something such as things, event, and etc. About expressive / narrative writing is very fun writing. It is from writers imagination and observation of something such as people, around him/ her and etc. The last is persuasive writing. This is including the evaluation of book, personal experience and etc.

F. The Definition of Edmodo

Edmodo is one of application which use for learning. Thongmak (2013) says, "Edmodo is a private social network that is claimed to provide a secure learning platform for learners and educators." The teacher can use this application for improve the students knowladge and the students will not be bored in their learning. The teachers and students can download and use this application based on their job. If that person is a teacher, he can choose as the teacher and manage his classroom group. If that person is student, he can choose as the student and follow the teacher group, follow the teacher's regulations and do what the

theacher's ask for making descriptive text. The researcher use this application to support the students' descriptive writing. Edmodo is very safe for students because their parents als can manage their study.

G. Steps in Applying Edmodo

For beginner maybe this application will be little bit complicated. 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 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.

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 profil 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.

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.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. All 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.

6) The Basics of Posting: This is the main feature of what makes Edmodo 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) 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.

8) Posting Polls: Polls are pretty neat. We can create questions with multiple choices 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 choices. At 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.

9) 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 great about creating an assignment in Edmodo 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.

10) 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 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 all are the steps how to use edmodo in learning situation. After following this steps, the teachers and the students are helped. The use of edmodo will be easy and simple.

H. The Benefits of Edmodo

The benefits of using edmodo are the teacher have new strategy for the students, the writing lesson is not boring anymore. The teacher and the students get easy for learning process, parents can know and manage the students learning process.

I. Previous Study

The researcher summarize some previous study about using edmodo. It will be from the old till the new one.

From In Kongchan's (2013) research entitled "How Edmodo and Google Docs Can Change Traditional Classrooms," the finding was about all activities the teacher and the students did online throughout the semester. For the teacher, 75% of all the activities she did via Edmodo and Google Docs were giving feedback to the students' work. Moreover 21% of her activities online were informing her students about submission and physical class' issues.

However, only 2% of the activities were for uploading lessons and the other 2% were for giving compliment and encouragement.

And than from Adin Fauzi (2015) " THE EFFECTIVENESS OF EDMODO IN INCREASING STUDENTS' WRITING SKILL IN RECOUNT TEXT (AN EXPERIMENTAL STUDY TOWARDS THE FIRST GRADERS OF MAN 3 TULUNGAGUNG IN ACADEMIC YEAR 2014-2015". As reviewed before that the first research focused on how teachers made use of Edmodo, and students' opinion towards Edmodo, while the second research focused on the survey about students' experiences and views in using Edmodo, this research, differently, was designed more specifically on the use of Edmodo in increasing students' writing skill.

Third study was conducted by Mulya Candrasari from IAIN Salatiga (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)". This study revealed also there is a significant increasing score in students' writing skill.

This research is totally difference, because the researcher will research about 'THE EFFECTIVENESS OF EDMODO ON EIGHTH GRADE STUDENTS' DESCRIPTIVE WRITING AT MTsN 1 TULUNGAGUNG" it can be known that from two previous study is totally difference, from the focusing about students' ability in descriptive writing