

CHAPTER II THEORETICAL FRAMEWORK

2.1 Relevance Theories

This chapter presents about definition of writing, the process of writing, elements of writing, nature of google classroom, benefits of google classroom, definition of google docs, descriptive text, procedure of use google docs, advantages of google docs, relevance study, and the last is conceptual framework.

2.1.1 Definition of Writing

Writing is one of the four language skill that have to be mastered by the students in learning English, because it's the most difficult skill for second or foreign learners. According to (Bitchener, 2008) to master writing, a writer needs to master all the features related to it including a rich vocabulary, knowledge of grammar and the mechanics of writing. Through writing we can express our ideas, opinion, feeling in the written form or anything that exist in our mind, It supported by several experts including Nunan (1995), Brown (2001) and Harmer (2007) States that, "Writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, use of punctuation".

However, according to Johnstone, Ashbaugh, & Warfield (2002) "Writing is the one of the basic skills of the English language". It is generally considered one of the most difficult that other skills for foreign language students. Even native speakers feel difficulty in showing a good command of writing". Since the

idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form.

In addition, according to (Zhang & Chen,1989) states, "Writing as a productive skill is one of the four basic skills of the English language". Besides, writing is a comprehensive ability involving grammar, vocabulary, conception, rhetoric, and other parts of the language. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. Similarly, According to Meyers (2005) states that, "Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper or on a computer screen". It means that writing also an action, a process of discovering and organizing the writer's ideas, putting them on a paper, reshaping, and revising them.

On the other hand, there are many students find difficulties when they are asks to write a text because they do not know how to start and what topic that they should choose. Besides, uninteresting topic and unsuitable teaching media can influence students' interest in writing English. To break through the problem, English teachers have to be more creative in choosing the materials and media which can make the writing class more interesting, exciting and enjoyable. It can be done by choosing an appropriate material and media that students like based on students' level and background of knowledge. However, since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-

verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her readers understand the message conveyed.

Based on the explanations above the researcher can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind to other person. However, writing is also an ability to make a form of words that we have a higher value. On processing, Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. Besides, we know that writing or learning to write especially in a second language is not simply a matter of “writing things done”. It is one of the four basic skills (listening, reading, speaking, writing) that are very complex and difficult to learn.

2.1.2 The Process of Writing

Good writing skills are essential for effective communication. Learning to write well takes time and needs practices. According to Murray (in Tompkins and Hoskisson, 1995) states that, “there are five stages or activities conducted on the writing process, namely (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) publishing”. In addition, it’s supported by Graves (1983) as cited in (Laksmi, 2006) suggests that, “The processes include prewriting, drafting, revising, editing, and publishing”. The process of writing can be divided into the following stages.

- a. Prewriting is a preparation phase that includes (1) defining and limiting the topic of writing, (2) formulating goals, determining the form of

writing, and determining the reader to be its target, (3) choosing materials, and (4) determining the generalization and ways to organize ideas for writing. Therefore, Prewriting is anything that someone does before he writes a draft of his document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information (e.g., interviewing people, researching in the library, assessing data).

- b. Drafting is a stage of writing in which the writer begins to describe ideas into writing. It means, A draft is where students begin to record their ideas and add information of their research and experience. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure
- c. Revising is a stage in which the writer revise the entire essay. Revision is made to various aspects, such as essay structure an language. Revising means that you rewrite a paragraph or paper, building up on what already done in order to make it stronger. On the other hand, revising can be said as checking or seeing again our own writing or someone else's writing whether there are some mistakes in the structure, spelling, capitalization, words choice, organization of idea, content, etc
- d. Editing. The results of the writing/essay needs to be edited. This means that in this stage the student has almost resulted a final written form. In

addition, editing is the next step after people revised his paper. When editing, someone have to correct the errors that he/her has made in his/her writing. When someone believe that he has said what he want to say the way he want to say it, he is ready to edit their paper to be a better writing than before

- e. Publishing/Sharing means delivering a composition to the public in printed form, while the second notion, the composition is expressed in the non-printed form. In other words, In publishing stage the writer is ready to check spelling, punctuation, grammar, and neatness based on the conventions and rules, so that the written pieces can be read by the reader without the distraction of faulty punctuation, poor spelling, or other errors.

2.1.3 Elements of Writing

To analyze the data and to measure how the students ability in writing descriptive text are, the rubric of analytical scale for rating composition task, states by Brown (2007). The rubric consists of five basic aspects. They are organization which related to the generic structure of a text, content which deals with logical development of ideas, grammar, mechanic and vocabulary which represents the language features of a text.

- a. Organization Introduction, body, and conclusion : The organization of the contents and the arrangement of generic structure.
- b. Logical development of ideas (Content) : the substances of the writing idea expressed.
- c. Grammar : the employment of grammatical form and syntactic patterns.

d. Spelling, punctuation, and mechanics

i. One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling. They cannot always know how to spell a word by its pronunciation or how to pronounce it by its spelling, to avoid this problem, the students are suggested to open dictionaries before they are going to write. It also the use of the graphic convention of the language.

e. Vocabulary : It is about the meaning of words, and misuse of words.

2.1.4 Overview of Teaching Writing in Descriptive text

This session explained about definition of descriptive text, purposes, generic structures, language features, constructing in written descriptive text and grammatical pattern of descriptive text.

2.1.4.1 Definition of Descriptive Text

Descriptive writing is primary to describe a person, place, or event, so the topic can clearly see in the readers mind. According to Zumakhsin (2005) states, descriptive text is to describe what we see. Meanwhile Pardiyo (2007) states, description is a type of written text which has the specific function to give description about an object (human or non human). In conclusion, from all theories of descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place.

Therefore, Description is writing about characteristic features of a particular thing. According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, according to White (1986:61) states, “A descriptive text is a drawing in words and the aim of descriptive is to help the readers see the object, person, and sensation of the writers’ present”. It can be concluded that descriptive text is a text describe by the writers based on an object, person and sensation how does it look.

From the definition above, it can be concluded that descriptive text is a text that describes a particular person, place or event in great deal. Description writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer’s experience. It is a way to enrich others forms of writing or as a dominant strategy for developing a picture of what something looks like.

2.1.4.2 Purposes of Descriptive Text

Describe the characteristics and conditions of the object person, thing, place, or animal) by using adjective and attribute. Moreover, according to Harwell and Dorril (1976) states, “The purpose of descriptive is to share impressions and to record thoughts and feelings stimulated by those impressions”. In other words, the purpose of descriptive is to describe the writers’ impressions, thoughts, and feelings in words to help the readers imagine the objects.

2.1.4.3 Generic Structure of Descriptive Text

The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Therefore, the students should be mastered the generic structure of descriptive text before they write a descriptive text.

Each of text has its own generic structure. In other word, the generic structure helps the writer to write a descriptive text. While, the generic structure of the descriptive text is different from other text. There are two main components in the generic structure of descriptive text. They are identification and description.

The generic structure of descriptive text covers identification, which is a part of paragraph to introduce or identify the character to be described. Usually, it contains object's name, kind of the object, etc. The next paragraph is description, which is a part of paragraph to describe part, quality, and characteristic of the person or something that will describe. It should be describe in detail, so the readers can get clear description about the object.

According to Gerot and Wignell (1994), states the Generic structure of descriptive writing are:

- a) Identification was to identify the phenomenon that was described.
- b) Description was to describe the qualities, characteristics, condition, and part of an object in detail.

According to Pardiyono (2010), states there are two generic structures of descriptive text. The generic structures of descriptive text are show in the following table:

Table 2.1
Generic Structure of Descriptive Text

Generic Structure	Function
Identification	<ul style="list-style-type: none"> • It is a statement or a short paragraph that identifies the object that is going to describe. • It is usually interesting and able to provoke the readers to be easier to read the text.
Description	<ul style="list-style-type: none"> • It may consist of one of several paragraphs. This part is use to give sufficient description about the object as mentioned in the identification part. • The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

Example of Descriptive Text

The Sea Eagle

There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.

The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.

Eagles have many sizes, shapes, and colors, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.

Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.

Identificatio

Description

2.1.4.5 Language Features of Descriptive Text

Besides having social function and generic structure, descriptive text also uses language features that support the form of a descriptive text the including focus on specific noun, using kinds of adjective, uses of relational process, use of figurative language, and use of simple present tense.

2.1.5 Overview of Using Google Classroom

Google classroom is an application that is able to organize assignments, documents, and projects for all students and is attach to the Google Drive application, make it easy for students to also create and collaborate on their own documents and projects. Specific aims of the study are to analyze how the technology will affect students' motivation, engagement, and overall writing skills. However, Google Classroom enables students to do that with tools such as Google Docs, which allows students to share documents, presentations, and more, in order to simply view or to collaborate on the piece together.

2.1.5.1 Benefits of Google Classroom

According to Janzen, M. (2014), points out the following benefits of using Google Classroom.

1. Easy to use

It is very easy to use. "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications."(Janzen, M. 2014).

2. Saves time

Google classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined.

According to Chehayeb, A. (2015), Google Classroom Software Engineer mentions that they built classroom "to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale, keyboard navigation for entering grades, sort by name on grading page etc to save teachers' time.

3. Cloud-based

Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce." (Mary, 2014)

4. Flexible:

This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence "flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus." (Mary, 2014).

5. Free:

Google Classroom itself is not necessarily available to learners without access to an educational institution. But anyone can access to all the other apps, such as Drive, Docs, Spreadsheets, Slides, etc. Simply by signing up for a Google account.

6. Mobile-friendly:

Google Classroom is designed to be responsive. It is easy to use on any mobile device. "Mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments." (Janzen, M 2014).

2.1.5.2 Definition of Google Docs

Among many technologies, Google Docs is a learning tool which helps to implement the learner-centered approach in a learning environment. According to Oxnevad (2013) states that, "Document sharing and comments provide students with opportunities to receive immediate feedback".

Furthermore, according (Chu, Kennedy, & Mak, 2009) states that, "Google Docs as an online collaborative writing tool, allows applicants to edit their writings synchronously and collaborate with each other, and has the potential features to be applied in the writing classroom". Google Docs is free; it was built especially for schools, universities and non profit organisations, and does not require downloading new software or buying hardware (Oishi, 2007).

In addition, it's supported by Thompson (2008) He states, It allows users to create, edit and store their documents online. That is true because it helps the

teacher to encourage the students in learning English writing easier, save their time, and make the students interesting on the same materials with different ways.

Moreover, according to “Chinnery (2008)” states that Google Docs is a productive tool where learning activities can be designed differently and creatively. For instance, an instructor might post a text, intentionally replete with errors, for learners to correct. Likewise, learners can easily peer-edit, as this program leaves an editing trail. Moreover, this tool is useful in group projects in general. According to (Conner, 2008; Perron & Sellers, 2011) states “Google docs allows individuals to work on a common task without restrictions often imposed by traditional face to-face contacts”.

Additionally, according to (Oishi, 2007) argues that “Google docs is accessible to the general public, regardless of location, as long as the internet is available”. It means that the students can follow the learning classroom as long as they are keep connected to the internet. However, according to Hardison (2012) States, “Google docs as a beneficial tool, helps EFL teachers to inspire students to express their ideas freely and comment on their peers’ writing for improvement”.

Thus, it allows multiple users to edit or to work on the same document at the same time or at different times (Thomas, 2011). It means that google docs helps teacher to enhance students to express their ideas use google docs freely wherever and wherever they be there as long as they keep connected to the internet.

Furthermore, Google documents are an online word processor that lets you create and format text documents, and collaborate with other people in real

time. According to Kumar (2012) cited in his Journal entitled “Analysis of Google Docs and Ms Word 2007”. Here's what you can do with Google documents:

- a. Create document files in any word processor
- b. It can also be used to convert majority file types to Google Docs format.
- c. One is able to format the documents created in it by using the various options like paint format, margins, spacing, and fonts.
- d. Invite other collaborators to join on your google docs, giving them to edit, comment or view acces.
- e. The collaborator able chat to other collaborators in real time.
- f. View your documents' revision history and roll back to any version.
- g. Google Docs can download as Word, Open Office, RTF, PDF, HTML or zip files.
- h. Google docs are able to translate a document in a different language.
- i. Google docs also send one document to other people.

2.1.5.3 The Procedure of Use Google Docs (Google Classroom)

According to Daire Ó Broin and Damien Raftery (2011) there are some steps to describe the procedure how to use Google docs in teaching writing as follows:

- a. Introducing Google Docs to the students

The first step that should researcher do is introduce the students about Google docs. Then, explain to the students about definition, function, and how to use Google docs in learning writing skill.

b. Creating Gmail account

Next step is create Gmail account to sign in to the google docs, ask the students about their Gmail account. If they have an account gmail, it will be easier to sig in to Google tools, because this automatically to help them to use Google docs as well. If the students have gmail account, it will easy for them to sign in to the google docs, but if the do not have gmail account, asks them create the new google account and guide the students how to create the gmail account.

c. Creating a document

The next step in to create a document. If you click the file menu, there are seven colour-coded drop-down menus: Document, Presentation, Spreadsheet, Form, Drawing, Table and Collections. Select the blue-coded option to create a document. Asks the students to create the new document.

d. Sharing the document.

Google docs (word-processor documents, spreadsheets, presentations, and forms) can all easily be shared with anyone who has a Google docs account. Other people can be added as collaborators (with editing rights) or as viewers (without editing rights). In this step, we can share our document with anyone who has a Google docs account and already join with you in the google docs. The people can be added as a collaborator or as a viewer. We can share the document to other users and ask them to editing, revise, or share the document to other users.

e. Viewing revision history

The revision history is a very useful feature. It archives each saved version which can be easily reviewed and allows for comparisons between versions.

2.1.5.4 Advantages of Using Google Docs

Using Google docs, students can begin their assignments in the classroom and continue at home, or anywhere if ubiquitous devices like mobile phones or netbooks are being used. According to (Grodeka 2008) Google docs provides some advantages for the users, they are:

- a. Students can works collaboratively or individual on the same document at the same time.
- b. Cross platform compatible for PC and Mac
- c. Peer collaborating and editing are exciting and engaging for students.
- d. The files will be save automatically every 15 seconds and new text is displayed to the rest of the viewers/collaborators.
- e. There is easy access from internet-connected computers or ubiquitous devices, with no software required.
- f. Collaborators/viewers do not need to have a Gmail account to be able to use this application.
- g. Educators can monitor student work easily in real time if required.
- h. It is easy to see which students have contributed through the revision history.

- i. It also can be published to blogger.com with one click.
- j. It gives students an authentic audience for their work: parents, peers, friends and blogs.
- k. It is possible to use the application offline via Google Gears and to update content directly when the user goes online again.
- l. Export the documents in a number of file formats such as RTF, PDF, Html, MS Word and Open Office format.
- m. It enables to communicate more effectively and efficiently using text chat, video chat, and audio chat. This allows a truly real-time communication and increase the productivity of the group.
- n. Using Google Forms, students can generate and share a database within the classroom.
- o. Google Docs also enabled students to engage in shared note taking. Collaboration about note taken in class helps students who were poor keyboarding.
- p. Google Apps allows the students to use their own domain name with the service and to customize the interface to reflect the branding of the institution.
- q. Google Docs do not claim ownership or control over submitted content. For documents you expressly choose to share with others, Google Docs have the proper license to display those documents to your selected users.

2.2 Past Studies

The research about using google docs to improve students' writing ability can be found in many journals, articles, dissertations, or books, but the writer only takes some researches that are closely related to this research. Those researches are identified as follows:

Suwantarathip & Wichadee (2014) conducted a research entitled "The Effects of Collaborative Writing Activity Using Google Docs on Students' Writing Abilities". The aims of this study are to compared writing abilities of students who collaborated on writing assignments using Google docs with those working in groups in a face-to face. The results indicate that a significant difference was found between the two groups' writing mean score after the experiment. Students in the Google docs group gained higher mean scores than those working in groups in a face-to-face classroom.

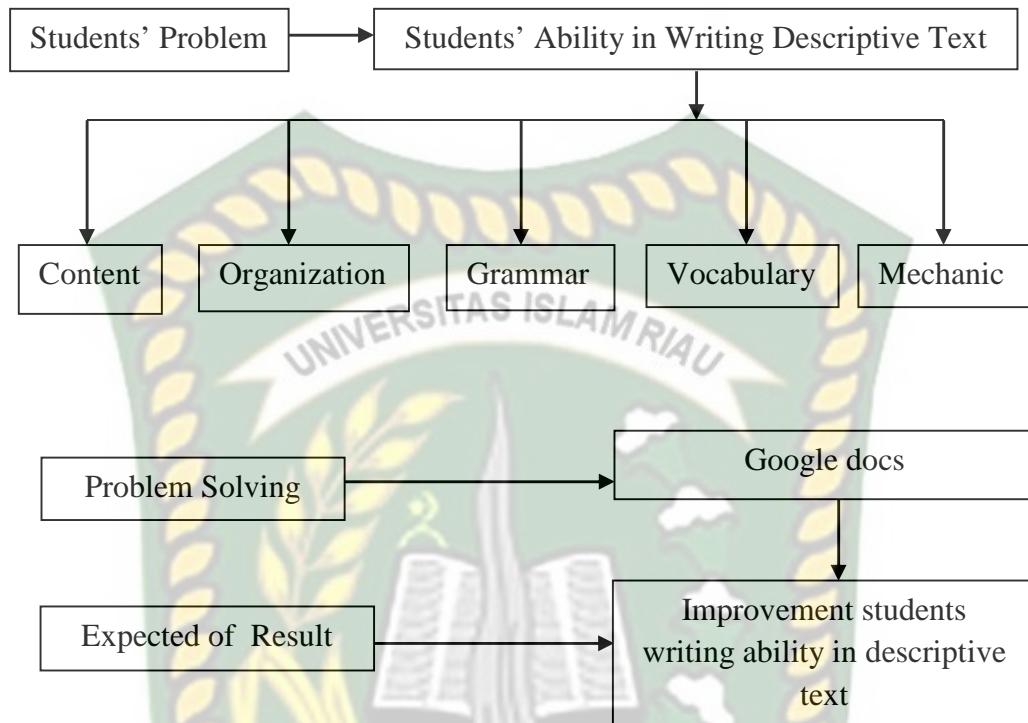
Seyyedrezaie, Ghonsooly, Shahriari & Fatemi (2016) conducted a research entitled "A Mixed Methods Analysis of the Effect of Google Docs Environment on Efl Learners' Writing Performance and Causal Attributions for Success and Failure". This study investigated the effect of writing process in Google docs environment on Iranian EFL learners' writing performance. It also examined students' perceptions towards the effects of Google docs and their perceived causes of success or failure in writing performance. The result showed that Google docs played an effective role in improving students' writing performance.

While, in this research, the researcher will use the same design, that is use pre-test and post-test, but during the learning, the students will make a descriptive text as individually and will get some comments from the researcher, so the comments will motivate the students to make a better descriptive text. Next, in this research, the researcher will show the screenshots of the students' tasks by using google docs as the documentation to make this research different from another research that is already conducted by other researchers.

2.3 Conceptual Framework

In this research, the researcher will apply experimental research dealing with the effect of google docs towards students' writing ability at SMP N 35 Pekanbaru on writing descriptive text. The researcher expected that obtain better achievement on writing, the application of google docs on learning writing will give a significant effect to students' writing ability on writing descriptive text, because google docs as a media will make learning activities more effective and the students will be interested on writing descriptive text. The figure can be seen as follows:

Figure 2.1. Conceptual Framework



2.4 Hypothesis

There are two hypotheses in this research, they are:

1. The null hypothesis (Ho)

There is no a significant effect of using Google classroom towards writing ability of the second grade students at SMP N 35 Pekanbaru.

2. The alternative hypothesis (Ha)

There is a significant effect of using Google classroom towards writing ability of the second grade students at SMP N 35 Pekanbaru.