CHAPTER I

INTRODUCTION

In this chapter the writer of the study presents brief introduction of the research. This chapter describes the background of the study, research problems, objectives of the study, significance of the study; it also includes scope and limitation of the study, and definition of the key term.

A. Background of the Study

Writing is one of the important skills in English Teacher Education Department that students have to master. Nunan Davis said that "writing is clearly a complex process. This skill needs particular practice to develop the students' ability in writing". Writing should be practiced and learned gradually and it needs a long time to make the students skillful in writing. So, making writing as habit is necessary to build among students. When students have a writing habit, they are ready for the writing task with enthusiasm. Through the process of writing, it is expected the result of this skill helps students attain goals, such as writing a good comment or opinion, writing paragraph, writing dialogue, writing letters, movie scenario, report some news, and so on. However, the research in this study only focuses on writing

¹ Nunan Davis, *Practical English Language Teaching*. (Boston: McGraw Hill Publishing), p. 14

² Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman), p. 329

comment organized as opinion paragraph especially for the logical reasoning when the students write opinion in particular topics by posting online on Schoology.

When talking about writing, the writers need to include logical reasoning as part of it, because this kind of writing style can greatly persuade the readers about the topic that they are discussing. This is one ways of catching the readers' interest about the topic. Therefore, the writer needs to write a high quality argument or opinion that will truly allow the readers to think deeply and participate with the topic. This will show how the readers will react on it and how they decide after reading reliable opinions.

The goal of writing logical reasoning in this research is to build the students' critical thinking and for content category; how the ideas is reasonable. Work samples or collections of work that could be assessed for logical reasoning may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works such as essays, articles, comment or opinion, argumentative paragraph, etc. According to Sumerset's point of view, logical reasoning is basically applicable in non-fiction writing.³ That is because non-fiction

³ Jane Sumerset. How to Use Logical Reasoning to Support Your Essay. www.lawyerment.com. Accessed on April, 11th 2016

writing needs real information to make the topic realistic and convincing just like in writing essays.

While writing comment or opinion on particular topics, students cannot write as they want, they have to consider their logical reasoning. Because the students' logical reasoning has significance role in catching the readers' interest in taking a part on the discussion about the topic. The logical reasoning skills are a complex abilities that can help people to get someone's point, generate reasons, evaluate the reasons given by others, decide what to do or what not to do, decide what information to accept or reject, explain a complicated idea, apply conscious quality control as they think, and resist propaganda. The most important critical thinking skill is the people' skills at making judgments, not snap judgments that occur in the blink of an eye, but those that require careful reasoning.⁴

Besides considering logical reasoning, students also need to defend their interpretations or judgments with evidence from the texts they are reading about. Introduces a thesis statement and organizes the reasons and evidence clearly, support the statement with clear reasons, logical reasoning, relevant evidence, using accurate and credible sources, use words, phrases, and clauses to clarify the relationships among the opinion and reasons, demonstrating an understanding of the topic or text, and provide a concluding

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⁴ Bradley H. Dowden, *Logical Reasoning* (Philosophy Department California State University Sacramento, CA 95819 USA), p.1

statement that follows the arguments or opinions presented are things that students need to pay attention. As stated by Kinneavy that "most people want more than reasons, they want evidence or proof to back up the reasons".

Thus, being able to have ability to write logical reasoning in writing opinion on Schoology's comment, the writer has to be able to support the opinion with concrete evidences and proofs.

There are many social network platform for learning, some of them are; Schoology, Edmodo, Moodle, Blackboard, etc. Two of the most popular that are used by teachers or lectures is Schoology and Edmodo. Both are great but it depends on what the users will use them for. The researcher prefers Schoology to Edmodo as the document of this study because; In CALL 2 course, discussions is the most prominent for the researcher's need. Thus, the researcher intends to conduct a study toward students' ability to write logical reasoning on Schoology which the opinion is written in a Schoology's comment based on different topic in a week. Moreover, the materials given by the lecturer in this course are all discussed through online class which the students have to understand before elaborating their comment. However, an online class focuses on one teaching only (transfer knowledge). It causes students' get low motivation to learn due to they get difficulty in understanding the teacher's instruction. So that, the students is only taking a

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⁵ Kinneavy, *Teaching Argument for Critical Thinking and Writing: An introduction.* (The University of Chicago. 2010), p. 24

part in online class to fall their obligation out through writing opinion or comment from each discussion that the lecturer provided on Schoology's toolbar discussion.

The determination of why the researcher intends to conduct a study on Schoology rather than another social platform from learning is taken into account. Due to the Schoology has its own discussion section. This is the important one in this study because the data collected from students' opinion in discussion section. Not only that, the lecturer can also create different topics for the students to discuss. These organizing discussion are always saved separately, and the lecturer can go back at any time to check or view a student's response. Moreover, Schoology offers special feature, so all the lecturer has to do is click one button and instantly the lecturer can see how many times a student participated.

The Schoology's comment helps students to develop their critical thinking. Because the students have to write opinion on Schoology's comment every week. Not only that, the students also had to give comment on another students' point of view. If the students often give comment on someone's point of view which the comment can be debated between the writer and the readers, the students' critical thinking can develop in the following days. Writing comment in this study organized as opinion paragraph and categorized as academic writing because, writing comment in

this study is for academic purpose, which is comment on particular topics in academic setting called CALL 2 course.

English Teacher Education Department of Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya is a department which used Schoology in CALL 2 course in learning process. The consideration in choosing this class because CALL 2 course is the only class which used Schoology in learning process, besides that the students learn and practice the way how to write and give comment, agree or disagree to someone's point of view, how to give and support the comment with some proofs and evidences to strengthen their opinion, and how to make a conclusion in form of writing. Having learnt those ways, the students are expected to have a good ability to write logical reasoning in Schoology's comment in CALL 2 class.

In conclusion, since logical reasoning is important part of writing skill, it is important to increase and develop the logical reasoning ability of the students while writing opinion on Schoology's comment which the comments or opinions are posted online that everyone can read those comment in CALL 2 course. Therefore, the researcher is interested in conducting the research entitled "The Students' Ability to Write Logical Reasoning as Reflected on Students' Opinion on Schoology's Comment in

CALL 2 Course at UIN SUNAN-AMPEL SURABAYA in academic year 2015-2016".

B. Research Problem

Based on the background of the study above, the research problem is: what are the students' ability in writing logical reasoning as reflected on students' opinion on Schoology's comment in CALL 2 course at UIN Sunan Ampel Surabaya?

C. Objective of the Study

Looking at the research problem above, the objective of the study is stated below: to describe the students' ability in writing logical reasoning as reflected on students' opinion on Schoology's comment in CALL 2 course at UIN Sunan Ampel Surabaya.

D. Significance of the Study

This study can be useful for providing sufficient writing knowledge, particularly in how to write a good comments or opinion paragraph which is uploaded online on social media where everyone can read those comment. The result of this study also can become reference for lecturer to know the

strength and weakness of the students' ability in writing logical reasoning on Schoology's comment in CALL 2 course.

E. Scope and Limitation of the Study

The researcher focuses on analyzing the students' ability in writing logical reasoning when they write opinions or comments in particular topics on Schoology. There are thirteen topics on Schoology, they are: (1) Online learning & netiquette, (2) Socialization, (3) Technology in education, (4) CALL and its development history, (5) Online resources for EFL teacher, (6) Blog in teaching, (7) Teaching integrated language skill: a webquest activity, (8) Technology and the teaching of reading: comics authoring, (9) Teaching writing: collaborative writing using online collaborative tool, (10) Teaching speaking: video conference, (11) Teaching listening: podcasting, (12) Class management, and (13) Self-directed professional development. Those topics are divided into individual assignment and group assignment. Topics 1, 2, 3, 4, 6, 7, and 12 are individual assignment. Topics 5, 8, 9, 10, 11 are group assignment. Topic 13 is only reflective for the students itself before the course finished. This analysis research is limited in individual assignment and only limited in three topics to answer the research question. The first topic is "Netiquette", the writer chooses that topic because Netiquette is the first material in Schoology, and she wants to know the students' first ability in

writing opinion or comment logically on Netiquette topic. The second topic is "Technology in Education", and the third topic is about "Webquest Activity", the writer chooses that topics because she wants to know whether the students' capability in writing opinion logically is better or not after writing comment every week on Schoology.

This research analysis conducted in CALL 2 course. There are two classes in CALL 2 course. The researcher took two classes as the subject of this research and both of the classes have same lecturer, they were: the students in A class and the students in B class. There were 43 students of A class and 20 students of B class, and the total of the students are sixty three (63). The researcher took all of them as the subject of the research. The consideration in choosing this course because in CALL 2 course the students learned and practiced the way how to write and give comment, agree or disagree to someone's point of view, how to give and support the comment with some proofs and evidences to strengthen their opinion, and how to make a conclusion in form of writing. Besides that, there is no one English Department which used Schoology in learning process. CALL 2 course is the only one that used Schoology in learning process.

F. Definition of Key Term

1. Logical Reasoning

In this early discussion, the researcher finds out the term that should be recognized first by the readers, **Logical Reasoning**. One dictionary defines logical reasoning as the act or process of drawing conclusions from facts, evidence, etc. Logical reasoning is centrally concerned to give reasons for someone's beliefs and actions, analyzing and evaluating on someone's own and other people's reasoning, devising and constructing better reasoning.⁶ In this research, logical reasoning refers to the students' idea when they are writing comment or opinion in particular topics on Schoology. The ideas mean; the appropriateness of the students' written opinion with the topics.

2. Ability in Logical Reasoning

According to Rebecca, ability in logical reasoning can improve the ability to evaluate the arguments of others.⁷ In this research, ability in logical reasoning refers to the students' ability in writing opinion or comment on some topics, there are five abilities: (1) ability in writing thesis statement, (2) ability in supporting opinion with evidences, (3) ability in meaning, (4) ability in writing conclusion, and (5) ability in writing response.

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⁶ Anne Thomson, *Critical Reasoning: a practical introduction 3rd edition* (New York: Routledge), p. 2 ⁷ Jones Rebecca., Finding The Good Argument OR Why Bother With Logic. Parlor Press, p. 19

The step in measuring the students' logical reasoning is often to get some good advice. People already have some advice, but how do they decide whether it is good? There is one best way to identify good advice: It should be backed up with good reasons. One principle is to ask for reasons before accepting a conclusion, unless the writers already have good enough reasons. If the writers expect the readers to accept their own conclusion, then it's the writers' responsibility to give them reasons they can appreciate. That is called logical reasoning. Give readers argument that they can understand. Show the reasons to audience. The goal in giving an opinion or argument is to design the reasons so that the audience can sees that the reasons imply the conclusion. Another way of saying this is audience should see that the conclusion follows from the reasons given to support it.

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⁸ Bradley H. Dowden, *Logical Reasoning* (Philosophy Department California State University Sacramento Sacramento, CA 95819 USA), p. 5