CHAPTER II

REVIEW OF RELATED LITERATURE

One of part which is important in research is basic theory. The object of this research is the students' written comment, especially on logical reasoning in Schoology's comment. So the writer will tell some theories which come from the data source. The theories are opinion, logical reasoning, feature of logical reasoning, the ability to write logical reasoning, and the last is previous study.

A. Opinion

When we write a comment on some issues is called opinion. An opinion paragraph is a type of persuasive writing. In an opinion paragraph, the writer expresses and supports an opinion on particular topic or issue and also the writer has to give reasons that help to persuade the reader to agree with him or her that the opinion is a good one.[9] Opinions are everywhere: Opinion can be found on billboards, advertisements, newspapers, in a CD or movie, review, in textbooks, articles, and so on.

Opinion paragraph usually follow this pattern:

1. Statement of opinion. Firstly, introduces the topic and states the writer's opinion about the topic. In this study, the students' opinions have to be

[9] Alice Savage & Masoud Shafiei, *Effective Academic Writing 1 The Paragraph* (New York: Oxford University Press), p. 104

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appropriate with the topic, not too long, not too short also, minimally one paragraph. The important thing is our comment is clear and easy to understand also we have to input link to corroborate our comment. Examples: State your position with; *In my opinion…., I believe that…., It seems obvious to me that…., Although not everybody would agree, my position is….*

2. Supporting sentences: the middle of the sentences gives reasons that support the writer's opinion, gives reasons why the opinion is correct. Examples: Support your position with; *I have several reasons for arguing this point of view…, My first reason is…. Another reason is…., There are several points I want to make to support my point of view……, Research shows…, It has been found that …….. They say (claim, hold, maintain) that…. On the other hand, there are many who disagree with the idea that…. They also argue that…., etc.* Usually supporting sentences include one or more of the following: (a) Facts, simple definition of fact according to Merriam Webster is something that truly exists or happens, especially something for which proof exists, or about which there is information. (b) Events: explain the sequence of events in an event. (c) Anecdotes: It is references to personal experience. (d) Statements from experts: when we write an opinion we have to include some statements from experts, it can make our opinion stronger.

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3. Concluding comment: a restatement the writer's opinion in different words in the last sentence. The concluding sentence sometimes summarizes the main reasons for the writer's opinion. Examples: Restate your position with: *However, there are several reasons to oppose this point of view…, After looking closely at both sides of the issue and the evidence, I believe it is best to…. because…, If we look closely at…, we will see that it is better to…., Based on the evidence so far, we should…because …., etc.*[10]

B. Logical Reasoning

Reasoning is a human activity every day. People all think about what they should do and why they should do it. Logic may be defined as the science that evaluates the opinions or arguments.[11] Also, logic is a formal system of analysis that helps writers invent, demonstrate, and prove opinion or argument.[12] Logical reasoning is the process of logical thinking and systematic to form and evaluate a conviction toward statements. 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

[10] Charlotte Knox, *Backwards Planning for Success with Writing with the new California Common Core Standards Opinion/Argument Writing Packet Grades 3-6*, p. 45 (www.knoxeducation.com)
[11] Hurley, *A Introduction of Logic*, Second Edition, p. 1
[12] Logic in Argumentative Writing

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evaluating on someone's own and other people's reasoning, devising and constructing better reasoning.[13]

When discussing about logical reasoning, the others element which has closer relation with logical reasoning are: claims, arguments, and issues. **Claims** or assertion is a statement that could be put into the form of a declarative sentence. It can be in the form of a factor judgment, which is either true or false statement. **An argument** is a claim supported by evidence. Arguments are used for many purposes: to change the reader's point of view, to bring about some action of the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue or problem. People argue in order to settle **issues**. The specific point of disagreement that inspires someone to present an argument is called issues. [14]

Regarding to this study, the elements that suit with this study is argument and issues. Because, in argument element has aimed to bring some action of the reader's part to participate in the discussion with their logical reasoning in writing comment. When the readers take a part to present an argument about the disagreement on someone's point of view that is called issue. From that statement, it can be explained that an argument and issues

[13] Anne Thomson, *Critical Reasoning: a practical introduction 3rd edition* (New York: Routledge), p. 2

[14] Bradley H. Dowden, *Logical Reasoning* (Philosophy Department California State University Sacramento Sacramento, CA 95819 USA), p. 28

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have closer relation each other. Different with claim, claim only decides the true or false statement without giving reasons to strengthen the judgment.

To be able to have logical argument or opinion, there are some rules from northwestern.edu which is noted by Sulistiawati. They are[15]:

a. *Good opinion or argument makes an overall claim that relevantly supports the decision in the case*. This is the important one: the conclusion of the opinion or argument in writing comment at least supports the decision in the case.

b. *A good opinion or argument goes on to support that overall claim with good reason.* The writer should claim something that the readers agree without many questions.

c. *A good opinion or argument overtly addresses disagreement.* One of the best techniques for building the critical thinking in write the opinion or argument is to include the doubts and objections. This will help the writer to build the skill of imagining and answering disagreement.

d. *A good opinion or argument relies only one premise that the audience will take as true.* Premise is a claim that supports another claim. The process of interesting the statements with questions and providing answers has to stop somewhere. It can stop when the writer gives the

[15] Endang Sulistiawati, *The Students Ability to Write Logical Argument on Writing Argumentative Writing at English Teacher Education Department of Faculty of Education and Teacher Training of State Islamic University Sunan Ampel Surabaya in academic year 2014-2015*. (2015), p.12

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statements that makes the reader will accept the statement without any argument.

e. *A good opinion or argument uses a variety of kinds of support.* The sources that can be used to build the opinion such as commonsense examples and illustrations, the facts of the case, definitions, and past cases.

f. *A good opinion or argument is simple, clear, and focused.* The writer is trying to persuade a disagreeable reader. The writer should help the reader by making sure that at every point the reader knows exactly what the writer is doing. The writer states the overall conclusion in the first and last sentences. In the first sentence, the writer states what she/he is going to prove. In the last sentence, the writer claims that she/he has proved it.

C. Features of Logical Reasoning

All basic of arguments or opinions have a few key elements. Writers can substantially strengthen theirs opinion by including these elements[16]:

1. **Thesis** – Traditionally, a thesis statement consists of one sentence and appears last in the introduction. This is the important one, because it identifies the topic and states the writer position on it. This should be clear and understandable.

[16] Tamiu, Writing an Argumentative Essay. University College.

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2. **Personal Background –** This describes the writer's reasons for debating the issue. It explains why the issue is interesting or important to the writer.
3. **Historical Background –** To more effectively communicate an opinion, writers should provide the audience with the context for that opinion through the historical facts of the issue.
4. **Common Ground –** These are points related to the issue and on which both sides agree. This point helps the writer and readers avoid arguing points on which both sides already agree.
5. **Definitions –** Writers have to define the common or technical terms they use in writing argument or opinion for the readers to understand.
6. **Arguments –** Arguments or opinions that oppose the thesis should be stated and explained. Generally, the writer should respond to arguments that oppose the writer's thesis in one of three ways: by conceding, refuting, or clarifying. Arguments that support the thesis must include reasons (for supporting the thesis) and evidence to substantiate those reasons. The most convincing and best-developed arguments should generally be saved for the end.
7. **Evidence –** The evidence should support the argument or opinion with logical reasoning and relevant to the opinion.

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Those seven elements must not be presented at all. There are three elements that need to be presented in writing logical reasoning. The first element is thesis. Thesis is the important one, because it identifies the topic and states the writer position on it. In general, a thesis statement expresses the purpose or main point of the authors. The second element is argument. In argument, the writer critique someone else's opinion and defense. So, the writers should write a high quality argument that supports the thesis with reasons (for supporting the thesis) to defend their opinion. The third element is evidence. For strengthen the opinion, the writers need to include relevant evidence such as giving examples or concrete links to defend the argument.

D. Ability to Write Logical Reasoning

Having good ability to write logical reasoning can improve the ability to evaluate the arguments of others.[17] When the writer understands how opinions or arguments are supposed to be constructed and also how they shouldn't be constructed, the writer will find some of bad arguments out there. The writer may even be surprised when the writer finds out how many people are persuaded by bad arguments. And the most obvious benefit in having ability to write logical reasoning is that can allow the writer to improve the quality of the written opinions or arguments.

[17] Jones Rebecca., Finding The Good Argument OR Why Bother With Logic. Parlor Press, p. 19

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A first step in 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.[18] 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.

Logical reasoning is important ability to have, because it enhances the ability in making judgments. It is because logical reasoning skills are 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, and resist propaganda.[19]

The ability to frame and defend an opinion or argument is particularly important to students' readiness for college and careers. The goal of making

[18] Bradley H. Dowden, *Logical Reasoning* (Philosophy Department California State University Sacramento Sacramento, CA 95819 USA), p. 5
[19] *Ibid*, p.1

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an argument or opinion is to convince an audience of the rightness of the claims being made using logical reasoning and relevant evidence. In some cases, students will make an argument or opinion to gain access to college or to a job, laying out their qualifications or experience. In college, a student might defend an interpretation of a work of literature or of history and, in the workplace an employee might write to recommend a course of action. Students must frame the debate over a claim, presenting the evidence for the opinion or argument and acknowledging and addressing its limitations. This approach allows readers to test the veracity of the claims being made and the reasoning being offered in their defense[20].

From that statement, it can be concluded that the ability in having logical reasoning is very important for students to sharpen their thinking in college and career. In the college, by having ability in stating logical reasoning, the students can debate some other opinions or arguments and defend their argument. Besides, in the workplace, an employee has to be able to write logical reasoning to increase their position and to gain relationship with their higher and their relation.

Logical reasoners need to be flexible thinkers and also be sensitive to the situation, use their background knowledge and common sense in drawing conclusions because extraordinary statements require extraordinarily good evidence to back them up. The most important principle in logical reasoning is "Be consistent in reasoning and be on the lookout for inconsistency in the reasoning of others.[21]

[20] Hillocks, George Jr. *Teaching Argument for Critical Thinking and Writing: An Introduction*, The University of Chicago, p. 25

[21] Bradley H. Dowden, *Logical Reasoning* (Philosophy Department California State University Sacramento Sacramento, CA 95819 USA), p. 13

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According to Bradley H. Dowden, the ability in writing logical reasoning includes:

1. **Ability in writing a well-stated thesis statement**

This is the important one, because it identifies the topic and states the writer position on it. In this case, the topic sentence introduces the topic and states the writer opinion about the topic. The explanation about the topic that the students write should be clear, well defined, and thorough in order to make the readers familiar with the topic. Besides address the topic sentence, the main idea and all the critical aspects about the topic should be include in the introduction. In general, a thesis statement expresses the purpose or main point of your writing. According to Hope Martis, "the thesis statement constitutes the main point of the writing. It states what the writers want the readers to do, believe, or know once after they read the writing". Another definition about a thesis statement is "a very specific argument that guides the writing"[22]. Generally, a thesis statement consists of two parts: (1) a clearly identifiable topic or subject matter, and (2) a succinct summary of what the writer have to say about that topic. The thesis statement is usually placed at the end of the introduction, (though some disciplines might require the thesis statement to be the first sentence of the writing) and,

[22] www.vanderbilt.edu/writing accessed on April, 15 2016

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thesis statement is often expressed in one sentence, though it may in some cases be two or rarely three sentences, depending on the length and complexity of the writing[23].

The explanation about the topic should be clear in order to make the readers familiar with the topic. A thesis may be stated directly or implied (not stated directly, but obvious to the reader). An effective thesis statement explains to the reader the case that the writers are going to make and how they are going to make it. The thesis also helps the writers to keep focused and determined what information do (or don't) need to include in the analysis.

2. **Ability in showing and supporting opinion with relevant evidence**

The second ability in writing logical reasoning in the middle of the opinion is showing and supporting opinion with relevant evidence. After the writers critique someone else's opinion, they should support their opinion with logical reasoning to defend their opinion. For strengthen the opinion, the writers need to include empirical evidence in the form of facts, data, statistics, examples or links concrete and detailed, and so on. The writer should not simply mention them, but should elaborate on them

[23] Santa Barbara City College. CLRC Writing Center. *Developing a Thesis Statement*. Accessed on April, 15 2016

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by giving details to be connected deliberately with the opinion being made.

The kinds of evidence according to CSSC (Communication Students Support Center), they are:

a. Using **facts** is a powerful means of convincing. Facts can come from the reading, observation, or personal experience. **Note:** Do not confuse facts with truths. A "truth" is an idea believed by many people, but it cannot be proven.
b. Using **statistics** can provide excellent support the opinion. The statistics should be come from responsible sources and do not forget to cite the sources.
c. Using **quotes** from leading expert that support the position is an invaluable tool.
d. Using **examples** enhance the meaning and make the ideas concrete. They are the proof.[24]

Those kinds of evidence inclined to occur in all of types of the topics. But, some people oftentimes prefer to use facts and examples to support their opinion rather than using statistics or quotes. Four kinds of evidence above must not be appearing at all, the writers can use one of them to strengthen their opinion, because in writing opinion show one

[24] CSSC. Element of persuasive.

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evidence is enough, but if the writers use all of the kinds of evidence to strengthen their argument or opinion, it becomes better.

3. Ability in meaning (Ideas and Information)

In the middle of the students' opinion, the main points of the discussion are presented. The students' opinion which focuses on reasoning which include the ideas and the knowledge information should be clear, easy to follow, and understandable by the readers. The students should use simple sentences and use familiar words in order to catch the readers' interest in participate with the topic, besides that the readers also can catch what the students' opinion. Not only that, the comment or opinion that the students write has to relate to and adds insight to the post or topic.

4. Ability in writing the conclusion

In writing the conclusion, the writer restates the opinion with different words, summarize key points, underscore the logic of the presentation, suggest a course of action, or challenge the readers to apply the writing comment to their own life. Conclusions frame the writer's thoughts and bridge the ideas for the reader. The conclusion is the writer's chance to have the last word on the subject. The conclusion allows the writer to have the final say on the issues that the writer have

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raised in the writing, to summarize the writer's thoughts, to demonstrate the importance of the ideas, and to propel the reader to a new view of the subject. It is also the writer's opportunity to make a good final impression and to end on a positive note. Not only that, the conclusion should make the readers glad that they read the opinion. The conclusion gives the reader something to take away that will help them to see things differently or personally appreciate with the topic in relevant ways. It can suggest broader implications that will not only interest the reader, but also enrich the reader's life in some way. It is the writer's gift to the readers.

5. Ability in writing response

In writing opinion, getting response from the readers is very important. If there is response from the readers, it means that the readers will state their agreement or maybe their disagreement with the writer's point of view. The readers' statement should have high quality opinion that can be debated between the readers and the writers, because the contravention statement between them can build their critical thinking. In this occasion the writer should give feedback or write comment back to the readers' point of view. If the writer and the readers do that thing in the following days, their activity will build their critical thinking.

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E. Schoology

There are many learning management systems that can be used in educational world, some of them are; Schoology, Edmodo, Moodle, Blackboard, etc. and the object of this study used Schoology in learning process of CALL 2 course at seventh semester in year 2014-2015. Schoology is one of popular Learning Management System (LMS) which is used by the lecturer of CALL 2 course in English Teacher Education Department at Islamic University of Sunan-Ampel Surabaya. Schoology is for higher education institutions focused on collaboration that allows users to create, manage, and share academic content, also known as a learning management system or course management system, because Schoology provides tools to manage an online classroom.

The services of Schoology are includes attendance records, online gradebook, discussion forum, tests and quizzes, and homework dropboxes. Visually and functionally Schoology is similar to Edmodo, you can upload your profile picture, post and share ideas, give comment to someone's point of view, it has unlimited words when write comment or post, it can be used as media for collecting assignment, etc. What makes Schoology different from Edmodo are; the only place to host discussion on Edmodo is on its "wall," which over time it becomes buried. Different from Edmodo, Schoology has its own discussion section. Not only that, the lecturer also can create different

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topics for the students to discuss. This organized discussion is always saved separately, and you can go back at any time to check or view a student's response. Moreover, Schoology offers analytics so all you have to do is click one button and instantly you can see how many times a student participated.

The benefits of using Schoology are: the lecturer can open it every time and everywhere that have internet connection, have access to better course management and communication for free, ability to easily create folders inside of folders, discussion boards; the lecturer can easily grade comments and it can be replied by students. Both teachers and students are also able to embed media (files, links, and audio/video recordings) in the discussion board comments, students can attach any document to turn in an assignment and the teacher is able to grade it without leaving Schoology, by using the Schoology dropbox. Rubrics; Schoology has enabled rubrics for grading. Users can use a generic rubric or create a new rubric for each assignment and it will automatically populate when grading the assignment, allows instructor to share instructional resources, best practices, and more on a local and global scale. Schoology streamlines the systematic processes of content creation and management, grade recording, attendance, and more so you can spend less time on redundant tasks. This is some pictures of Schoology:

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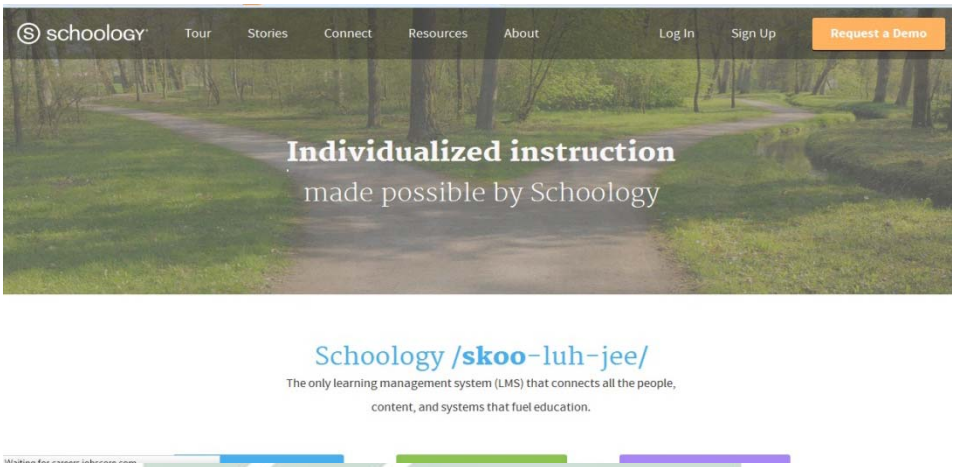
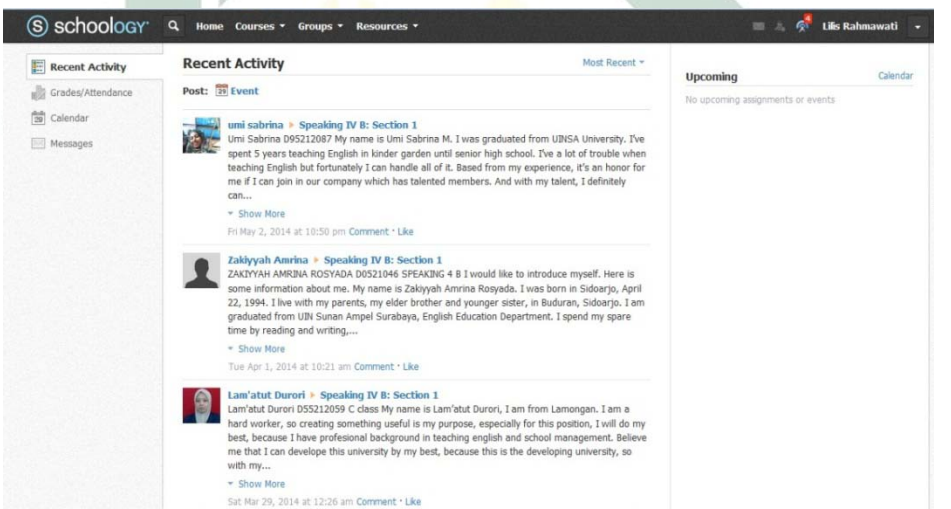


Picture 2.1. When login on www.schoology.com



Picture 2.2. After login on Schoology

F. Previous Study

Based on the investigation on several thesis, writer found some tittle of thesis which has similar discussion. The first tittle of the thesis is "*The Students' Ability in Writing Argumentative Essay at English Teacher*

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Education Department of the State Islamic University of Sunan Ampel Surabaya" conducted by Indah Nova Layaalia,[25] which discuss about analysis the students' ability in writing argumentative essay at English education department of the State Islamic University of Sunan Ampel Surabaya.

The second title of thesis is *"Analysis of Students' Cause and Effect Essay Writing at Batu Sangkar,"* written by Gusman.[26] This study had purpose to know the students' ability in writing cause and effect essay by focusing on the aspects of writing essay such as content, organization, grammar and sentence structure, mechanics and vocabulary.

The third study was done by Nurul Fadilah and the title is *"An Error Analysis of Using Cohesive Devices In Writing Narrative Text at the Second Year Students of SMPN 5 Surabaya".*[27] This study investigated the specified into the students' capability of the development of grammatical constructions, which analyzed students' error in using cohesive devices and identifying the types of error on the use of cohesive devices in writing narrative text.

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[25] Indah Nova Layaalia, *The Students' Ability in Writing Argumentative Essay at English Teacher Education Department of the State Islamic University of Sunan Ampel Surabaya* (Surabaya: Perpustakaan UIN Sunan Ampel Surabaya, 2015)

[26] Elvina Gusman, *Analysis of Students' Cause and Effect Essay Writing at Batu Sangkar.* Vol. 2 No. 1, Maret 2014.

[27] Nurul Fadilah, *An Error Analysis of Using Cohesive Devices In Writing Narrative Text at the Second Year Students of SMPN 5 Surabaya* (Surabaya: Perpustakaan UIN Sunan Ampel Surabaya, 2014)

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The fourth study was conducted by Diniyah with title "*An Analysis on Students Ability and Difficulty in Writing Narative Text*".[28] This study investigated the errors was made and the difficulty was faced by eleventh grader students in writing narrative texts and this study also discovered the kinds of process and circumstances on students' narrative text.

The fifth title of thesis is *"The Error Analysis on The Use of Cohesive Devices in English Writing Essay among the Seventh Semester Students of English Department of STAIN Salatiga in the Academic Year 2011/2012"*, conducted by Yanti.[29] This study investigated cohesive devices errors in 66 essays written by seventh semester students.

The sixth study was conducted by Rokhmah with title "*Students' Capability in Writing Persuasive Essay at The Second Year in SMU Muhammadiyah 1 Lasem*".[30] This study analyzed the students' ability in writing persuasive essay, which is specified into the students' capability of the development of content, organization, vocabulary, language use, and mechanism.

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[28] Tabah Ghifari Diniya, *An Analysis on Students Ability and Difficulty in Writing Narative Text*, (Bandung: Indonesia University of Education, 2013)

[29] Yanti Nurhayati, *The Error Analysis on The Use of Cohesive Devices in English Writing Essay among the Seventh Semester Students of English Department of STAIN Salatiga in the Academic Year 2011/2012* (Salatiga: STAIN Salatiga, 2012)

[30] Nurul Lailati Rokhmah, *Students' Capability in Writing Persuasive Essay at The Second Year in SMU Muhammadiyah 1 Lasem*, (Surakarta: Universitas Muhammadiyah Surakarta, 2008)

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The seventh study was conducted by Mansoor Fahim.[31] It discussed about the effect of critical thinking on developing argumentative essay by using tree diagram by Iranian EFL University Students. The eighth study was conducted by Endang Sulistiawati with entitle "The Students Ability to Write Logical Argument on Writing Argumentative Writing At English Teacher Education Department Of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya in academic year 2014-2015".[32] This study discussed about the students ability in writing logical argument in argumentative essay's class at English Education Department.

The next previous study is written by L.E. Modesitt, Jr entitle "*The "Factsheet" approach as a Tool for Teaching Logical Writing*".[33] This study discussed about the use of "factsheet" to teach the organization and structuring of facts in logical writing. The result of this study was the use of "factsheet" approach to write logical writing that can help the teacher to develop greater student skills in using of facts and supporting logic.

The tenth previous study was conducted by Lesley A. Rex, Ebony Elizabeth Thomas, and Steven Engel under the title of "Applying Toulmin:

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[31] Mansoor Fahim, The Effect of Critical Thinking on Developing Argumentative Essay by Using Tree Diagram by Iranian EFL University Students, Journal of Language Teaching and Research, Vol. 3, No. 4, pp. 632-638, July 2012.

[32]Endang Sulistiawati, *The Students Ability to Write Logical Argument on Writing Argumentative Writing At English Teacher Education Department Of Faculty Of Education And Teacher Training Of State Islamic University Sunan Ampel Surabaya in academic year 2014-2015*, (Surabaya: Perpustakaan UIN Sunan Ampel Surabaya, 2015)

[33] L.E. Modesitt, Jr entitle, *The "Factsheet" approach as a Tool for Teaching Logical Writing,* Writing Across the curriculum, Vol. III, No. 1

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Teaching Logical Reasoning and Argumentative Writing".[34] This study explained a method for teaching written argument. Another study which has closer discussion was conducted by Mark S. Chapell and Willis F. Overton, and the title was "Development of Logical Reasoning and the School Performance of African American Adolescents in Relation to Socioeconomic Status, Ethnic Identity, and Self-Esteem".[35] This study was aimed to explore the development of deductive reasoning and school performance of 330 African American adolescents and the relation of reasoning and school performance to socioeconomic status (SES), ethnic identity, and self-esteem. The last previous study was conducted by Anita Lie entitle "Social Media in a Content Course for The Digital Natives".[36] This study examines the use of Edmodo as social media to teach a course in pedagogy to a class of digital natives.

According to the previous studies above, the researcher concludes that the thirteenth studies above are different from this study. The first previous study had purposes to analysis the students' ability in writing argumentative essay, the second previous study had purpose to know the students' ability in writing cause and effect essay by focusing on the aspects of writing essay

[34]Lesley A Rex., Ebonyh Elizabeth Thomas, and Steven Engel. Applying Toulmin: Teaching Logical Reasoning and Argumentative Writing. English Journal 99.6 (2010): 55-61.
[35]Mark S, Chapell & Willis F. Overton. *Development of Logical Reasoning and the School Performance of African American Adolescents in Relation to Socioeconomic Status, Ethnic Identity, and Self-Esteem*. Journal of Black Psychology, vol. 28 no.4, November 2002 295-317
[36] Anita Lie, *Social Media in a Content Course for The Digital Natives.* Teflin Journal, vol. 24 no. 1, Januari 2013.

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such as content, organization, grammar and sentence structure, mechanics and vocabulary. The third and fifth previous study has purpose to know the students' capability of the development of grammatical constructions, then the fourth previous study has purpose to know the difficulty is faced by eleventh grader students in writing narrative texts, the sixth previous study has purpose to analyze the students' ability in writing persuasive essay, which is specified into the students' capability of the development of content, organization, vocabulary, language use, and mechanism. The seventh study has purpose to know the effect of critical thinking on developing argumentative essay, the eighth previous study has purpose to know the students ability in writing logical argument in argumentative essay's class, the ninth study discusses about the use of Factsheet in writing logical, next study discusses the method for teaching argument, the eleventh study discusses the development of deductive reasoning in African American adolescents, and the last study discusses about the use of Edmodo as social media to teach a course.

From the twelfth previous studies above there is no one that discuss about the students' ability to write logical reasoning when writing comment or opinion in particular topics on Schoology's comment, some of studies focus on grammatical constructions, the mechanism, vocabularies, structure of facts, the method for teaching argument, and the difficulties that faced by

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students. There is one study which has closer discussion with this study that is “Social Media in a Content Course for The Digital Natives”, what makes that study different with this study is: that study uses Edmodo but this study is uses Schoology. Almost all of the data taken from students’ handwriting, but in this study the data is taken from students’ online discussion which is the comments are posted online on Schoology.

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