

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains several theories through reviewing some literatures related to this study. On this chapter, there were some main aspects studied, they were EdPuzzle, writing skill and recount text.

A. Review of the Related Literature

1. EdPuzzle

a. Definition

Nowadays, many schools and universities use E-learning in their teaching and learning activities. Although the word E-learning was very often to be found, people sometimes only emphasize E-learning as a distance learning using internet. E-learning defined as the learning process through internet or other technology. The purpose of it was to make efficiency, make students more communicative, and have more time to learn and activate their knowledge.²⁵ One media could be used in e-learning was EdPuzzle.

This research used EdPuzzle as the media of e-learning.²⁶ EdPuzzle was a tool where you could create a video with audio, notes, and quizzes. According to Swenson it was a free service in which teachers could link to any online video, whether it was on YouTube, Vimeo, or Khan Academy, etc.²⁷ While according to Van Horn it was a site where you could upload a video, crop it, insert

²⁵Krista Galyen, Joi L. Moore, and Camille Dickson-Deane, "Internet and Higher Education," *Elsevier Inc*, no. 14 (October 15, 2010): 130.

²⁶Cherie Herring, "Flipping the Elementary Music Class" (FMEA, 2016), 2.

²⁷David Swenson, "Assessing Learning in a Flipped Classroom," *A Publication of the Michigan Association for Computer Users in Learning* 36, no. 2 (WINTER 2016): 20.

comments or questions about the video, and allows you to see what your students have watched, when they watched it, and how much of the clip they have watched.²⁸

The videos used could be found on YouTube or www.EdPuzzle.com. You pull a video in, add audio, create notes, and put quizzes at specific times you choose.²⁹ The video could also be shortened to include the length that you want. The video could be shared a variety of ways. The video could be assigned to students, the link could be given to students, the video could be embedded into a website, and you could email the video, or share on the social media sites Facebook and Twitter.

When you create the video, you could make sure students do not skip the video, and set a due date. The students could go back and watch the video as many times as they like. In addition, EdPuzzle allows the user to import a video from YouTube and add interactive components, such as multiple Choices and open-ended questions.³⁰

b. Purpose of EdPuzzle

The actual purpose of EdPuzzle was to facilitate flipping the class. It could help lecturers to deliver the course content through videos and monitor the class, but more effort was needed to motivate and encourage students to participate and prepare.³¹

²⁸Shannon VanHorn, "Teaching Tips and Tools: EdPuzzle," 2016, 1.

²⁹Ibid.

³⁰Aleidine J. Moeller, *Fostering Connections, Empowering Communities, Celebrating the World* (2211 Dickens Road, Suite 300 Richmond, VA 23230: Robert M. Terry, 2016), 63.

³¹Hairong Mu and Dimitrios Pappas, "Ready for the Flipped Classroom? Preliminary Experiences of The New Approach in Teaching Economics to Non-Major Students," *Redfame Publishing* 3, no. 2 (May 2016): 48.

c. **The Advantageous and Disadvantageous of EdPuzzle**

1) **Advantageous**

There were some advantageous of EdPuzzle Using mentioned bellow.

a) **Learners had more time to activate their learning**

Because the material given by students was learned out of the class, they have more time in class to interact and discuss the material with their teacher and their classmate.

b) **Teacher could monitor the learning progress of their students³²**

Besides giving the video, the teacher also could give questions to measure their understanding about the video. From the question have been given, teacher could measure the learning progress by the scores which were given. So, they could know accurately their students learning progress and could take more efficient step for the next learning.

2) **Disadvantageous**

One the lack of EdPuzzle, the teacher could not give an open-ended feedback accept the correct or false answer.³³ The teacher could give a suggestion or reason why the answers of learners

³²Ibid., 47.

³³Ibid., 53.

were false or true, but they just could confirm that the answer was false or true. But it could be discussed in the classroom time.

Second disadvantageous, not all learners could follow this kind of method because of their limit.³⁴ Some learners might have no some facilities to access this kind of method because their house was far from city or information sources.

d. The EdPuzzle Implementation

There was a many model of flip learning implementation, but in general concept it was similar because almost of flip class uses a video as the media. For EdPuzzle, it was similar with Edmodo. For using EdPuzzle there were steps to be fulfilled by teacher and learners which were explained bellow.

1) Frist Step (Have an EdPuzzle Account)³⁵

- a) Go to WWW.EdPuzzle.com
- b) Teacher should register as teacher and make a class (she/he would get class code), the code would spread out to the learners.
- c) Learners had to make an account of EdPuzzle and input their class code in order to join their class

³⁴“Ready to Flip? Surrender Control and Structure Because Students Own Their Learning!,” in *The Center on Technology and Disability was Funded by the U.S. Department of Education, Office of Special Education Programs (OSEP) under Award* (presented at the U.S Office of Special Education Program, U.S: CTD, n.d.), 3.

³⁵Educational and Technology Blue valley School, “EdPuzzle” (Blue valley School, 2016).

2) Second Step (Give a Material or Project via EdPuzzle)³⁶

- a) Teacher gave video and some question or quiz have to answer by the learners outside the classroom time
- b) Learners opened the EdPuzzle, watch the video, and answer the quiz have been given.
- c) From the answer, teacher could monitor the progress of their learners. And decide the activity would implement in class.

3) Get Activity in Class³⁷

Teacher and learners did activities in class according to the learning progress have been shown in the EdPuzzle.

2. Writing Skill

As an essential language skill, writing demands students to master it well. This skill would help them to express their thoughts, feelings, ideas and knowledge. It was not an easy job to implement the best method in improving students' writing skills.

a. General Meaning of Writing

Writing was one way to communicate with other people. It was the representation of language which was used to express and explain ideas in a textual medium through the use of signs or symbols. There were several definitions of writing, Shokrpour stated that writing was an action, a process of discovering and organizing your ideas, putting them

³⁶Shannon VanHorn, "Teaching Tips and Tools: EdPuzzle," 2.

³⁷Hairong Mu and Dimitrios Pappas, "Ready for the Flipped Classroom? Preliminary Experiences of The New Approach In Teaching Economics to Non-Major Students," 47.

on the paper and reshaping and revising them.³⁸ While Boardman (as cited in Trang & Hoa) said that writing was a continuous process of thinking and organizing, rethinking and reorganizing.³⁹

The explanation above showed that writing was a process to produce language. We could take more time to think and choose words in order to express our idea. We could still make a revision if it was not so clear to express what we intend to write. Writing was a complex skill, it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, in which it must have been used certain grammatical rules and choose the right words in the sentences.

Each of sentences in a paragraph must have certain correlation with each other and organize in a good order. Actually, paragraphs discuss the main ideas of the essay. The paragraph was a basic unit of organization in writing in which a group of related sentences develop one main idea. A well-written paragraph contains six elements. They are:

- ✓ Topic sentence. It states the main idea of the paragraph.
- ✓ Supporting sentences which develop the topic sentence.
- ✓ Concluding sentence. It indicates the end of the paragraph and leaves the reader with important points to remember.

³⁸Nasrin Shokrpour, Nikta Keshavarz, and Seyed Mohammad Jafari, "The Effect of Peer Review on Writing Skill of EFL Students," *Khazar Journal of Humanities and Social Sciences* 2, no. 3 (2015): 25.

³⁹Luong Quynh Trang and Nguyen Thi Mai Hoa, "Student Writing Process, Perceptions, Problems, and Strategies in Writing Academic Essays in a Second Language: A Case Study," *VNU Journal of Science*, no. 24, Foreign Languages (2008): 185.

- ✓ Unity. It means that the discussion in the paragraph was only one main idea, which was stated in the topic sentence, and then each and every supporting sentence develops that idea.
- ✓ Coherence. It means that the paragraph was easy to read and understand and using appropriate transition signals connects the ideas.
- ✓ Cohesion. It means that all supporting sentences “stick together” in their support of the topic sentence.

b. The Writing Purposes

There were many purposes of writing, such as to complete the assignment, to earn a good grade, to publish their writing, and so on. Hugo (as cited in Yulianti) states that the purposes in writing activities were as follows:⁴⁰

1) Assignment Purpose

In term of this purpose, the writer actually doesn't have the purpose of writing. It was just for completing the task given.

2) Altruistic Purpose

Here, the writer intended to entertain the reader through his writing order so they could serve the life in the easy, simple and enjoyable way.

3) Informative Purpose

The writer introduced and expressed what he really feels or thinks to the readers.

⁴⁰Nofi Yulianti, “IMPROVING THE WRITING SKILLS THROUGH DIARY WRITING OF THE TENTH GRADE STUDENTS OF SMA N 1 NGEMPLAK” (YOGYAKARTA STATE UNIVERSITY, 2014), 11.

4) **Creative Purpose**

Through his/her writing, the writer wanted to perform artistic norms by him/herself.

5) **Problem Solving Purpose**

The writer wanted to explain and analyse the problem in his/her mind so that the reader understands it.

6) **Persuasive Purpose**

The writer wanted to persuade or convince the reader about his/her idea.

7) **Self-Expression Purpose**

The writer introduced and expressed what he/she really thinks to the reader.

c. **Writing Process**

Writing was the combination among the aspects of brain, ideas, what a writer already knows about the topic or subject and what the writer writes. A writer who wanted to produce a piece of writing must think how to make them work together in writing process. It could be said that there was no writing without a process. Boardman (as cited in Yulianti) states that writing was a continuous process of thinking and organizing. She suggests six basic steps into writing as follows:⁴¹

1) **Assessing the assignment**

Every student had writing assignments with different purpose, so the first step in the writing process was to understand exactly what the

⁴¹Ibid., 13.

teacher wants on a particular assignment. The most important piece of information for you to know was the topic and purpose of the assignment.

2) Generating ideas

The purpose of this step was to think about a certain topic and generate as many ideas as possible.

3) Organizing your ideas

After getting some ideas for composing paragraph, now students needed to organize those ideas. In organizing the ideas, the students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they needed to consider which points to include in order supporting the main point.

4) Writing the first draft

Before writing the first draft the students had to generate the idea and organize the pattern of writing. Good writer should make sure to read their writing carefully in order to make changes and corrections before they consider it finished.

5) Rewriting

It was critical part of the writing process and consists of two separate processes revising and editing.

Revising was the first part of rewriting. The students could start revising as soon as they finish

writing, or, better yet, set their paragraph aside for a while and go back to it later.

Editing was a process when the students make sure the spelling, capitalization, punctuation, vocabulary and grammar. Editing was somewhat mechanical because they were basically following rules. The rules of spelling, for example, were clear; a word was either right or wrong.

6) Writing the final draft

It was the last step in the writing process. In the final draft, the students write correct paragraph format based on the result of the revising step. It should have correct grammar, spelling, capitalization, punctuation and vocabulary. Keep in mind that any of the steps could be repeated at any time.

d. Writing Assessment

Assessing students' writing ability was not simple as people imagination, it had to be clear about what will be measured from it; grammar, content, idea, punctuation, paragraph construction, or else.⁴² It also important to know about what kind of essay would be measured, academic writing or personal writing,⁴³ and what kind of writing performance would be scored.⁴⁴

⁴²H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (California, n.d.), 218.

⁴³Ibid., 219.

⁴⁴Ibid., 220.

This kind of task given to student are writing recount text according to their experience, so it was categorized as the personal writing essay but it was design to fulfil the academic purposed. Personal writing text was a kind of essay derived from people story according to their experience or feeling, the character of this essay was personality.⁴⁵ While according to the writing performance, the task given to the students for fulfil the research was categorized as the extensive writing, because the writer has skill to make a coordination between one word to others, one sentence to others, and one paragraph to others. So, the passage had been written was understandable, sync with the idea, and had good grammatical mechanism.⁴⁶

According to brown, there were 4 aspects to be measured for extensive writing. First was organization aspect which was focus on the correlation between each word, each sentence, and each paragraph to others.⁴⁷ Second, was developing idea. It had strong correlation with the authenticity and how the writer developed their idea into the passage.⁴⁸ Third was grammar and the fourth was mechanical aspect (punctuation and others), it was related to the meaning, are the writer located the punctuation and the rules of grammar⁴⁹ correctly or not, so the reader did not get miss understanding when they read the passage.

The researcher was used the writing rubric designed by Brown, because it was appropriate by the

⁴⁵Ibid., 219.

⁴⁶Ibid., 20.

⁴⁷Ibid., 243.

⁴⁸Ibid.

⁴⁹Ibid.

factor would be measured for recount writing assignment. The focus of this study was to improve the ability of students in recount text writing, the aspect will be measured; the first was the authenticity where the students could develop their idea or not, second was the organization aspect, where the students could correlate the sentences and the paragraphs with a good way and it could be understood by the reader. Third and fourth are the grammar and punctuation aspect.

3. General Concept of Recount Text

Recount was one of the examples of story genres. In a recount text, it reconstructed past experience. It means that recount text tells about something that had happened. Anderson and Anderson (as cited in Arifan) state that recount was a piece of text that retells past events, usually in the order in which they happened; it could be speaking or writing.⁵⁰ The purpose of a recount text was to give the audience a description of what occurred and when it occurred. Hartono (as cited in Arina) gives clear description about schematic structures and language features of a recount as follow:⁵¹

§ Orientation: provide the setting and introduces participants.

§ Events: tell what happened, in what sequence

§ Re – orientation: optional – closure of events

§ Language features of recount text were as follows:

⁵⁰M. Arifian Rosyadi, "Recount Text," 2015, 507.

⁵¹Arina Muflikhati, "IMPROVING STUDENTS' WRITING SKILLS ON RECOUNT TEXTS THROUGH THE USE OF DIALOGUE JOURNAL WRITING OF THE TENTH GRADE STUDENTS OF SMA IT ABU BAKAR YOGYAKARTA IN THE ACADEMIC YEAR OF 2012/2013" (University of Yogyakarta, 2013), 35.

- § Focus on individual participant
- § Use of past tense to indicate the events in the past time.
- § Focus on temporal sequence of events.
- § Use material and action clause.

From the explanation above it could be stated that recount text deals with series of events that retell about something happened in the past. It was needed to be taught to eighth grade students of Junior High School because it was one of the requirements in the curriculum. At this level, students were expected to be able to write a text in the form of recount. However, students often faced difficulties in writing carrying out the task.

B. Review of the Previous Study

There was some study have been acted before this study. They were become the theoretical foundation to develop this study. The researcher found ten studies related to e-learning.

First was the study entitled *Assessing Learning in a Flipped Classroom*⁵² by David Swenson. This study focused on the learning assessment using EdPuzzle. He tries to monitoring the learners' progress by using it, but had no specific material such as recount text in this study. The same aspect with this study were used Edpuzzle as the media. However, the differences with the researcher were only monitoring the learning progress.

Second study was acted by Hairong Mu and Dimitrios Paparas with their journal entitled *Ready for the Flipped Classroom? Preliminary Experiences of the New Approach in*

⁵²David Swenson, "Assessing Learning in a Flipped Classroom."

*Teaching Economics to Non-Major Students.*⁵³ It was explained about the use of flip classroom in economic field. Three media were used there, one of them was EdPuzzle. The similarity of this study, the researcher used EdPuzzle as media but have different material.

*Extensive Listening: Pedagogy, Resources, and Tools*⁵⁴ were authored by Edward Povey was the third previous study had been found by the researcher. In this study used the same media, but the differences with the researcher were used of activity in learning process. He was taken listening skill that improved using Edpuzzle. But, in this study the researcher used Edpuzzle to improve writing skill.

The fourth previous study was written by Joshua Shannon-Chastain and C. Fell-Kurban entitled *just one more hit: Student engagement with pre-class videos in the evolution of English for Academic Purposes course from traditional to flipped.*⁵⁵ This study was not used EdPuzzle but it used you tube and another source of video. This study focused on experimental research tried to change from the conventional media to the e-learning method. The differences with the researcher were focus in the method of the study. But, the similarity is used EdPuzzle as a media.

The next was *Ready to Flip? Surrender control and structure because students own their learning*⁵⁶ published by U.S Office of Special Education Program. This study has similar media with the researcher that was Edpuzzle website.

⁵³Hairong Mu and Dimitrios Pappas, "Ready for the Flipped Classroom? Preliminary Experiences of The New Approach In Teaching Economics to Non-Major Students."

⁵⁴Edward Povey, "Extensive Listening: Pedagogy, Resources, and Tools" (n.d.), accessed February 27, 2017, <http://www.ijeionline.com/attachments/article/56/IJEI.Vol.3.No.7.04.pdf>.

⁵⁵Shannon VanHorn, "Teaching Tips and Tools: EdPuzzle."

⁵⁶"Ready to Flip? Surrender Control and Structure Because Students Own Their Learning!"

However, the differences with the researcher were the implementation of using Edpuzzle as flipped learning.

“*Successfully flipping the ESL classroom for learner autonomy*”⁵⁷ was the sixth previous study written by Yu Jung Han. It talked about the successful of flipped classroom in built up the learners’ autonomy in learning. The similarity of this study was using flip class and its media such as EdPuzzle, you tube, and others. But, the differences were learners could find out their learning style according to their passion.

In addition, there was a study discussed about the effect of flip learning on traditional class which focused on the learning and teaching habitual. The different with the researcher, in this study researcher only focus on students’ learning progress. But, it has similar media used EdPuzzle as the media in learning activity. It was found on the dissertation of Jeremy F. Strayer entitled *The Effect of The Classroom Flip on The Learning Environment: A Comparison in Learning Activity in A Traditional Classroom and A Flip Classroom that Used in Intelligent Tutoring System*.⁵⁸

The eighth was “*Blended Learning: A Flipped Classroom Experiment*” was written by William R. Slomanson. It was one of the beginner studies which use an experimental research on implementing flip learning. Focusing on the flip class but use several media, not only one media as EdPuzzle. The differences with the researcher were used one media in implementation of learning activity.

Another Study came from local area was written by Asmara Miftakhol Jannah entitled “*The Effectiveness of*

⁵⁷Yu Jung Han, “Successfully Flipping the ESL Classroom for Learner Autonomy,” *NYS TESOL Journal* 2, no. 1 (2015): 98–109.

⁵⁸Jeremy F. Strayer, “The Effect Of The Classroom Flip on The Learning Environment: A Comparison in Learning Activity in A Traditional Classroom and A Flip Classroom That Used in Intelligent Tutoring System” (The Ohio State University, 2007).

Flipped Classroom to Improve Students' Reading Comprehension to The Third Grade Students of Mts Unggulan Al-Jadid Waru Sidoarjo"⁵⁹. The study was a quasi-experimental research with two classes; experimental class and control class. The similar with this study were research design. The differences were the media and the text type. The first difference, she was taken Facebook as a media. But in this study, the researcher used Edpuzzle as media in learning activity. The second difference was text type, she was using reading comprehension but the researcher using recount text as a students' writing skill.

While for this study was purposed to investigate the influence of flip class in improving writing skill. The differences of this study than the studies above were this study was focus on experimental research which was the flip class could improve the learners' writing skill on recount text or not. In addition, this study was focus on using one media of flip class called EdPuzzle.

⁵⁹Asmara Miftakhol Jannah, "The Effectiveness of Flipped Classroom to Improve Students' Reading Comprehension to The Third Grade Students of Mts Unggulan Al-Jadid Waru Sidoarjo" (Universitas Islam Negeri Sunan Ampel Surabaya, 2017).