

CHAPTER II

REVIEW OF LITERATURE

This chapter discussed the theoretical review, previous study, theoretical framework, and hypothesis.

A. Theoretical Review

This sub-chapter discussed the theoretical description of the key concepts in this research.

1. The Nature of Writing

a. Definition of Writing

Writing is a linguistic ability that is fundamental to daily life. People continuously use these skills to do many things. Therefore, at school, students are trained in their writing skills so they can one day use these skills well in their careers and everyday life. Brown (2004) states that writing is a way of life. It also involves the development of concepts, an argument, and cause-and-effect reasoning (Saifuddin, 2016). Students cannot pass the course if they lack the ability to express themselves in writing. They avoid imposing their views, providing models, or outlining possible responses to topics in advance because writing is also a developmental process.

The researcher displays several fundamental theories of writing. According to Harmer (2007), writing is one of the productive skills that require students to generate in their language. It means that even though students typically express their ideas verbally, they can do it in writing. Writing assignments generally result in sentences, paragraphs, or essays that express the ideas or thinking of the students. Olson (2009) states that writing is a kind of human communication that uses a collection of visual markings by convention

connected to specific linguistic structure levels. It means that writing has a system as a form of human communication.

According to Clark (2013), by using writing as a cognitive tool, students can express themselves, understand the world around them, and share their perspectives. It means that by writing something, students show that they are knowledgeable about the course material and can articulate any thoughts or perceptions that actually happen to them.

The skill of writing is one that can be learned and requires to practice. David (1992) states that writing is thought to be the most difficult task in language because it is not a skill that comes naturally or is easily learned. To master writing skills, proper and measurable training is needed to understand which language is utilized, including vocabulary, grammar, and spelling.

Writing is a fundamental language skill for a career and a fulfilling life. Students must master these skills. With writing, students can motivate people, sell things, persuade, teach, and express themselves by writing. Although learning to write is challenging, with enough practice, this skill can be mastered.

b. The Goals of Writing

Writing activities are said to be successful if they have fluency in writing. According to Ritchey (2016), Writing with ease is referred to as “fluent,” and the processing of written text includes both text generation (ability to convert thoughts into words, sentences, paragraphs, etc.) and transcription (translating words, sentences, and higher levels of discourse into print). According to their theory, text generation and transcription are the two elements of fluent writing. They asserted that cognitive resources like working memory, short-term

memory, and long-term memory are limitations on how these components are executed and coordinated.

c. **Types of Writing**

there are several types of text, some give different explanations based on their thoughts, and there is some debate. According to Wishon (1980), The various types of writing here include as follow:

1) Narration

A narrative text is a type of writing that describes a story or an actual event. It can be used to quickly describe or educate about a complex topic. Narration is a type of text that presents a sequence of events in chronological order based on the passage of time and the writing style used to relate the story of the action and activities.

2) Description

The description explains or describes an object's specifics, such as visuals of people, places, and others. It can serve as a complement to other types of writing or serve as the main way of creating a perception.

3) Exposition

A text that provides information about an explanation and how to interpret meaning is referred to as an exposition. Including the description provided above, exposition is a type of writing used to produce information, such as in a newspaper, magazine, article, or journal. As a result, it might be applied to end an editorial, an article, or a debate.

4) Argumentation

The writer of an argumentative piece must be able to mobilize and persuade the readers to change their viewpoints about a subject that is essential and debatable. Therefore, written arguments possess the ability to persuade or seduce. Wishon & Burks claimed that argumentation is used to persuade and convince.

5) Persuasive

An invitation or a guideline to do what the text means can be found in a persuasive text. The goal of persuasive writing is to influence the reader to support a certain point of view or action. Of course, a sentence or word that can influence the reader is necessary in order to invite them.

d. Process of Writing

Writing is challenging work because students must pay attention to the content, organization, purpose of the text, vocabulary, grammatical area, and mechanics in writing a paragraph (Siswita, 2014). The writing process must be completed in multiple steps; it cannot be solved in a single step. This is because, for students to achieve their objectives, they need to correct and rewrite their written output multiple times to produce something in written language. According to Oshima (2007), the several steps of writing are pre-writing, organizing, writing, and polishing. The descriptions are as follows:

1) Pre – Writing

Pre-writing is a way of creating new ideas. During this phase, Students pick a subject and collect information to describe the issue.

2) Organizing

The organizing step is to compile the ideas into a clear statement outline.

3) Writing

The writing process moves on to the construction of a draft. Using as a guide the outline that the students created. Students should attempt to write the draft quickly without examining spelling, grammar, or punctuation. Put their beliefs on paper.

4) Polishing

In this stage, the students polish what they have written. This is another term for editing and modifying. The best polishing is done if students divide it into two stages. Addressing the first step is too significant issues with the content and organization (revising). After that, concentrate on the text's small mechanics problems (editing).

e. Assessment of Writing

After students complete their writing assignments, researchers must evaluate their work and give assessments. It is used to identify the next step in treating students' writing difficulties as well as to evaluate students' writing abilities in a variety of components. According to Weigle, 2002), the development of the scoring rubric has resulted in improved tests and scoring. The test was scored using a scoring rubric adapted from Brown (2004);

Table 2.1 scoring rubric from Brown (2004)

Components of Writing	Score	Level	Indicators	Weighting
Content (C)	4	Excellent	Present the information well chosen details across the paragraph	3
	3	Good	Present the information with details in parts of the paragraph	
	2	Fair	Present the information with some details	
	1	Poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good in vocabulary choice	2.5
	3	Good	Error in vocabulary choice are few and do not interfere with understanding	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding	
	1	Poor	Many error in vocabulary choice that severally interfere with understanding	
Grammar (G)	4	Excellent	Good in grammar	2.5
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding	
	1	Poor	Many error in grammar choice that severally interfere with understanding	
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization	2
	3	Good	Error in spelling, punctuation and capitalization are few	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding	
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding	

$$\text{Final Score} = \frac{3C+2.5V+2.5G+2M}{40} \times 100$$

f. Indicators of the Student's Success in Writing Skill

Indicators are used to monitor students' learning progress, especially while studying writing, by looking at their writing abilities. According to Ritchey (2016), some signs of students' progress in writing skills are as follows:

Table 2.2 signs of students' progress in writing skills by Ritchey (2016)

Category	Skills
Types of text and the	1. Students are supposed to construct a product in which they discuss and express an opinion on the product with documented reasoning.

Purposes of the text	2. Students are supposed to write writings in which they construct a topic and offer information about it.
Production and description of writing	1. Students should respond to questions and give feedback to their classmates to enhance their writing.
Research to build and present knowledge	1. Students are supposed to participate in research work, read a book, and communicate their thoughts in writing. 2. To answer the question, students are supposed to recall facts from their own experiences or obtain information from a supplied source.

2. Google Jamboard

a. Definition of Google Jamboard

In this research, the researcher chooses google jamboard as a medium for learning to write because this follows the writing problems experienced by students at SMK Negeri 3 Pacitan. According to Sweeney et al. (2021), Google Jamboard is a web-based whiteboard system that came out in 2017 as a hardware and software package with a 55" touchscreen display and an annual support payment. Now it can be accessed at <https://jamboard.google.com/> and enables real-time co-authoring of either iOS or Android using a browser on any laptop, tablet, or smartphone.

Now Google Jamboard is easy to use, and the material is saved automatically on google drive so that students can access it anytime. Up to 50 editors can use it; each consists of up to 20 slides. To share with students, the teacher must duplicate the master version and then share the link. The features in Google Jamboard include a pen tool, highlighter, eraser, shape tool, text box/notes, and sharing pictures.

Teachers and students can make interactive learning activities. According to Virto et al. (2020), Google Jamboard is an interactive smartboard that enables teachers and students to collaborate on a virtual whiteboard so they may generate ideas and make sketches. The teacher can direct students to create ideas together for writing text together.

Google Jamboard can be a new way to learn writing based on applications to learning to write in a more advanced and collaborative way. Based on the intervention, it can be concluded that Google Jamboard is an interactive platform that helps students write more easily and fun way, especially to writing descriptive text.

b. The Benefit of Using Google Jamboard

The benefit of using Google Jamboard is when using this application that it makes it easier for students to learn, especially learning to write. According to Sweeney et al. (2021), there are several advantages of using Google Jamboard in learning as follows:

- 1) Google Jamboard is free to use. We can use Google Jamboard whenever and wherever without having to spend money.
- 2) Many participants may edit the same slide or different slides at one time. Marks and text appear in almost real-time.
- 3) It can be accessed via the browser on a laptop, tablet, or phone or via the Google Jamboard phone/tablet application.
- 4) No login/registration is required of students if the instructor creates the Google Jamboard.
- 5) Editors may be anonymous, which can encourage shy participants.

- 6) Google Jamboard saves all edits automatically to the cloud, and these are accessible via Google Drive. It is also possible to export an entire Jamboard as a PDF file as a study aid or record of the session.
- 7) Possible to duplicate Google Jamboard for multiple uses.
- 8) Ease of use.

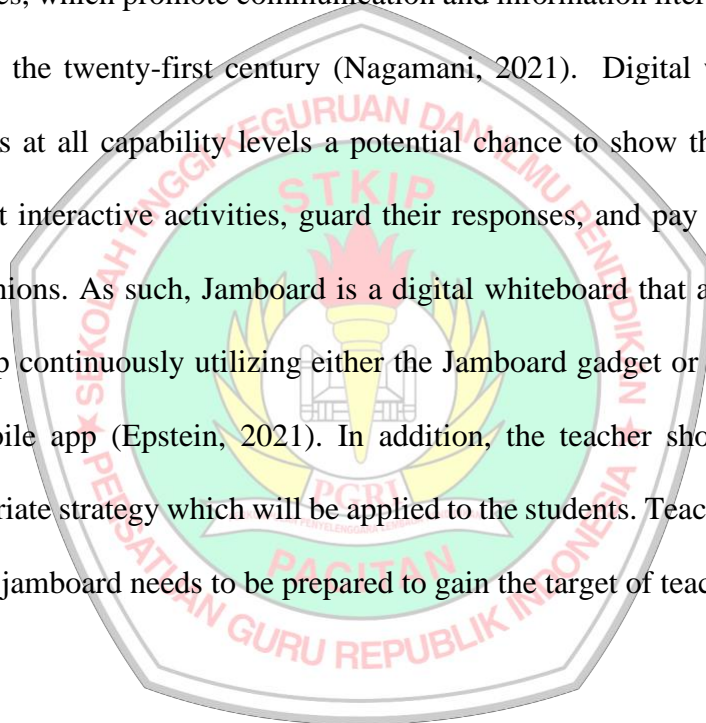
c. Weaknesses of Using Google Jamboard

Using Google Jamboard also has some lacks. According to Sweeney et al. (2021), there are several lacks of using Google Jamboard in learning as follows:

- 1) A maximum of 20 slides per Jamboard.
- 2) A maximum of 50 collaborators can edit simultaneously. In practice, no more than 6-7 editing collaborators are recommended per slide at one time.
- 3) Relies on an active internet connection.
- 4) Instructors must create a free google account to create the Jamboard initially.
- 5) Anonymity may also be undesirable in some situations. If participants log in with a google account, attribution is visible during live editing.
- 6) Duplication of Jamboards for more significant numbers of the group may be time-consuming.
- 7) The cognitive load on students is due to familiarising themselves with another online platform.
- 8) The student may also change or delete parts of the Jamboard slides in an undesired way.

3. Teaching Writing with Google Jamboard

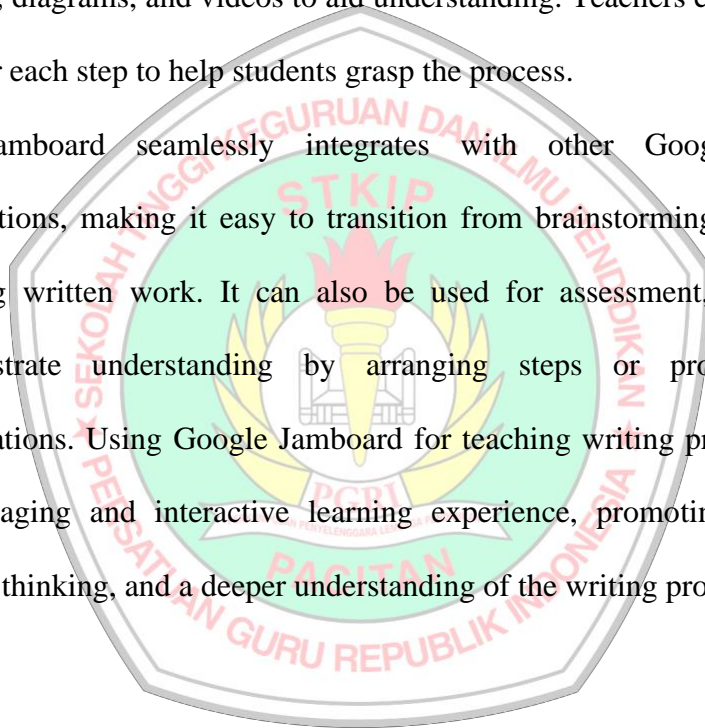
Teaching writing has the aim of facilitating the development of multiliteracy for educational or employment purposes, as well as for full participation in society (Manchón, 2012). Technology has turned out to be supportive of traditional and new approaches to teaching writing (Bloch, 2012). One of the technologies that can be used in teaching English is using Google Jamboard. It delivers real learning opportunities for both instructors and students. Students obtain a great deal of knowledge by participating in Jamboard activities, which promote communication and information literacy skills that are vital in the twenty-first century (Nagamani, 2021). Digital whiteboards give students at all capability levels a potential chance to show their arrangement, conduct interactive activities, guard their responses, and pay attention to their companions. As such, Jamboard is a digital whiteboard that allows learners to team up continuously utilizing either the Jamboard gadget or internet browser, or mobile app (Epstein, 2021). In addition, the teacher should find out the appropriate strategy which will be applied to the students. Teaching writing with google jamboard needs to be prepared to gain the target of teaching writing.



4. Teaching Writing Procedures Using Google Jamboard

Google Jamboard offers powerful features to enhance teaching writing procedures. Teachers can create visually appealing templates with sections for topic introduction, materials list, and step-by-step outlines. The Jamboard can be shared with the whole class for real-time collaboration. Students can use digital sticky notes to brainstorm, suggest ideas, and ask questions. This fosters active participation, critical thinking, and peer learning. Jamboard allows integration of images, diagrams, and videos to aid understanding. Teachers can include visual aids for each step to help students grasp the process.

Jamboard seamlessly integrates with other Google productivity applications, making it easy to transition from brainstorming to drafting and refining written work. It can also be used for assessment, where students demonstrate understanding by arranging steps or providing detailed explanations. Using Google Jamboard for teaching writing procedures creates an engaging and interactive learning experience, promoting collaboration, critical thinking, and a deeper understanding of the writing process.



B. Previous Study

The researcher submitted five previous studies on the topic to evaluate whether there were any relevant studies with the subject indicated in this title. Several previous studies have similarities and differences. The first research was entitled “*The Use of Padlet Application to Improve Writing Skills of The Tenth Grade Students of SMKN 2 Salatiga in the Academic Year 2018/2019*”. The purpose of this research is to learn how to utilize the padlet application to improve students’ writing abilities. This research used Classroom Action Research. It focused on the accommodations of the tenth grade of SMKN 2 Salatiga for the academic year 2018/2019. This study found that using the padlet application to learn English can help students improve their writing skills. Students’ writing skills increased by 31.43 percent and 51.40 percent throughout cycle I. The researcher employed a pre-test, treatments, and post-test in this study. Students’ writing skills increased by 57.14 percent and 88.57 percent throughout cycle II.

The differences between this first previous study with the researcher’s study are the research subject and the media to be studied. The subject of the previous study was the tenth grade of SMKN Salatiga in the academic year 2018/2019, whereas this research subject is the tenth grade of SMK Negeri 3 Pacitan, academic year 2022/2023, and the previous study used padlet application media, whereas this research uses Google Jamboard as a media.

The next research was conducted by Sweeney et al. (2021), Entitled “*Google Jamboard for Virtual Anatomy Education*” Three institutions provided the research subject for this study; Queen’s University Belfast (QUB), University of Dundee (UoD), and Lincoln Memorial University. Sweeney et al. did the following study.

Three institutions—Queen’s University Belfast (QUB), University of Dundee (UoD), and Lincoln Memorial University—provided the research subject for this study. The purpose of this paper is to share experiences and lessons from utilizing Google Jamboard during the middle of the pandemic. The author used a qualitative research design using interview-based data collecting for this study. This research resulted in Google Jamboard, enabling educators to test collaborative virtual learning alternatives regardless of cost or location. This program delivers a flexible, team-based learning environment that may be packaged for use in higher education and shows additional promise for interprofessional collaboration.

There are several differences between this study and the researcher’s study. First, this study uses qualitative research and it’s collected by interview data collection. Meanwhile, the researcher’s study uses Class Action Research. Second, this study finds out the implementation of Google Jamboard for virtual anatomy education, whereas the researcher wants to find out the implementation of Google Jamboard in writing skills. The last research subject is from three institutions, while the researcher’s subject is from just one institution.

The third research was done by Insani (2020), Entitled “*The Use of Instagram to Improve Students’ Writing Skills in Descriptive Text.*” The objective of this study was to find out if the use of Instagram can improve students’ writing skills in descriptive text. This previous study used a pre-experimental research method, which was one group pre-test and post-test design. The researcher used a quantitative approach to analyze data. This study focuses on students at the tenth grade of SMAN 2 Wajo. This study found that the use of Instagram can improve students’ writing skills. The students’ mean score on the pre-test was 66.84, while

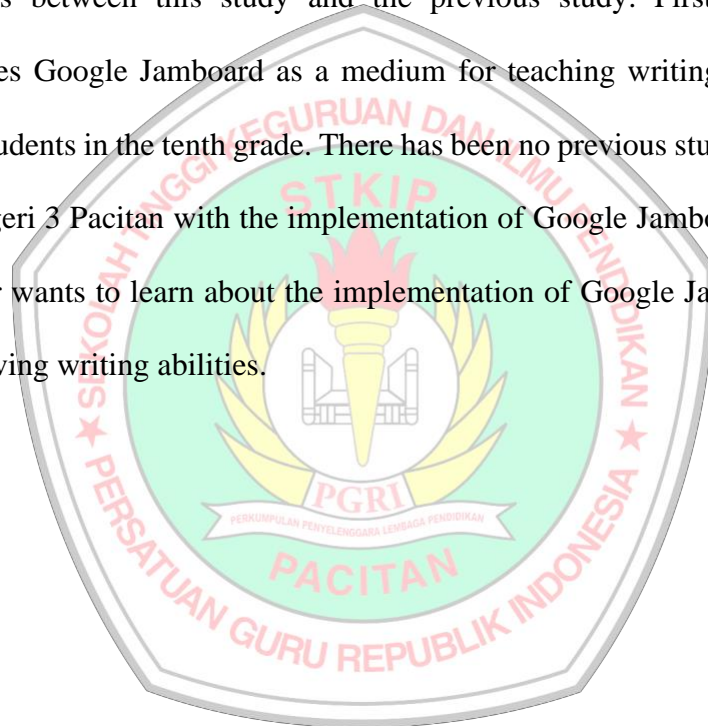
it was 79.36 for the post-test score. This previous study's subject, medium, and technique of research differ from the researcher's research.

The fourth was conducted by Carlos (2022), entitled "*Jamboard as an Interactive Platform Toward Improving Students' Writing Competency in Stylistics and Discourse Analysis.*" The objectives of the research are to evaluate and describe the effectiveness of digital whiteboards such as Jamboard in improving the writing competency of major English students in the course Stylistics and Discourse Analysis. This study used a quasi-experimental method in which the respondents were grouped as a treatment group and a controlled group. This study focuses on students from the Third year BSED English major students of the College of Education, Don Honorio Ventura State University. The study found that using the strategy has a significant effect on writing competency. The similarities between these two studies are that both use Google Jamboard media. The object and method of this study are different from the researcher's study. Another difference is that this study uses Google Jamboard for an online class, but the researcher uses Jamboard for an offline class.

The fifth study was done by Khoiriyah et al. (2022), entitled "*The Use of Google Jamboard for Synchronous Collaborative Reading Strategies: The Students' Acceptance.*" This research aims to examine the student's acceptance of the use of the Google Jamboard application for language learning, especially for collaborative reading strategies. This study uses qualitative and quantitative methods for collecting data. The object of this Research was English Language Education Department students in the second semester of the academic year 2020/2021 in one of the universities in east java. According to the finding of this

research, students have an honest intention to use Jamboard as a learning tool. As a result, the Google Jamboard is recommended as a medium for collaborative reading strategies. The similarities between these two studies are that both use Google Jamboard media. The subject of study, the object of the study, research technique change between this prior study and the researcher's study.

Based on previous research, the researcher wants to do research on the usage of google jamboard to improve students' writing skills. The following are the differences between this study and the previous study. First, the researcher investigates Google Jamboard as a medium for teaching writing SMK Negeri 3 Pacitan students in the tenth grade. There has been no previous study completed for SMK Negeri 3 Pacitan with the implementation of Google Jamboard. Second, the researcher wants to learn about the implementation of Google Jamboard as a tool for improving writing abilities.



C. Conceptual Framework

The conceptual framework that underlies this research is as follows:

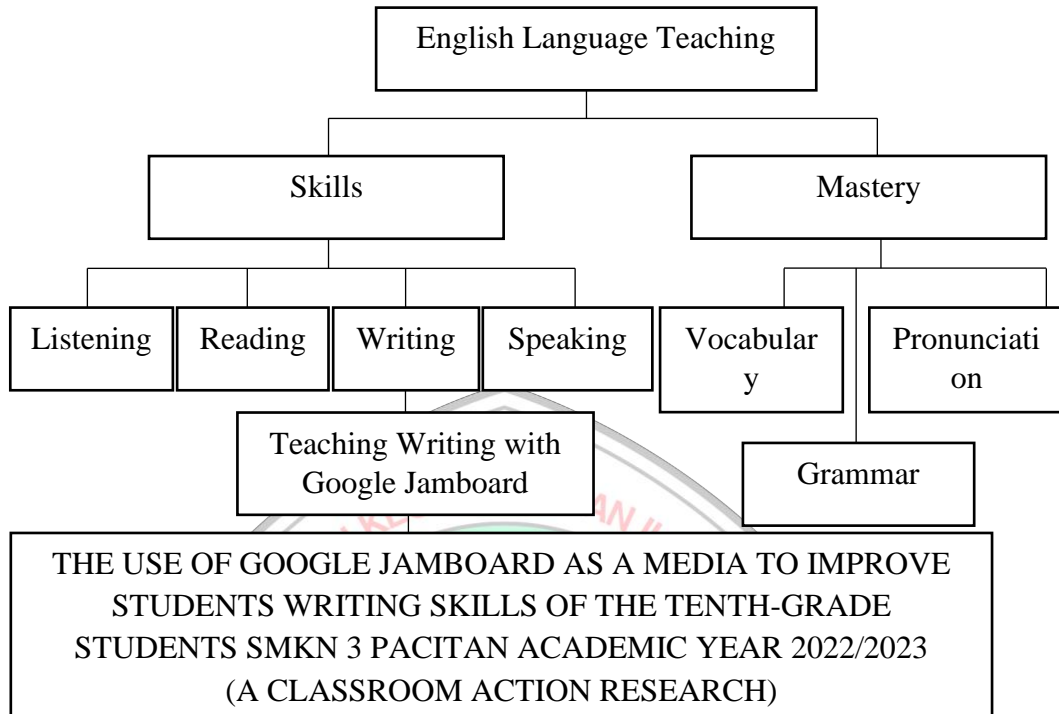


Figure 2.1 The Conceptual Framework of Google Jamboard implementation to improve Students writing skills

Learning English, especially in writing skills, is quite difficult to learn. Students, especially in senior high schools, often feel easily bored with learning in their classes, and eventually, they lack the motivation to learn to write. Therefore, something new is needed to teach writing. In this case, the researcher is trying to apply Google Jamboard as a medium which is a new thing for students. Thus the researchers hope that with Google Jamboard media, students' interest in writing can increase so that students can master writing skills well.

D. Hypothesis

According to the problem statement and the theoretical description mentioned in this research, the researcher proposes the following hypothesis that Google Jamboard is the appropriate media to teaching writing for the tenth-grade students at SMK Negeri 3 Pacitan academic year 2022/2023 then with the google jamboard media they can improve their writing skill significantly.

