CHAPTER I
INTRODUCTION

This chapter conveys an overview of the study. It covers the background of the study, research questions, research purposes, research significances, research framework, and previous research.

A. Background

As the facet of e-learning, online learning refers to learning via the internet and is done mainly at a distance (Dudeney & Hockly, 2007). It means that both students and teachers do not need to meet face-to-face in the classroom because of internet use to deliver all course content and coursework (Dudeney & Hockly, 2007). The internet itself will help teachers deliver the course and do other activities, such as giving quizzes, tests, etc. and letting them receive it in real-time. It will allow students to do learning activities in a setting that is not restricted by place or time (Gilbert, 2015).

However, online learning needs a learning platform (Dudeney & Hockly, 2007) that is compatible with learning activity. It is also called Virtual Learning Environment (VLE), a web-based platform in which course content can be stored. In the 21st century, which was called the modern era, finding a learning platform integrated into an educational context is not difficult. It is due to the development of ICT. There are massive learning platforms to facilitate online learning, such as Wiki, Edmodo, Google Classroom, Twitter, Facebook, etc.

In English learning, collaborative writing is seen as teaching writing strategies that can be done within an online learning environment (Choi, 2008). It has been applied in many contexts of EFL and ESL classrooms, which several of the researchers termed it as online collaborative writing. Choi (2008) has stated that when learners engage in an online collaborative learning environment, they are more willing to help and do collaborate. Other than that, it has proven to build up students' enjoyment in learning writing (Zou et al., 2016) to enhance students' motivation in learning writing (Aziz & Khatimah,

2019; Kılıçkaya, 2020; Zou et al., 2016), to improve students' self-confidence (Alsharidi, 2018; Rahmawanti & Umam, 2019; Rashid et al., 2019), to increase students' vocabulary (Suswati & Saleh, 2019), to improve students' writing performance in complexity, fluency, and accuracy (Sulistyo, 2019), and to practice exchanging opinion (Zou et al., 2016), feeling, and ideas (Supiani, 2017). It has the potential to help the students' writing for EFL learners that seen writing is challenging because of several factors, such as native language interference, English competence (e.g., grammar knowledge, vocabulary mastery), motivation, reading habit, class condition, the aids available for teaching, and the availability of time (Hidayati, 2018). Writing is also complex because it deals with several criteria to be fulfilled on its product, such as organization, cohesion, coherence, vocabulary use, and mechanics (Brown, 2001).

In the Indonesian context, some studies have explored the practice of online collaborative writing. First, Ardiasih & Rasyid (2019) investigated online collaborative writing using Wiki to enhance undergraduate students in writing an argumentative essay by conducting a test and understanding students' perceptions toward the activity. Second, Andini (2019) examined the second year of senior high school students' perception of using Facebook in collaborative writing activity to determine whether it has a contribution in writing activity by interviewing them. Third, Irmawati (2019) discussed the use of Facebook to write descriptive text by analyzing junior high school students' participation, response, and writing performance in writing a descriptive text.

In a different manner, this research chooses Schoology as a learning platform. Based on previous researches, the learning platform to support online collaborative writing used Wiki, Google Docs, Wiki embedded in Moodle, Etherpad, Padlet, Facebook, and Blogs so far (Andini, 2019; Irmawati, 2019; Liu et al., 2018; Rashid et al., 2019; Sulistyo, 2019). Since Schoology is one of Learning Management System (LMS) that offers an opportunity to do online collaboration and communication (Tucker, 2012) for teacher and teacher, teacher and students, and even students and students (Rama & Rahim, 2018),

Schoology seems can be used to facilitate collaborative writing activity. It is in line with an opportunity stated by (Viollita et al., 2018) that Schoology help to share, collaborate, and discuss any ideas without limitation of time.

Furthermore, this research aims to investigate the use of online collaborative writing in Schoology to write an argumentative paragraph. It will reveal the process and response given by students toward the activity in online collaborative writing. In terms of the process, how online collaborative writing is done in an English online classroom to teach argumentative paragraph is observed and the material must be taught based on the syllabus. Then, the students' response is explored regarding the writing activities in online collaborative writing. Analyzing students' responses is done to understand the benefits offered by online collaborative writing on Schoology based on students' learning experience and to find out the possibility of using Schoology as media to support online collaborative writing.

B. Reseach Questions

Several questions regarding the problem mentioned in the background are:

1. How is the process of using online collaborative writing on Schoology?
2. What are the students' responses of using online collaborative writing on Schoology to improve students' writing of argumentative paragraphs?

C. Research Purposes

Regarding the research problems above, this research aims:

1. To find out the process of using online collaborative writing on Schoology.
2. To reveal the students' responses of using online collaborative writing on Schoology to improve students' writing of argumentative paragraphs.

D. Research Significances

Practically, this research is expected to give significances to students and teachers. Students are expected to get the advantages of online collaborative writing on Schoology in order to help them develop their writing performance. Teachers are also expected to get information that online collaborative writing

on Schoology can be a suitable method to teach writing for students, especially in an online classroom.

Theoretically, the result of this research may contribute to the addition of a literature review regarding online collaborative writing, which can be evaluated to make better improvement of students' writing performance. Besides, it can be applied as theories in English teaching, especially in teaching writing with technology.

E. Rationale

The term of online learning has developed rapidly and well-known among educational institutions. It is defined as a leaning that takes place via internet (Dudeney & Hockly, 2007). Similarly, Dabbagh & Bannan-Ritland (2005) explained that online learning is an open and distributed learning environment that uses internet and web-based technology to facilitate learning activity. It means that without having to engage in traditional classrooms, in which students meet their teacher at the classroom to sit and listen passively to teacher's explanation, learning can still be held. Online learning is often held in learning platforms of Virtual Learning Environment (VLE) (Dudeney & Hockly, 2007). VLE is also called Learning Management System of Software (LMS) and online delivery system (Ko & Rossen, 2017). One of Learning Management System (LMS) that is designed to create an interface for educators is Schoology (Tucker, 2012).

Collaborative writing is a teaching writing strategy that allows the writer to work with their partners to create a written text. It involves social interactions that require each person to exchange their opinions and thoughts, negotiate meaning, and joint decisions (Storch, 2013, cited in Li, 2018). Collaborative writing can be held in online learning. It can be termed as online collaborative writing. It refers to a collaborative writing activity that is conducted in an online class (Ardiasih & Rasyid, 2019). Since it is conducted online, the learning activities take place via internet (Dudeney & Hockly, 2007). It can use a learning platform, such as Schoology. Schoology is a learning platform that has combined social networking with learning

management to create an interface for educators (Tucker, 2012). It adopts Facebook as an interface and feature which allows interaction and collaboration between teacher and teacher, students and teacher, and even students and students (Ardi, 2017; Irawan et al., 2017; Rama & Rahim, 2018).

During the learning process of online collaborative writing, students and teacher engage in several online collaborative writing stages by X. Li et al., (2012, 2014) and Tynan et al., (2012). There are four stages in total, namely group pre-writing, group drafting, group revising, and group editing. In group pre-writing, students do online discussion related to complete the writing task, such as context, purpose, audience, genre of writing, writing topic, writing content, roles, and each member's responsibility via the learning platform. They also gather ideas and information to enrich the content. But before those activities conducted, teacher should make sure that the learning platform that is used is accessible by students and ensure that the course materials have been designed and posted in the learning platform. In group drafting, students work collaboratively to write the first draft in the learning platform. To avoid editing clash, they can write it asynchronously in sequence. Then it should be submitted into the learning platform. In group revising, students re-read the other group's draft and give them feedback on the learning platform. Teacher can involve in this stage to help students giving peer-feedback. After that, students revise their draft based on the feedback they got. In group editing, students who have already got the feedback in the previous stage should edit their drafts after few days getting feedback. It will become the final draft.

Therefore, the steps that students faced in this study are based on X. Li et al., (2012, 2014) and Tynan et al., (2012)'s theory. First, students should read carefully to the posted writing task on Schoology before discussing with groups. After that, the students discuss synchronously to get the decision about the writing content, roles, and responsibility of each member. Then, they start to write the first draft asynchronously on the discussion page on Schoology feature. Next, students give feedback to other groups' work and get feedback either from teacher or other students. The feedback is discussed to be revised.

Last, students edit their draft after few days and submit it to the course materials' submission or simply put it down in the comment section on Schoology.

F. Previous Research

Several previous studies that are relevant to the concern discussed in this research are explained as follows:

The first study was done by Irmawati (2019), entitled 'How to Make Use of Facebook to Write Descriptive Texts.' The study was conducted in the second grade of junior high school students in Indonesia. This action research investigated students' participation during online writing on Facebook, students' descriptive writing performances, and students' responses toward Facebook writing. The outcome of the study unveiled that using Facebook supports students in improving their writing skills in writing a descriptive text. Their scores in writing developed in content, organization, vocabulary, grammar, and mechanics. Their involvement in writing also increased. Their positive response showed that Facebook is an exciting media to write and increase their motivation to write well.

The second study is entitled 'Collaborative Tasks in Wiki-based Environment in EFL Learning' by Zou et al. (2016). It was conducted to undergraduate students in China. It investigated the impact of Wiki in writing a collaborative task in an online classroom. The impact was analyzed from students' perceptions and comparison scores in pre-test and post-test conducted to the experimental and control groups. It was found that the EFL college students enjoyed writing on Wiki because it let them give and receive feedback provided by their partners, and discuss and share an opinion with their friends. It was also strengthened that the experimental group performs better scores than the control group.

The last study was done by Cho (2017), which entitled 'Synchronous Web-based Collaborative Writing: Factors Mediating Interaction among Second-Language Writers'. It examined the interaction pattern and the factors mediated the interaction among three Asian ESL learners in an online

classroom. The learners wrote a debate summary collaboratively on Google Docs and communicated with their partners via text-chat and voice-chat. The result of this action research revealed that the interaction patterns involved are facilitator/participants in text-chat communication and collaborative in voice-chat communication. So, the mode of communication (text-chat and voice-chat) is one factor that mediates interaction among learners. Task representations, matches/mismatches between participants' self and other-perceived roles, learners' perception of peer feedback, and task repetition were the other factors that influence the interaction.

The previous studies are different from this present research in several aspects. First, Schoology is selected as the media to support online collaborative writing. It is a learning management system (LMS) used as an educational application that encourages communication and collaboration (Irawan et al., 2017; Tucker, 2012). However, in an online classroom of collaborative writing, the use of Schoology is quite rare, as stated before. Second, this research focuses on finding out how online collaborative writing using Schoology implement in an online classroom by interviewing the teacher who implements the activity. Last, this research concerns the students' responses by implementing online collaborative writing. At the same time, the previous studies focus on the students' perception, students' interaction, and students' responses that combined with their test result and their participation.