CHAPTER II
THEORETICAL BACKGROUND

A. The Development of Technology in Language Learning

Since the early 1960s, the developments of technologies have led to new opportunities for learning rather than sitting in a traditional classroom method. These new methods include computer-assisted and e-learning, which is supported by formal and informal learning opportunities (Yang & Chen, 2006). This development was made to increase the effectiveness of learning by adjusting students' needs and learning goals.

In the early 1980s the term of Computer Assisted Language Learning was emerged. By 1982 it was widespread in the UK as Computer-Assisted Learning (CAL) and Computer Assisted Language Learning (CALL), where the USA preferred Computer-Aided Instruction (CAI) and Computer-Aided Language Instruction (CALI) appearing in the name of CALICO (founded in 1982), as the first professional association devoted to promote the use of computers in language learning and teaching. The term CALI have fallen out of its programmed learning, example a teacher-centred than student-centred, and now the dominant term to used is CALL (Davies, et al, 2012). In other words, the term CALL refers to the use of computers as a tool to assist in learning languages.

Through the 1980s CALL developed its space from leanings towards behaviorism and drill-and-practice to communicative approach and a range of new technologies, includes highly interactive and communicative support

for listening, speaking, reading and writing (Davies, et al, 2012). The use of computer for enhancing teaching and learning have been developed. And the interest in using computer as tools to support language learning is growing, both from the perspective of language educator and the language learner (Liu, Moore, Graham &Lee, 2002). The development of CALL aim to obtain learning goals which still maintain students' need and their interest.

Through the last decade, the widespread of mobile technologies has encouraged a new evolution in technology-enhanced learning (Duman, Orhon & Gedik, 2014). In principle, the use of mobile technologies (mobile-learning) refers to teaching and learning with the use of mobile technologies such as mobile phones, media players, smart phones, PDAs, and tablet computers, which are potentially available anytime and anywhere (Duman, Orhon & Gedik, 2014). The use of mobile technologies is because of its effectiveness use than previous technology, CALL.

In the past half-decade, Digital Writing Tools appeared. DWTs itself refers to those are digital tools utilize to assist in writing. The existence of DWTs in teaching writing is useful, since writing is very complex skill that students are required to express their feeling and idea in written form (Fadhilawati and Sari, 2018). Fadhilawati and Sari (2018) found that students get difficulties in generating and organizing ideas also in translating the ideas into readable text. Thus, learning how to write well is important matter for the students in order that they can master the targeted language.

To solve this case, "teachers should find a writing task that motivates the students and find the general topic that is interesting for the students" (Harmer, 2004 as cited in Fadhilawati and Rina, 2018). Hence, DWTs are expected to resolve the difficulties because it provides what students need in writing process to achieve well written text.

There are many various DWTs that can be utilized, particularly Word processing that increases writing motivation (MacArthur, 2009); features of power point (Hitchock, et al 2016); computers, laptops, mobile phones, tablets (Nobles and Paganucci, 2015); grammar checker and virtual dictionary (Tandiana and Saputra, 2018). Actually The utilizing of DWTs are not restricted, as long as it can be used to help writing process.

B. Teaching Writing

1. Principle of Teaching Writing

There are some principles of teaching writing. Nunan (2003) claimed that teacher should consider while planning a writing course:

a) Understand students' reason for writing.

b) Provide many opportunities for the students' write.

c) Make feedback helpful and meaningful.

d) Clarify for yourself, and for your student.

In teaching writing, the teacher should apply the principles of teaching writing, such as knowing what the students' purposes of writing, preparing students' need when they are writing, and giving feedback to

assist them to comprehend about the learning material after the process of learning. Thus, those principles will work well when the teacher have the ability to apply it properly and guide the students correctly.

To sump up, it can be concluded that in the principles of teaching writing the teacher should facilitate and guide the students to make them easier in the process of writing.

2. Steps of Writing

There are some steps of writing that should be followed. Meyers (2003) claimed that good writing consists of six steps, as follows:

a) Exploring ideas
    1). Consider the subject
    2). Consider the purpose
    3). Consider the audience
b) Prewrite – using one or more of these methods.
    1). Brainstorming
    2). Clustering
    3). Prewriting
c) Organize
    1). Select
    2). Outline
d) Write a first draft
    1). write quickly to record your thoughts
    2). put notes and new ideas in the margin
e) Revise the draft
    1). read it loud
    2). add material and move material around
f) Produce the final copy

1). editing

2). copy over or print a clean copy

3). read carefully for errors and then make another clean copy.

It means that steps of writing are exploring ideas, prewriting, organizing, drafting, revising and producing the final copy. The first steps before someone starts writing is exploring the ideas and then brainstorming, organizing the thought trying to put the ideas is in prewriting steps, next step is drafting the ideas, revising a part of the writing, and the last step is producing the writing result.

Therefore, writing has some steps which is very important. Before writing, the students should master those steps of writing because it will assist them in the process of writing by following it step by step.

C. Analytical Exposition Text

Analytical Exposition is one of argumentative writing, that is a text that elaborates the writer's idea about the phenomenon surrounding. It means analytical exposition text is a text with evaluates a topic critically, also followed by some arguments to support it, but focuses only on one side of an argument.

1. Social Function of Analytical Exposition

Social function of analytical exposition is to analyze the topic and to convince of influence the reader that this opinion is correct and supported by arguments, and to convince the reader that the topic presented was an important topic to discussed or gained attention by

way of providing arguments or opinions that support the main idea or topic.

2. Structure of Analytical Exposition

The following are the general structure of analytical exposition:

a. Thesis

It contains writer's opinion about something. It also introduces topics and indicates the writers position.

b. Arguments

It contains the arguments to support the writer's position. The number of arguments may vary, but each argument must be supported by evidence and explanation.

c. Reiteration

Restating the writer's point of view/to strengthen the thesis. There are some gambits used to make conclusion in reiteration:

1) From the fact above, …
2) I personally believe….
3) Therefore, my conclusion is that…

The writing of AE requires the writers to have strong evidence to prove the arguments given, it aims to persuade the target readers to argue with writers' point of view.

3. Language features of Analytical Exposition

The following are language features of analytical exposition,

a. Focus on generic human or non-human participants

b. Expressions of stating opinion

In AE, we present one side of an issue and give some arguments. Therefore, we need to state our opinion. Here are some expressions to start

- I believe…

Example: I believe recycling plastic can reduce the pollution.

- I think…

Example: I think government should fine people who litters.

c. Use simple present tense

Most AEs use simple present tense and passive voice

d. Time connectives

When we are writing AE, we will use time connectives, such as *first, second… finally* in our arguments because they are useful to list ideas. They help us give a structured view of what we are writing.

e. Causal conjunctions

In AE, we usually use conjunction, such as *consequently, therefore, based on the arguments.*

f. Use emotive words

In AE, we usually use emotive words, for example *terrible, amazed, critical, disgusting,* etc. to persuade the readers.

g. Use of mental verbs

Example of mental verbs *think, decide, consider, believe*, etc.

h. Use of persuasive techniques

The persuasive techniques used such as generalizations to support the arguments, evidence and facts, and exaggerations to make things better or worse.

D. Stages of Utilizing Digital Writing Tools in Teaching Writing

Digital Writing Tools as a media used in teaching writing indicated that the teacher tried to teach in the new ways to help the students in teaching writing especially in analytical exposition text. Nobles and Paganucci (2015) revealed that integrating digital tools into the classroom will make the writing process more effective and improve the quality of the tasks produced by students. Therefore, in this research the teacher tried to

integrate the digital tools to the classroom that can be applied in teaching writing. How digital Writing Tools were utilized as the media in teaching writing in this research is presented in this part.

There are three steps when the teacher used this as medium in the classroom. First, the students were asked to bring the digital tools they have that would be used, such as laptop, phone or IPad. The teacher informed the students what Digital Writing Tools are and guide them how to utilize it in writing analytical exposition text.

Figure 1: The teacher gave explanation and example in utilizing DWTs

Figure 1 showed that the teacher gave explanation about Digital Writing Tools. In this step, teacher also give explanations about analytical exposition text; what are the definitions; social functions and the language features. While explaining it, the teacher did not used English exclusively in the classroom. In the beginning of the lesson, the teacher opened by using English. Besides, the teacher gave the instruction to the students by using English mixed by Bahasa if students have difficulty in understanding the explanation.

The second step. The teacher asked the students to try utilizing digital writing tools and to write analytical exposition text about topic that have been chosen by the teacher. In this step, the teacher also guided the students who had problem in the process of their writing and they were allowed to ask teacher and discussed to each other.

Figure 2: The student discussed with the teacher

Figure 2 showed that the teacher interacted with the students. They discussed about the appropriate reference to support their writing about topic he is stand for.

Figure 3: Student used Google to search the references

The last step, after thirty minutes writing on their text, the students who have finished their analytical exposition text are required to present their text in front of class it aims to discuss their text and to share opinion with the classmates. For students who have not finished their writing, they are asked to do it at home and post it via Instagram. Hence, the teacher and classmates can find out the text that has been written and share opinions there. It is also open to the public for those who want to express their opinions on topics written by students.
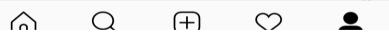

Figure 4: Students writing result on Instagram