CHAPTER II

LITERATURE REVIEW

2.1 WRITING SKILL

2.1.1 Writing as Language Skill

According to Pitamber Gautam (2019:74) Writing skill is a product of ingenuity carved through knowledge, learning, creativity and intellectual uprightness. Most of the educational systems across the world attribute advanced writing skill as a vital means and end of formal education regardless of level, discipline and mode of learning (White, 1986). On the basis of this view, it can be claimed that writing skill bears a pivotal role beyond peoples' usual comprehension. Based on expert opinions, it can be concluded that writing skill is a ability of conveying ideas, illusions, feelings in the form of meaningful symbols/signs/writing. In writing there are activities of arranging, deciphering a symbol/sign/writing in the form of a collection of letters that form words, a collection of words that form a collection of words or sentences, a collection of paragraphs forming sentences and a collection of paragraphs that form a complete and meaningful discourse or essay.

Writing in English is an activity that goes through a complex process so it requires continuous practice to be able to master writing skills well. For foreign language learners in Indonesia, writing in English is something that is often not easy. Writing for second language learners (second language) and foreign language (foreign language) are the most difficult skills because in writing, especially English, students are required to master basic writing competencies, such as using appropriate vocabulary and mastering grammar. so that the message can be conveyed well. Low mastery of competence in writing results in the emergence of errors, giving rise to ambiguous meanings and even confusing readers (F.N. Tarigan et al., 2022). Mistakes and errors are common in the

language learning process (Dulay et al., 1982). However, if these mistakes are left unchecked, these deficiencies will become fatal in the future.

Writing skills are very important because they help people convey their meaning without having to be physically present. Many companies have their first impression of a prospective employee written down by what they present on their resume, cover letter, and email communications.

In Al-Qur'an, writing also be the one of the important skills that should be learned and there are verses that stated the existence of thinking, namely:

وَلَوْ شِئْنَا لَرَفَعْنٰهُ بِهَا وَلٰكِنَّهٗ أَخْلَدَ إِلَى ٱلْأَرْضِ وَٱتَّبَعَ هَوٰىهُ ۚ فَمَثَلُهٗ كَمَثَلِ ٱلْكَلْبِ إِن تَحْمِلْ عَلَيْهِ يَلْهَثْ أَوْ تَتْرُكْهُ يَلْهَث ۚ ذٰلِكَ مَثَلُ ٱلْقَوْمِ ٱلَّذِينَ كَذَّبُواْ بِـَٔايٰتِنَا ۚ فَٱقْصُصِ ٱلْقَصَصَ لَعَلَّهُمْ يَتَفَكَّرُونَ

Meaning : " If We had willed, We would have raised (his level) with those (verses), but he tended to the world and followed his desires. So, the parable is like a dog. If you push him away, he sticks out his tongue and if you let him, he sticks out his tongue (too). Thus is the parable of those who deny Our verses. So, tell these stories to make them think." (QS. A'raf: 176).

In the Qur'an, surah Al-A'raf verse 176, it explains that Allah has given common sense to every human being he created so that they are able to think with good thoughts. Therefore, there are things related to common sense that are created which are the distinguishing fact between humans and other creatures created by God. Based on this explanation, the researcher was interested in conducting research entitled " An Analysis Of Trello Application On Achievement Students' Writing Skill " because using common sense to think is a potential advantage in improving writing skills.

Other Quran's verse about helping in Quran, Al- Alaq : 4

الَّذِيْ عَلَّمَ بِالْقَلَمِ

Meaning   : " who teaches (humans) with the pen."

This verse explains that Allah taught humans to write with a pen or other writing instrument. Writing is useful for storing and spreading messages and knowledge to other people.

There is a hadith that explains writing, namely :

Tie Knowledge with Writing From 'Abdullah bin 'Amr and Anas bin Malik radhiyallahu 'anhuma, Rasulullah sallallaahu 'alaihi wa sallam said,

<div dir="rtl">قَيِّدُوا العِلمَ بالكِتابِ</div>

"Guard knowledge by writing." (Saheeh Al-Jami', no.4434. Shaykh Al-Albani said that this hadith is authentic).

What is meant by qayyidul 'ilma is to strengthen and memorize and guard it so that it does not fall away. If knowledge is continuously heard, the heart will find it difficult to remember it. Knowledge is tied up and then guarded. If the heart often forgets, the knowledge will slowly disappear. That is why it is important to take notes. Allah has also taught His servants to take notes because it is beneficial for them. Allah SWT says ;

<div dir="rtl">يَٰٓأَيُّهَا الَّذِيْنَ اٰمَنُوْٓا اِذَا تَدَايَنْتُمْ بِدَيْنٍ اِلٰٓى اَجَلٍ مُّسَمًّى فَاكْتُبُوْهُۗ</div>

"You who believe, if you do not pay in cash for the specified time, you should write it down." (QS. Al-Baqarah: 282)

Writing skills includes the knowledge and ability related to presenting concepts in written form. Employers in every industry appreciate the ability to clearly explain ideas via writing. Well-written documents, emails, and blogs can persuade buyers to purchase a product or investors to collaborate with a business.

2.1.2 Writing Instructions in EFL Context

The majority of Indonesians have long considered English to be a challenging subject to learn. "Writing skills are much more difficult than the other

three skills—speaking, listening, and reading—because they require problem-solving and the use of strategies to accomplish communicative goals." Writing is seen as a challenging talent, particularly for second language learners, according to Daud & Kasim. Because students must first think in their native tongue before translating their thoughts or ideas into English, it is a challenging talent. The 2013 Indonesian curriculum includes a writing proficiency assessment called the Graduate Competency Standard (SKL), which is used to gauge students' writing proficiency. The qualifications of graduates' abilities, which encompass knowledge, attitudes, and skills, are known as the Graduates' Competency Standards (SKL). The ability to comprehend oral and written discourse in the forms of descriptive, recount, news item, narrative, report, procedure, and exposition has been introduced to the SKL in Senior High School English courses. Some standard competences for all talents follow these genres. A variety of short and basic functional essays in the form of recounts, narratives, procedures, descriptive essays, news, spoofs, reports, analyses, expositions, reprimand expositions, explanations, discussions, and reviews in the context of daily life are depicted in the curriculum as part of the standard competency of English subjects in senior high schools for writing skills. Teachers must use creativity while creating different classroom layouts in order to meet this benchmark writing skill.

2.1.3 Genre of EFL Writing

Hendri Saputra and Lenny Marzulina define genre as a collection of related literary genres. Furthermore, Mutiara O. Panjaitan asserts that genre is a method of accomplishing every communicative objective by employing language as its primary tool rather than a form or type of text. Hylan (2003) asserts that genre-based writing has unique traits and qualities, including grammatical patterns, rhetorical structures, textual elements, and linguistic aspects. The functions, structures, and linguistic characteristics of each genre vary. Descriptive writing is one of the genres that sixth semester students should study. A descriptive writing is one in which the author attempts to visualize the subject of the description. Description is used to describe a particular thing/object, place, or person.

Based on the research, a genre must be learned for the students there are: descriptive text, recount text, narrative text, report text, etc. For this study, the writer focused on the students' writing with the descriptive text genre.

2.1.4 Descriptive Text

Descriptive text is very much different from the other kinds of text. Descriptive text is the text that describes something of people, place, and object by carefully selecting details to leave a specific impression on the reader. Wyrick(1987:227) states, "The writer of description creates a word-picture of persons, places, objects and emotions using a careful selection of detail to make an impression on the reader."

Moreover, Wardiman (2008:122) defines descriptive text as a form of writing that vividly portrays a specific thing, animals, person, or any other subject, such as our pets or someone well-known.

As stated by Clouse (2004), descrptive writing plays a crucial role in our live as it stirs our emotions and broadens our experiences. Its appeal in descriptive travel writings published in magazines and newspapers might be attributed to the fact that it introduces us to areas we might not otherwise know much about. It is clear from the previous statement that descriptive writing is a type of writing that includes definitions, descriptions, and traits of an item, person, or thing. The simple present tense is then typically used in this descriptive paragraph. The lecturer must provide interest to the teaching and learning of descriptive text writing.

According to the descriptions given above, a descriptive writing is one that uses the writer's six senses—looks, smells, feels, acts, tastes, and sounds—to describe something so that readers or listeners might experience it as the author did. It helps another to understand your experience.

1. Generic structure of Descriptive Text

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They

are identification and description. Gerot and Peter (1994:208) mention that "there are two components in the descriptive text:

a. Identification :identifies phenomenon to be described. The identification usually occurs in the first paragraph

b. Description :describes parts. qualities, and characteristics". the description stated in the continuing paragraph. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

2. Kind of Descriptive Text

As previously mentioned, descriptive text serves to depict and describe varioussubjects, including people, places, and things. Consequently, it adopts three main forms;

a. Description of people : Describing individuals can be complex and may involve identification, impressions, or character sketches, depending on the situation and context

b. Description of place : When describing a place, like a room, there is no fixed order for organizing sentences in a descriptive paragraph however, the description should be well structured to help readers vividly imagine the scene being portrayed.

c. Description of things : Describing objects requires a writer's imaginative abilities to present subjects interestingly and vividly, utilizing proper nouns and effective verbs.

To assess students' writing, teachers employ various evaluation methods to ensure an accurate reflection of student learning outcomes. O'Malley and Pierce(1996) suggest that writing assessment should consider multiple aspects, encompassing not only mechanical and grammatical elements but also writing processes to assess students' diverse achievements. For this purpose, Weigle (2002)proposes analytical scoring as an effective tool, incorporating multiple

criteria, including content, organization, vocabulary, language usage, and mechanics.

3. Language Features of Descriptive Text

Language features used in writing descriptive text; simple present tense use descriptive text and some language features, such as action verb, adjective, agreement etc. According to Toago and Usman's (2013) assertions, learners who write descriptive texts utilize the simple present tense to inform readers about their descriptions and to explain nouns using adjectives. Sweet pet, gorgeous man, lovely places, etc., are a few examples. On the other hand, the action is indicated by the action verb. The writer has to be proficient in the basic present tense as well as some language use patterns seen in descriptive texts, including walk, read, sit, and so on. It is also simpler for students to convey their thoughts in well-written work because of the descriptive text's excellent language. Accordingly, pupils should understand the pattern of subject, verbal, and nominal phrases in the simple present tense.

2.2 TRELLO

2.2.1 Definition

Trello is a flexible tool that can be used as a personal to-do list or as a project management system to coordinate and assign tasks across your team. This can help with project management, but it takes some getting used to. We'll show you how to take advantage of this situation. Trello is based on the Kanban project management system, which uses lists and cards to organize activities into logical processes. Kanban boards represent the different stages of your process, and tasks flow along the list. Each step is completed from left to right. You are of course free to use it. Trello can be used in any way that suits you. This can be used to categorize projects based on their location. about home, to sort recipes by ingredients, or to keep track of everything. For example, elements of the game Dungeons & Dragons. Trello makes it possible to accomplish almost anything. Trello projects are available online. Android and iOS are supported. Trello also has a smartphone app.

An analysis of Trello as a digital learning platform and dynamic organizer for Project-Based Learning (PBL) courses. The paper is entitled "Utilizing Bloom's Taxonomy". This concert was led by Andre Fernando Uebe Mansur, Anabela Carvalho Alves, and Roberta Braga Torres. Completion of this research occurred in 2019. The researcher's findings are as follows: Various models, including Bloom's categorization, have been suggested to analyze the findings. Based on the comments of the authors and the results of the project, it can be concluded that Trello is a promising new provider of virtual learning environments (VLEs) and problem-based learning (PBL).

2.2.2 Benefits Of Trello

Managing teams and projects might occasionally seem like too much to handle. Thankfully, there are a number of free project management tools available to assist project managers in controlling their workflow. Trello is a tool-based solution that employs the Kanban technique of project management. Every project team member can see all of the activities connected to the project in a single landscape while using the Kanban Method. Trello allows users to divide projects into groups, graphically arrange projects into boards, and further break down groups into tasks. Trello's user-friendly layout makes it perfect for a variety of users, from individuals overseeing personal tasks like house remodeling to businesses managing numerous big projects and teams. Trello provides a range of representative service levels at different price ranges to accommodate user needs. The free version is the subject of this review.

2.2.3 Key Features

Trello users don't need to install software or enter product keys—all they need is an Internet connection. One board per project and an infinite number of boards can be created by registered users. Subgroups (cards) can then be assigned to each list, and users can allocate numerous task groups (lists) to each board. Users can either manually add cards or copy and paste pre-existing text lists from Excel or Microsoft Word.

With the latter approach, users can either make a card for every line of text or a single card that has several lines of text. Task lists, which only show up when the card is extended, are another way to further granulate cards. Additionally, users can remark on larger cards and contribute attachments. After creating a list, users can quickly replicate it and rearrange other lists. For instance, a seven-part seminar series with seven subjects and a corresponding task list for each topic was recently held at my library. We made one list and four cards in order to make this board easier to organize. We then copied the list and its cards six times, just altering the list's name each time. We used the platform's drag-and-drop tool to systematically rearrange the list after assigning a date to each session.

However, before we start, we will define it and clarify some terms:

1. Trello is based on the Kanban project management method, which organizes tasks into logistical processes using lists and cards. Kanban lists represent different stages in your process, and tasks move up and down the list from left to right as each step is completed. Naturally, you can use Trello wherever it is most convenient for you. For instance, it can be used to handle every facet of a Dungeons & Dragons game, classify recipes by ingredient, or arrange tasks by room. Trello enables you to do nearly anything. Trello projects are available on iOS, Android, and the web. Trello has a mobile app as well.

2. Trello arranges all of your projects into distinct boards, or groups. Multiple lists, each with its own set of chores, may be present on a single board. Books you are now reading, books you wish to read, or boards for organizing your blog's material are a few examples. Only one board can be displayed at a time, however you can examine several lists on a board simultaneously. Making new boards for each of your tasks is the best option.

3. Lists: You can add cards for particular jobs and make an infinite number of lists on the board. For instance, you may make a board for website development that has distinct lists for copywriting, feature development,

and home page design. Lists are another way to arrange your tasks. In a Kanban system, lists can also serve as stages. The work of going from one list to the next from left to right is shown as the project progresses through the pipeline.

4. Cards: Cards are the various items in the list. Think of this as loading ToDo list items. You need to set specific and achievable goals. You can explain it, convey it, talk about it with other users, and assign it to team members. Adding a list of subtasks or forming teams and assigning them boards are two options if your tasks are complicated. Both small and large groups who require access to particular lists or cards can benefit from this. Create a small team with a few clicks, then add it to your board.

5. Power-ups: Trello Lexicon refers to add-ons as power-ups. You can only add one PowerUp per board with the free plan, however this restriction is lifted with the business class subscription ($9.99/user/month). Power-ups can be used to add helpful features like a calendar view to check the expiration of cards, Slack connectivity, and a connection to Zapier to automate activities.
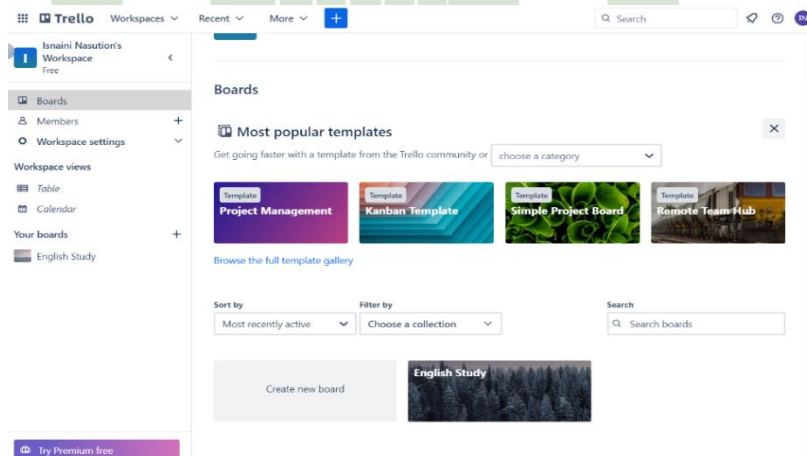
Figure 2.1 List of sample boards

By sending invitation emails straight from the project board, users can quickly organize teams and distribute cards to team members (board members). After a council member is given a card, the card will display

the design of the country along with the council member's initials. While a Trello account is not required to browse boards, individuals who do so will have access to more features and be able to receive notifications on their cards. Teams can be formed by users who collaborate regularly with the same group, doing away with the requirement to add individual board members. Users give cards due dates in order to help them finish activities on time. Users and their board members can use the Power-Up Feature to integrate the board into Gmail or Outlook when they have established a deadline.
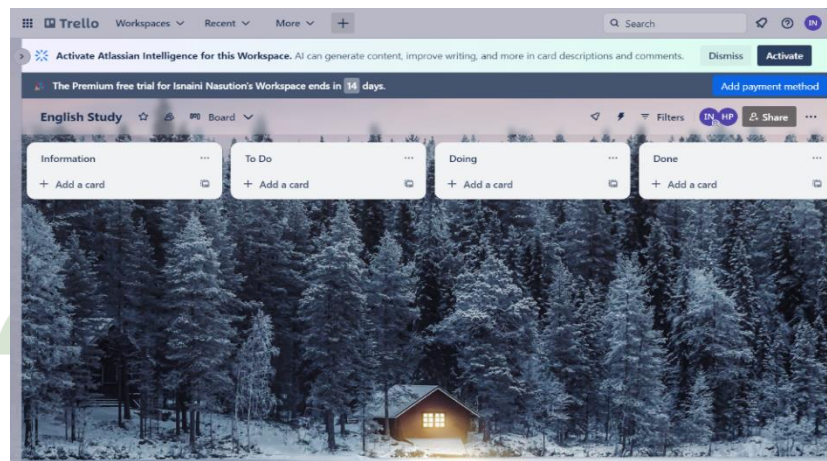
Figure 2.2 Card of sample cards

To integrate Trello into Outlook, users must follow these steps:

1. Open Outlook (client or web version)
2. Click the calendar tab, select "Open calendar"
3. Select "From the Internet"
4. Enter the personal uniform resource feed iCalendar locator (URL) generated by Trello.

Trello's FAQ contains instructions on how to integrate with Gmail. Trello Calendar will show up as a new calendar in Gmail and Outlook, which you can enable or disable as you choose. The default user calendar will not display Trello tasks. Trello is a visual tool, so users may categorize cards by giving them color-coded labels that can be further personalized with words that indicate status, like "completed" or "on

hold". Trello provides patterned labels instead of solid colored ones for users who are color blind. These labels can also be personalized with status words. The most effective approach to indicate activities as finished is with these color-coded labels. Finally, Trello provides two more national standard Power-Ups: Card Usage and Voting. Participants can be "liked" by users using the voting system. popular cards, and when a card hasn't been used for a while, consumers are notified by the Card Aging function. The cards get increasingly clearer as the first, second, and fourth weeks pass.

2.2.4 How To Use Trello

In Trello, nothing happens unless it is done on the board. So, for starters, you will need to create one. Open Trello in your web browser and sign in your Google account or create an account. To create a board, go through the following steps:

1. Click the Create a new board box, under Private Boards.
2. Give the board a name. You can also choose a background color or pattern here and change it later.
3. If you have multiple teams, select the team that has board access.
4. If you don't have a board yet, you can add members to it at any time. To do this, follow these steps:
5. Open the board from the Trello home page. Click the Share button at the top of the board on the left side of the page.
6. Enter the user's email address or Trello username to search.
7. If you don't know this information, you can create a shareable link and send it to someone.
8. After that, enter the names of all the members you want to invite, click Send Invitation.

Behind the cards, comments let you have a conversation. To see the reverse of a card, open it by clicking on it.

1. Add

Using the Write a comment text box located in the Activities section on the back of the card, you may add remarks to your cards. Naturally, you can follow up on responses that don't name you and automatically monitor cards that you haven't joined yet. You can uncheck the Monitor updates for this map check box if you don't want to view it. If you check the box once, it will be turned off by default going forward.

2. Add attachments

As you comment on the card, click the paperclip icon, choose the file to which you wish to attach the card, and then add the attachment to your activity stream. Additionally, it can be used to link Trello boards or cards.

3. Mention

Either click the @ icon beneath the comment input box and choose the member to mention, or use the user's username after the "@" to mention them in a comment. The remark will be sent to the designated user. A user who is not a board member will not be notified and will not be able to visit the board if you inadvertently mention them. Additionally, you can either use "@board" to refer to board members or "@card" to refer to card members in comments.

4. Add emojis

You can also add emojis to your comments by clicking the smile icon below the comment input field or surrounding

your emoji term with a colon (e.g. :emoji:). Paid subscribers can add their own emojis.

5. Edit and delete

To change or remove a remark, click the edit or delete option beneath it. Any board's comments can be edited or removed. Board administrators have the ability to remove non-administrators' comments from their boards, but you are unable to alter those of other users. Comments cannot be removed.

6. Share links to comments

To get a link to a specific comment, right-click the link's timestamp below the comment and select Copy Link from the browser menu.

7. Cooperation with other people

If another user enters a comment at the same time you do, you'll see an avatar with the info above the comment field.

2.2.5 Advantages and Disadvantages

To the advantage of this product being free, Trello is a great project management tool that can assist users in meeting deadlines. By assigning members to cards and using the comments function, Trello enables users to interact with board members. Setting deadlines and incorporating them into a personal calendar is a really helpful feature. Additionally, Trello gives customers a visual summary of project progress through the use of labels and due date reminders. For both individual and team management of small to medium-sized tasks on a personal and professional level, I suggest Trello.

The biggest drawback is that there is no easy way to set a task as complete. Currently, users can mark tasks as complete by applying color-coded labels; therefore, users will have to know that green, for example, indicates "done". Furthermore, to prevent cards from being displayed as overdue, users should

remove the due date and, if desired, provide an appropriate label. While this process works well for small-scale projects, it can get tricky- some with larger projects.

2.3 RELATIONSHIP BETWEEN TRELLO AND WRITING SKILL

With great advances in computer technology, English classrooms are now diversified because teachers can use various methods to ensure a fruitful teaching and learning process. Despite this, certain features on social networking sites are still questionable in relation to educational purposes.

Majid (2011) and Sharita (2012) state that language classes can make use of a number of web technology characteristics. Using YouTube videos, blogs, and online forums to enhance creative writing skills in younger pupils is one example of computer-assisted learning and internet-based learning.

This application demonstrates Trello's potential as a tool for group learning. Trello's ability to facilitate organization, progress monitoring, and collaboration has been associated with greater student engagement, motivation, creativity, and satisfaction. Nevertheless, some people experience technical challenges, which necessitates constant direction to maximize Trello's advantages. Instructor guidance and careful integration are still crucial, even if Trello can significantly enhance student cooperation and learning results. While more work is required to solve restrictions, this offers insightful information about using Trello to support socially connected and empowered learning. This has strategic ramifications for using Trello and other similar tools to better student-centered and technology-enhanced learning.

Technology to develop writing skills Bakeer (2009), highlights how students can now customize their learning to fit the demands of their everyday lives and that teachers are no longer the only source of material. All of the aforementioned encourages users to interact with English-language content by reading and writing in both formal and informal contexts. By using these

strategies, communication can be facilitated both within and outside of the classroom. They can be effective teaching and learning resources as well.

2.4 PREVIOUS RESEARCH

Research has observed the use of online platforms such as discussion forums and blogs by students to develop writing skills (Shih, 2011). According to Goodwin-Jones (2003), web technology has made students better critical and aware of their writing online, which indirectly helps them in improving their written work while allowing equal participation. This includes the results of the journal technology, pedagogy, and education, which states that the influence of technology in the writing process really guarantees the implementation of the teaching and learning process by utilizing certain features on social networking sites that are capable and related to educational goals.

Mensah and Nizam (2016) explained that students' academic performance is significantly impacted by social networks. They also draw attention to kids' unusual usage of social networking sites. According to the study, it is beneficial for Malaysian colleges and universities to teach their students how to use these platforms for learning, since this will eventually improve their academic achievement. Additionally, they verified that social media has a greater chance of influencing kids. Calculating grades has a significant impact on students' life to some degree. They went on to say that social media is fascinating since it offers students a whole new circle of friends and a useful way to decompress. It is also mentioned that a strategy is required to maintain equilibrium in the interaction between academic research and social media.