

CHAPTER I

INTRODUCTION

This section discusses background of the research, research question, objective of research, significance of the research, scope and limitation of the research.

1.1 Background of Research

This research was written to follow the development of digital era in which writing no longer had to be done on paper. This condition pushed the teacher to be creative and innovative in teaching-learning process especially in teaching writing. Even if it was not easy enough because writing is one of the most difficult skill. In writing, the writer had create their own ideas, and kept focus on the plot so the story was sequences. According to the statement of Richards and Renandya (2002: 303) that, writing is the most difficult skill to be master, because the writer must understand how to create the idea and describe it become a readable story. Basically, it is not difficult to make students have a willingness to write if writing has become a requirement for students, especially in this study more researchers to liberate students in pouring ideas without charging students against the specifications that precisely culminate in the development of student ideas.

Writing types that were chosen by the researcher is narrative writing. Narrative text identic with people's experiences. The aim of this story was to make the people interesting, and it consist of sequence story. According to Oshima and Hogue (2007: 24), narration is a writing that writes a story. In this writing, the author uses the time order to tell the story in sequence of events. Narration can be presented as written or oral text. In this study, it was focused on writing skill. Generally written narrative stories were presented in short story form or recorded as novel. Many types of narrative text in circulation, including: myths, fairy tales, legends, etc. but in accordance with the basic competencies that taught on the subject of research, the researchers chose the story of the legend to be taught to the subject of the research. The purpose of

narrative writing is to entertain the reader. In addition, the writer pins a moral message to give the reader a lesson that can be taken.

One of the types of student centered learning method is Group Investigation (GI). It was implemented by the government national curriculum that based on the student centered learning. It can be created a good behavior for students ie; high sense of help, caring, critical thinking, and creativity. According to Ahsanah (2015: 58), Group investigation is learning method that was applied in cooperative way in structured group that implemented contextual based learning in teaching system. Meanwhile, according to Joyce and Weil (2003: 87), this learning model is a very flexible to be applied by all teachers of all the field subjects, because this learning model can be integrated for all subject areas and suitable for application at all age levels. This learning model is an effective and efficient model of learning to combine academic aspects with social process, because by working in groups students can be motivated to maintain the warmth of their friendship relationships, respect and appreciate each other, increasing the independence of all students. So, Group Investigation (GI) method can increase solidarity among students, also can sharpen the critical thinking of all students, and to be able to trigger all students to take part in the process of assignment which is given, because each other mutual help to create the same goal in one group. This method also can train students' independence in completing the task given and create a spirit of tolerance among fellow students in a group.

In this digital era where technological sophistication is growing rapidly, it also gives effect to the world of literacy. Youth people also feel the impact in which reading is a necessity and writing is the tool that they can use to prove that they are not eroded by the times. The researcher focused on the concept of learning process by using digital learning. Digital learning is learning that uses technology as a learning medium. This learning requires students to continue to actively follow the era of the advancement of an advanced era. As Pea (1985) in Schwan and Cress (2017: 148), the use of technology can strengthen digital media based education that can develop the scope of learning process with innovation and new hope, thus redefining

education culture. So, the use of technology as a medium on digital learning can be the best solution to develop and foster creativity of students in line with the development of the era without reducing the essence of learning in general and also not to replace the teacher's position as a facilitator in learning activities, because the development of technology being created is not to replace the position of teachers but in this case, the teacher can oversee the running of digital-based learning activities in accordance with the modernity of the times.

Today, many media that can be used as a tool to develop writing skill, those are instagram, blog, tumblr, wattpad, and *WhatsApp* also. In this study, the researcher will use *WhatsApp* as a media to know students' writing skills. *WhatsApp* is an online-based communication app. The advantage of this product is the absence of limitations in the number of writing, so it can be changed our mindset that writing is not only in a paper.

The reason of applying this application as the learning media *WhatsApp*, because in this era *WhatsApp* becomes the part of people's life and the users that applied this media to the development of learning in learning process is little bit enough, especially for the productive skills such as writing. It is also can spur the spirit of the students to create papers so it is able to grew up literacy era in Indonesia. It also depends on a sense of interest of the researcher to the generation of literacy where *WhatsApp* can be interesting media that can boost people to be more productive exactly in writing, so the researcher believes that by using this media, it will practice the students to write.

The aim of this research was to know the implementation of teaching writing narrative types using *WhatsApp* application in *WhatsApp* group with group investigation method (GI). In this case, the teacher ask every students to make a narrative story that start with a paragraph that had to be continued with their friends in a group. The teacher ask the students to create a story in collaborative way and in the end of the lesson the students can collect the story that made by them in sequences and clear, event every students had their own words to create the sentences.

1.2 Research Questions

Based on the background, identification, and limitation of the problems, the research problems could be formulated as follows;

- How is the implementation of teaching writing using *WhatsApp* for 10th grade students of Muhammadiyah 9 High School of Surabaya?
- How is students' response toward the implementation of teaching writing using *WhatsApp*?

1.3 Objective of The Research

Based on the limitation of the problems above, the objectives of the research are also formulated as follows:

- To describe the application of teaching writing using *WhatsApp* for 10th grade students of Muhammadiyah 9 High School of Surabaya.
- To know the students' response of teaching writing using *WhatsApp*.

1.4 Significance of The Research

1.4.1 Theoretical Significance

For English Education Department, this research was expected to know students' response in writing skill using technological tool.

1.4.2 Practical Significance

1.4.2.1 For English teachers

It would be a good choice to create creative learning especially in writing skill during learning process in this digital era.

1.4.2.2 For students

The results of this study is expect to be some reason for students' to love the kinds of productive skill thus are writing and using technologies to create some innovation in learning process.

1.4.2.3 For other researchers

The results of this study can be a reference for other researchers who want to understand well students' respon using technological tool till the students can habituate themselves in writing skill by using digital media.

1.5 Scope and Limitation of The Research

Based on the problems stated above, this scope of this research was the teaching writing. Then, the limit of this research is teaching writing narrative by using group investigation method and *WhatsApp* group feature as a tool for 10th Grade Students of Muhammadiyah 9 High School of Surabaya.

