

# CHAPTER I

## INTRODUCTION

### **1.1. Background of the Study**

Language is a means of interaction between and among people. Here, language has function as tool which connects them with surrounding. In the community, people realize that without language they cannot interact to each other. Language can become a bridge that connects one another, even connect one another that live in different places. By using language someone can gain information, knowledge, and express feeling, and emotions. Nowadays, many people learn the international language. One of the international languages is English (Larsen 2003:2).

There are four main skills in English: those are reading, listening, writing, and speaking. Reading and listening are called as receptive skill, while writing and speaking are called productive skills. Writing which belongs to productive skill means that writing is process in which the writer produces something that the content is about writer's thoughts, feelings, and or ideas. Language is a primary tool in communication among human being in community.

English is one of a compulsory subject in Indonesia. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing skill, writing is a visual representation of spoken language. Whatever specific form of writing a writer is engaged in, they will have to be able

to transcribe language according to the conversation of a particular writing system, and be able to decode visual symbols into their corresponding meanings (Torrance, Waes & Galbrait: 2007).

Writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, use of punctuation (Erikson 2015:247). Writing is not only a matter of putting ideas in a written form but also organizing words and grammar structure and selecting the appropriate diction in order to make the writing product meaningful. This idea of writing often causes problems for students because they have no method to get ideas and organize them into paragraphs in writing and this condition makes writing more difficult to learn so that most students are reluctant to learn writing.

Writing is difficult skill to be mastered. It difficult because it is a complex activity. It requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as a means of communication. Students have difficulty when they write their idea or thought in their own native, whereas in English.

Many students find writing the most difficult area of language. In the mean time, teachers also find it hard to assist students in producing pieces of quality academic writing. The underlying reason can be drawn from a number of factors, for instance, the inherent complexity of the skill, students' limited knowledge of the topic, insufficient practice and inadequate feedback.

Additionally, studies of language teaching tend to focus mainly on accuracy and correctness of grammar and writing mechanics, the second language writers are often assumed to have negative attitudes and apprehension to words writing than first language writers. Students are seldom given feedback on their writing in English language, or the opportunity to revise their pieces of writing (Okasha and Hamdi 2014:674).

Teachers need to move on how to select the materials and activities to be used in a writing class. Some consideration of selecting good materials and activities can help teachers to make decision of what to do in the classroom. The selecting good materials can make the instruction become more interesting, learning become more interactive, the light of time required for instruction can be reduced, the quality of learning can be provided when and where desired or necessary, the positive attitude of the students toward what they are learning to the learning itself can be enhanced and the role of the instruction can be appreciably changed in positive direction.

The researcher are assume as the gate between the teacher and learners transferring the materials being taught more easily during teaching learning process. To prove the use of wakie aplication is effective for writing increase of learners, the writer is interested in doing observation to introduce under the title: “Improving the Students Writing Skill Through Wakie Application at the Tenth Grade Students of SMA Negeri 1 Dempet”.

## **1.2. Reason for Choosing the Topic**

The creativity of teacher has to do to decrease the problem of students because there are some students still confuse to start writing some kinds paragraph. The difficult problem usually faced by students there are students not knowing how to start, and the problem they don't have ideas and thoughts to make good paragraphs. Because, they don't have very well grammar, punctuation,etc yet.

The some problem of teacher in teaching writing is the teacher ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not interested in learning English. In English, there are four skills that should be mastered, they are: listening, speaking, writing, and reading. The writing skill becomes very important in the education field, students need to be exercised and trained in order to have a good writing skill.

Based on the problem above the researcher will apply Wakie Application to improve the students' writing skill at the tenth grade students of SMA Negeri 1 Dempet.

## **1.3. Statement of the Problem**

Based on the explanation above, the researcher wants to find out in this research. The researcher formulates the researcher problems as follow:

1. How is Wakie application applied to improve the students' writing skill of the tenth grade students of SMA Negeri 1 Dempet in the academic year 2019/2020?
2. Is there any significant difference on the students' writing achievement in

before and after being taught by using Wakie Application at the tenth grade students of SMA Negeri 1 Dempet?

#### **1.4. Objective of the Study**

Based on the statement of the problem, the objective of the study is:

1. To describe how Wakie Application improves the students' writing skill of tenth grade students of SMA Negeri 1 Dempet.
2. To find out significant difference on the students' writing achievement before and after being taught using Wakie application.

#### **1.5. Hypothesis of the Study**

There are two hypotheses which are used in this study as follows:

- H<sub>0</sub>: There is no significant difference on students' achievement in English writing test before and after being taught using Wakie application.
- H<sub>1</sub>: There is a significant different on students' achievement in English writing test before and after being taught using Wakie application.

#### **1.6. Limitation of the Study**

In compliance with the problems that formulated above, the study is limited to find out the effectiveness of Wakie Application which give by the other students in student's writing ability. This study also tries to reveals the students' responses toward the use of Wakie Application in teaching writing ability. Nevertheless, the context of the study was limited on teaching writing using the Wakie Application in tenth grade students of SMA Negeri 1 Dempet.

### **1.7. The Significance of the Study**

Significance of this study to improve students' writing ability and can assist teacher in applying some variations in teaching process. Clearly it is described as follows:

1. For the students:

This research will be able to motivate students to being a good writer. Furthermore students will be aware and responsible with their learning process.

2. For the teacher:

a. Wakie Application helps both of teacher and students to work together in the process of learning to reach learning goal instead product oriented.

b. From this research, teacher could rise up their awareness concerning their teaching approach for promotion the students' English academic achievement, especially writing achievement.

3. To institute or school:

Wakie Application can be used not only in teaching English in general, yet it can be used in teaching other lesson that emphasize on the process rather than the product. The finding is hopefully useful as informative data focusing on the appropriate teacher's approach in English class.

4. For the reader in general:

This research is expected to give the contribution of any value to the other researchers in conducting the further research of similar topic.

## **1.8. The Definition of Key Term**

### **1. Writing**

Troia (2014:30) writing is a ways to affords the students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in written form. Because, writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion.

### **2. Media**

Based on Seth (2009:12) media refers to devices and materials employed in teaching and learning. It includes hardware like blackboards, radio, video tapes and recorders, and projectors. And software like transparencies, films, slides, teacher-made diagrams, real object, cartoons, models, maps and photographs.

### **3. Wakie Application**

Wakie is a place to have friendly conversations with people from all over the world. Wondering how the weather is in Argentina? Ask someone who's there. Need device, but rather not ask your friends? Talk to someone who can offer insight. Books, news, cooking, parenting, business, love, any other life issue you can think of on Wakie,

you can find someone to talk about it within seconds. Wakie is free, anonymous, and connects you with people.

### **1.9. Organization of the Study**

This proposal consists of 3 chapters. The details of every chapter are presented as follows:

Chapter I is introduction. It presents background of the study. Reason for the choosing the topic, statement of the problem, objective of the study, hypothesis of the study, significance of the study, scope and limitation of the study, definition of key terms and organization of the study.

Chapter II is review of related literature. This chapter discusses the theory used as the basis of this research.

Chapter III is research methodology. It presents research design, research approach, research setting, research subject, data and source of data, data collection technique and analysis.

Chapter IV consists of the result of the study, they are school profile, subject of the study, analysis of the result in teaching writing through online discussion at wakie, and the research finding and discussion.

Chapter V is Conclusion and Suggestion.