

CHAPTER I

INTRODUCTION

This chapter discusses some important parts of the introduction section, such as the background of the research, the questions of the study, the objectives of the research, and the significance of the research.

A. Background of the Research

Writing is often considered the most challenging skill for English as a Foreign Language (EFL) students due to the intricacies of mastering grammar and vocabulary. Writing is a linguistic skill and a crucial tool for communication in academic, professional, and social spheres. For EFL students, writing enables the articulation of thoughts, the expression of ideas, and the ability to engage meaningfully with others. It also reinforces other language skills, such as listening, speaking, and reading, thereby improving overall language proficiency. Due to the importance of writing skills, effective instruction in writing is crucial because it enables EFL students to construct cohesive and grammatically correct sentences. This skill is fundamental for achieving success in both academic and professional environments.

However, EFL students face numerous obstacles when developing their writing abilities. These challenges include identifying appropriate topics, formulating research questions, and processing information effectively. A study by Manggolo et al. (2024) highlights that EFL learners often struggle with expressing ideas, improving skills, and developing content in writing. Addressing these challenges

through improved teaching methods, greater opportunities for practice, and personalized feedback can significantly enhance students' writing skills. The emphasis on effective writing instruction provides a foundation for students to develop the competence required to navigate the complexities of language use in various contexts.

The teaching of writing has undergone significant shifts, evolving from the traditional Grammar Translation Method (GTM), which emphasized the rote memorization of grammar rules and vocabulary, to more dynamic approaches like the Process Writing Approach (PWA). The GTM, while effective in improving technical aspects such as sentence structure and grammatical precision, has been found to have less impact on students' ability to generate ideas and write creatively (Nasution, 2024). In contrast, the PWA encourages students to view writing as a series of interconnected phases: drafting, revising, receiving feedback, and editing, allowing them to refine their work progressively. By focusing on the process rather than the product, students can improve their writing in a more structured and thoughtful manner, leading to better outcomes in language learning.

The ability to write well is not only a linguistic skill but also a fundamental ability that facilitates interaction and enriches social connections. Understanding different writing styles is crucial for EFL students, as it equips them to handle various writing tasks in academic and professional settings. Common types of writing include narrative writing (telling a story or recounting events), expository writing (explaining or informing), persuasive writing (convincing the reader), and descriptive writing

(creating vivid imagery). Each style requires specific techniques, and mastering them can significantly enhance students' overall writing proficiency (Eliwarti & Maarof, 2014).

EFL students' writing abilities can be supported by tools and technologies that increase their interest in writing. With the current advancements in writing instruction technologies, such as syntax checkers, discourse analysis, spelling, and vocabulary tools, there is a growing need for appropriate applications to help students write effectively. These tools assist students in understanding sentence structure, language context, and vocabulary usage, which contribute to disciplined and accurate writing. However, existing tools often fail to address specific writing styles or genres. As a result, certain genres may require more specialized applications tailored to their unique features (Hyland, 2003).

The integration of technology into writing instruction has transformed how writing is taught and learned in EFL classrooms. Modern educational tools offer immediate feedback and access to diverse writing resources such as grammar checkers, style guides, and digital platforms. This helps students correct mistakes in real time and accelerates improvement. Technology empowers students by giving them more control over the writing process and personalizes learning. As Hyland (2003) argues, technology enhances interactivity, accessibility, and engagement in the writing classroom, helping students practice and improve more effectively.

One area where EFL students often face challenges is writing short stories, especially at the junior high school level. Writing short stories demands creativity,

clear organization of ideas, and the correct use of vocabulary and grammar, all of which can be difficult for students acquiring a new language (Anh, 2019). Many students struggle to generate original ideas, structure their thoughts coherently, and choose appropriate language, which can hinder their ability to produce engaging and well-organized short stories. These difficulties highlight the need for targeted support in developing the necessary writing skills for storytelling.

Based on observations in several junior high schools, students often struggle with generating story ideas, understanding narrative structure, and using vocabulary effectively, which affects their ability to write engaging and well-structured short stories. Teachers play a crucial role in addressing these challenges by offering structured writing activities, constructive feedback, and fostering a positive learning environment (Amalia & Abdullah, 2021). However, in the digital era, traditional teaching methods may no longer resonate with students, whose learning styles are increasingly shaped by technology. This shift toward digital tools has transformed how students engage with writing, often favoring informal, abbreviated forms of expression over traditional, long-form writing. Consequently, there is a risk of students placing less emphasis on developing comprehensive writing skills and critical thinking abilities, which are essential for academic and professional success (Purcell et al., 2013).

The use of manual evaluation instruments in writing instruction is often time-consuming and ineffective, necessitating the integration of innovative learning media and assessment methods to enhance students' short story writing skills. Digital

platforms and automated feedback tools can provide a more engaging, efficient, and supportive way to develop students' writing abilities (Yidiz & Gonen, 2024). Despite the growing importance of technology in education, there is no specific application designed to teach narrative writing in schools. Previous studies, such as Jumariati and Febriyanti. (2020) with the LINE application, Lestarani (2023) with Articulate Storyline, and Ansoriyah et al. (2024) with Quizizz have focused on other aspects but not specifically on narrative writing. This highlights a significant gap in resources for supporting the development of narrative writing skills in educational settings.

Narrative writing is a critical skill for students, especially in junior high schools, where they are expected to create engaging and well-structured short stories. However, students often struggle with generating creative ideas, organizing their thoughts, and using appropriate vocabulary, which affects their ability to craft compelling narratives (Husna et al., 2020). While teachers play an essential role in providing structured activities and constructive feedback, the use of traditional teaching methods is increasingly misaligned with students' learning preferences in today's technology-driven world. The integration of technology into education, particularly in writing instruction, has become essential for maintaining student engagement and improving learning outcomes (Mpiti & Makane, 2022). However, the absence of a specialized application for teaching narrative writing means that students and teachers are left without the necessary digital tools to effectively support the development of this crucial skill.

Manual evaluation methods in writing instruction are often ineffective, lacking the timely feedback that students need. The absence of digital platforms for narrative writing exacerbates this, limiting teacher options. Successful technology-based tools like LINE (Jumariati & Febriyanti, 2020) and Quizizz (Ansoriyah et al., 2024) highlight the potential for a narrative writing app to fill this gap, offering a more engaging and supportive platform for students and more effective assessment methods for teachers. Although many learning technologies exist, few target short story writing for junior high students. The use of mobile application-based learning media offers interactive, personalized, and accessible solutions to these challenges, as mobile apps provide instant feedback, improve language accuracy, and foster student motivation (Ernalinda & Oktarina, 2024). This research aims to develop an app for short story writing, guiding students through each step from idea generation to editing, and comparing its effectiveness to traditional methods. The study will also explore the perception of the students towards the adoption of such technologies into the learning process.

This study hypothesizes that developing a short story writing application will significantly improve the writing skills of grade eight students compared to conventional methods. Pisatory app will offer evaluation tools, provide quick and visible feedback to users, and allow students to be more involved in their creative process. The use of these apps is expected to not only improve students' learning outcomes in the technical aspects of writing but also increase their motivation and interest in creative writing. Pisatory is a mobile application specifically designed as a

platform for writing short stories in English for eighth-grade students. Pisatory is based on learning media and aims to support students in organizing, developing, and perfecting their stories.

B. Question of the Research

This study wants to develop a short story English writing application for eighth-grade students. Based on the previous description of the study's background, the research question is, *“How to develop Pisatory, a mobile application-based learning media on English short story writing for the eighth-grade students?”*

C. Objective of the Research

This development research aimed to systematically design, develop, and validate Pisatory, a mobile application-based English short story writing learning media designed for eighth-grade students. This objective was based on the main research question: “How to develop Pisatory, a mobile application-based English short story writing learning media for eighth-grade students?” The research aims to ensure that the developed app is pedagogically appropriate and easy to use in students' narrative writing in English.

D. Significance of the Research

The result of this study is expected to give contributions to the students, English students, and the researcher. The contributions intended are explained as follows:

1. Theoretical significance: This research will enhance the literature on the use of technology in the teaching of writing, especially in the development of

technology-based applications for learning creative writing. It contributes to research in the area of technology education by offering an application development model that can be used as a reference in similar research.

2. Practical significance: For teachers, this research can give guidance in the use of mobile technology, especially apps, as a tool to teach creative writing skills to students. For students, this research is hoped to improve their short story writing skills and motivate them to utilize technology as part of a more interesting learning process. For educational app developers, the results of this study can serve as a basis for developing other apps that focus on learning language skills.

E. Specification of the Product

This research addresses the development of an English short story writing app for eighth-grade students and will focus on creating a user-friendly and interactive app that facilitates the learning and practice of writing short stories in English for eighth-grade students. The app should include features such as guided writing prompts, a vocabulary dictionary, different types of short stories, and a step-by-step writing process to help students structure their stories. Also, the app should offer personalized feedback, examples of well-written short stories, and opportunities for peer review or collaborative writing. The design should be age-appropriate, visually appealing, and compatible with desktop and mobile devices to ensure accessibility for students, and the name of the app used is “Pisatory”. The app aims to enhance students' creativity, writing ability, and confidence in using English through an immersive and practical learning tool.

F. Definition of Key Terms

To avoid misunderstanding to understand this study, the definition of terms that are often found in this study is as follows:

1. Writing

Writing is the process of creating organized, cohesive, and grammatically correct text. This study focuses on EFL students' ability to clearly and effectively express their ideas, thoughts, and feelings in written English, specifically through short stories. A short story is a concise piece of fiction centered on a single event or character. Here, short stories refer to the creative works produced by grade eight EFL students as part of their language learning.

2. Teaching Writing

The pedagogical process of instructing students on writing principles and techniques, including grammar, vocabulary, sentence structure, and coherence. Effective instruction helps students express thoughts clearly and accurately, using various approaches like the Grammar Translation Method (GTM) and Process Writing Approach (PWA). In EFL contexts, it is crucial for improving overall language proficiency.

3. Mobile-Based Application

Using mobile application-based learning media to support writing instruction provides a vibrant, flexible, and student-centered approach in the classroom. Applications such as writing guides, story makers, and interactive

grammar tools allow students to engage with content in a more personalized and self-directed way. These tools provide immediate feedback, access to language resources, and repetitive writing practice, making the writing process more interactive and meaningful. In EFL settings, mobile apps help students overcome challenges in grammar, vocabulary, and text structure..

4. Pisatory Application

Pisatory is a mobile application-based learning media specifically developed to support eighth-grade EFL students in writing English short stories. The application integrates key features such as Writing Guide, Start Writing, Stories Collection, Feedback, and Games. Each feature has interactive and structured submenus, such as: Writing Guide offers descriptions, structures, language features, and writing tips; Stories Collection provides a variety of genres, including fantasy, romance, and mythology; and Feedback allows students to view responses and grades directly. Pisatory is designed to guide students step-by-step from idea creation to editing, helping them develop narrative writing skills while improving motivation, engagement, and learning results through a personalized and interactive writing experience.