

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the study that describes reason for choosing the topic. It is also content of research problem, research objective, the scope and limitation of the study, the significances of the study, and definition of the key terms.

1.1 Background of the Study

Writing skill is one of language skill. it is just not produce language, but also look at the structure such as organization, grammar, content, vocabulary, and mechanics (Amalia, 2020). In KKNI or National Qualification Framework Indonesia that Writing is one of emphasized which students will be guided to write sentence and will get used to make a review of an article and start their own title and thesis. Besides, Brown (2004) argued that writing is skill necessity to be learnt and taught to students, particularly those who learn English as a second language. According to Dirgeyasa (2016) stated that writing seems to be crucial which have to learned and mastered by students because it can be expressed her/his though idea, feeling, and expression as well by written English. The ability to share ideas and feeling through written communication needs writing skill mastery.

In fact, students face some problems which they lack of that idea to write the paragraph writing. students feel hard to improve their ideas, knowledge and their ability. A research conducted by Nguyen (2019) found that writing is one of

difficult skills to improve and independent on teacher for all kinds of correction and guidance. Moreover, according to Muhammad Fareed & Bilal (2016) found that there are some problems in the writing which the students lack of vocabulary, the students also have difficulties about grammar and syntax. Additionally, the students' lack of ideas of writing skill. the other difficulty is organized writing which challenge to students as their writing coherence, consolidation of knowledge and use of formal transitional and cohesive device. So, the writing skill mastery requires appropriate implementation of teaching technique during learning process (Listiani, 2017). So, as lecturer should be innovation so that teaching of writing would be interesting and challenging (Wardani Dwi Wihastyanang & Cahyono, 2020).

Teaching writing is a crucial role of the teacher in helping students to realize writing skill based on correct sentence structure. Besides, as lecturers should be choosing appropriate method in the learning process of writing. on the other hand, teaching writing as guiding and facilitating students to learn how to write well. Furthermore, it is the aims outcomes of students' problem. the most students do not write often and what they write is classroom-bound. As for the most important factor in writing exercises is that students involved in order to make the learning experience of great value. According to Dana Adas (2013) found that encouraging student participants in the exercise of writing should be required a pragmatic approach. The lectures should be clear on what skill they are trying to do develop. Moreover, the lecturers need to decide on which the types of exercise can facilitate learning. once the means of implementation is defined, the

lectures can proceed to focus on what topic can be employed to ensure student participant. In this case, the lecturers can expect both enthusiasm and effective learning. So, the lecturers thought how to involve the students by considering the type of activities which are interesting to the students. Therefore, the lecturers' outcomes of students' problem by using approach more interest.

However, in early 2020, several countries in the world, particularly Indonesia, were experiencing problems that changed activities that impacted aspects of life caused by a virus Covid-19. Covid-19 is an infectious disease caused by the most recently discovered Coronavirus. The existence of current pandemic all sectors are affected especially educational of field. All of learning begins face to face becomes online. Thus, all of students, teachers, lecturers, and educators conduct learning process through online learning. But, indeed the current technology increasingly sophisticated. The most people assumes that technology have become the part of life. Hence, many people tend to addict of technology. The people can get and share information for everywhere. Many people conduct social interaction through social media. According to Damanik (2019) claimed that social media is about being human, the people who share ideas, work together, collaborate to create creations, think, debate, find people who can be good friend, partners, and build a community. According to Owusu-Acheaw & Larson (2015) also asserts that social media is becoming a part of human as a category of online discourse where people create content, share it, bookmark it and network with incredible speed. Accordingly, Social media has become an integral avenue of social interaction. In Indonesia, the students familiar

with social media because it can have used to communicate tool. Besides, it is used social, work and learning need. Many research has been done by a number of researchers to identify the use of technology among students, including of the use of social media. The students can gain their knowledge anything, including their ability reading and writing skill.

Thus, social media can assist students in learning process. Online social media have captured the attention of students, teachers, lecturers, educator etc. on the other hand, it is also some alternative media or application can be used to support the learning process. According to Besides, social media also have factor negative and positive. On the positive side, the use of social media can develop and expand knowledge. Meanwhile, the use of social media is misused, it will result in nothing and waste a lot of time as well as creating laziness caused by using it for too long. As for there are many applications has been offered from social media such as Messenger, WhatsApp, Line, Twitter, Zoom, Google Meet etc. However, indeed, the obstacles faced are different and from environment conditions as well as.

One of online learning through WhatsApp application. In educational of field, WhatsApp enables students to send text messages, images, audio, video, documents and even location. When creating WhatsApp Group, the students and lecturers can support interaction of each other. Wijaya (2017) found that WhatsApp usage in learning process have enjoy the learning even though some problems arose. It is shown that even self-effort to internet access was the main obstacle in the learning, their reading and writing skills were found improved.

As one of the state Islamic Universities, IAIN Kediri conduct learning method using WhatsApp Group the most courses. The existence of such obstacles will inevitably lead to variety of attitude from students, especially the major of English Department of IAIN Kediri. Thus, the attitude will arise because the learning system that usually uses the face to face method turns into total online learning.

The theories and the result of the studies mentioned above indicate that WhatsApp Group can engage students' writing in online learning. The attitude from the students may help lecturers to choose appropriate learning method more interest and enjoy to develop students' writing skill. the aims of the study are students certainly have their own attitude toward WhatsApp as learning media. Therefore, to answer this, the researcher would like to conduct research entitled **“students' attitude toward WhatsApp as learning media in writing course at English Department of IAIN Kediri”**.

1.2 Research Problem

Based on the background of study, the research question of this study is as follow:

1.2.1 How is students' attitude in cognitive aspect toward WhatsApp as learning media in writing course at English Department of IAIN Kediri?

1.2.2 How is students' attitude in affective aspect toward WhatsApp as learning media in writing course at English Department of IAIN Kediri?

1.2.3 How is students' attitude in behavioral aspect toward WhatsApp as learning media in writing course at English Department of IAIN Kediri?

1.3 Research Objective

The research objective is as follow:

1.3.1 To describe students' attitude in cognitive aspect toward WhatsApp as learning media in writing course at English Department of IAIN Kediri.

1.3.2 To describe students' attitude in affective aspect toward WhatsApp as learning media in writing course at English Department of IAIN Kediri.

1.3.3 To describe students' attitude in behavioral aspect toward WhatsApp as learning media in writing course at English Department of IAIN Kediri.

1.4 The Scope and Limitation of the Study

Based on the problem identification above, Limitation of the study is important part to make research more efficient and directed, the researcher makes some limitations which the study focuses on students' attitude toward WhatsApp group as learning media in English sentence and paragraph writing course. The subject of the study is students of sentence and paragraph writing second semester of English Department of IAIN Kediri in the academic year of 2020/2021. The research only describes students' attitude toward WhatsApp group as learning media that applied in sentence and paragraph writing course class and then analyzes it.

1.5 The Significances of the Study

The researcher hopes this study can give information about students' attitude toward WhatsApp Group as learning media in writing course at English Department of IAIN Kediri. The research finding of this research is expected to be useful.

For lectures, the research finding of this research is expected to be useful. The lectures can be used to promote the great learning method provided in sentence and paragraph writing class. furthermore, by noticing students' difficulties in receiving feedback through WhatsApp and their preferences in getting feedback, the lecturer could make appropriate change to meet the assist of the students in writing.

For students, the research finding of this research is expected give improve of writing, the students could know more about their lecturer's difficulties in providing learning method to them. therefore, it would do their task more carefully and more seriously.

For the future researcher, this research is expected give some knowledge and information about students' attitude toward learning media through social media on writing course. So, they can conduct a better research.

1.6 Definition of the key terms

To avoid the misunderstanding in this study, there are several definition of the key terms that the researcher necessary to explain them. The key terms are as follow:

1.6.1 Writing Skill

Writing skill is one of skill from four language skill. writing is the process to communicate thoughts and ideas so that the result readable form. Based on (Kartawijaya, 2018) writing is one of communication tools. One can express his idea, thought, and feeling through writing. writing is also a medium for sharing information. (Nunan, 2001:91) states that writing is a

clearly a complex process, and component writing is frequently accepted as being the last language skill to be acquired. Furthermore, according to Suharni in cited (Kartawijaya, 2018) there are some component of writing as follow content, organization, discourse, vocabulary and mechanics.

1.6.2 Attitude

Attitude is the idea that reporting an attitude involves the expression of an evaluative judgment about a stimulus object. On the other hand, reporting an attitude involves making a decision concerning liking vs disliking, approving vs disapproving a particular issue, object or person. In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or education, and they can have a capable influence over behavior. While attitudes are enduring, they can also alteration.

1.6.3 WhatsApp

WhatsApp is one of tool to used communication with each other. In other hand, it could help people each interaction virtually. Many of students and lectures using WhatsApp Application as learning tool because this application enables to send text messages, images, videos, audio, documents and even location. Moreover, WhatsApp requires internet data. It provides students and lectures with the ability to create group that supports interactions of each members. Essentially, students' involvement through mobile technologies influences their motivations for social interactions (Amry, 2014).