

CHAPTER I INTRODUCTION

This chapter presents the background of the research that describes the reason why the writer conducted the study. It also contains the problem of the study, objectives of the study, scope and limitation of the study, the significance of the study, and definition of key terms.

A. Background of the study

Writing is one of the four skills that must be mastered and to support communication. According to Jozsef (2001, p. 5), writing is one of the most complex activities. Writing involves developing ideas that lead to writing. Writing needs good mechanics, the organization of paragraphs, content, the researcher's process and purpose (Latief, 2014, p. 82). Sabarun (2011, p. 41) states that writing is a series of activities in making text such as producing, compiling, developing ideas in a sentence (compiling, shaping, re-reading the text, editing, and revising). In teaching-learning process, the student's ability is important, because the material will be easy to understand and then students' abilities will be increasing. Thus, the writing skill is very important in the education field because it helps students deliver some messages and integrate with other skills. Teachers need to train students to have good writing skills.

Nowadays, the teaching trend is carried out by teachers in integrating learning using Information and Communication Technology (ICT). In education, the use of ICT gets a positive response in the teaching and learning process. Wijaya (2018, p. 46) states that E-Learning is a term used to describe how to teach through technology. In fact, many individuals or institutions have

switched from conventional learning to E-Learning because of its effectiveness. One of the E-learning itself is mobile learning. Mobile learning uses portable computing devices such as iPads, laptops, tablet PCs, PDAs, and smartphones with internet connectivity. In recent times, technology has developed very rapidly. There are many applications in mobile learning, one of them is WhatsApp.

WhatsApp was created in 2009 which was developed by former Yahoo employees Brian Acton and Jan Koum. This application has several features that students can use, such as sending text messages, group chat, WhatsApp on the web, photos, videos, voice and video calls, documents, links to the web address, and location. All ages and backgrounds can use this application because the operation process is simple and free. This allows indirect communication with anyone who has a smartphone, application and internet connection. Mbukusa (2018, p. 113) states that students from the same class can easily have a dialogue on specific topics via WhatsApp because students can provide direct responses in this application to make communication effective. Teachers can also respond to student questions, make comments, and post new assignments. Therefore, teachers and students can do learning outside the classroom.

Byrne (1988) divided writing into three categories: linguistic difficulty, physiological difficulty, and cognitive difficulty. In linguistic difficulty or linguistic aspects such as grammar, vocabulary, language use, and selection of appropriate sentences in writing. Then the physiological difficulty is that it

emphasizes the absence of direct feedback from the reader. The last one is cognitive difficulty. Most students state that learning using conventional methods or in class was boring enough not a few of them felt stressed. This study tries to find a fun learning model. From several things that have been discussed above, the researcher uses WhatsApp in this case because many students use this application in their daily life. WhatsApp makes it easy for users to apply. The teacher can give them instructions via WhatsApp as a media then students can respond to each other and comment on each other.

WhatsApp has several recent features that teachers and students can use to increase their understanding in the teaching and learning process. This research was conducted because WhatsApp can be a learning tool that everyone can use from young to old and many lecturers at IAIN Kediri use this application to support the learning process outside the classroom.

Some previous studies have been conducted related to WhatsApp use in Writing. First is Sari & Putri (2019) state that WhatsApp group chat is easy to use because students can interact with other group members during class and after class, effective in giving writing assignments in the form of files, get direct feedback from the lecturer after submitting assignments, and students are free to ask questions and share materials. Mistar & Embi (2016) show that the use of WhatsApp is very important in helping students learn languages better. Second, WhatsApp can improve students' proficiency in using English. This research has succeeded in finding out the attitudes, uses and intentions of student behavior where the use of WhatsApp is at a high level. Wijaya (2018)

examined the use of WhatsApp as seen from student responses after using it in learning. This study shows that students like to use WhatsApp in learning and that their reading and listening skills improve. But there are also some problems when learning to use WhatsApp, such as an internet connection. On the other hand, the various features provided by this application make it easier for students to learn so that their English skills can improve.

According to Mbukusa (2018), among many things, WhatsApp can have a negative impact on student performance, especially those who do not have smartphones. But on the other hand, students like to use WhatsApp as a learning tool and they ask the institution to provide internet facilities to support learning. Meanwhile, Linda & Ri'aeni (2018) show that WhatsApp can attract interest in learning and provide positive responses to its use. The results of the study state that learning to use WhatsApp can develop students' creativity in writing skills, especially recount text. Students can study outside the classroom so that they can use their gadgets positively and increase their knowledge in learning ICT.

Based on the previous studies above, this study describes student responses after learning to use WhatsApp in the English Department of IAIN Kediri. Students who experience mobile learning with the WhatsApp application and lecturers make efforts to maximize the use of this application in the learning process model. After implementing the WhatsApp application in the writing course, the responses from the rest need to be asked. Based on this, the researcher wants to conduct research that aims to find out what students think about applying WhatsApp messages in the writing class and their contribution.

Therefore, the title of this research is "*Students' Perception toward The Use of WhatsApp in Writing Class.*"

B. Research Problem

Based on the background of the study above, the researcher formulates the research questions is:

“What are the students' perceptions toward the use of WhatsApp in writing class?”

C. Research Objective

Based on the research problem above, the objective of the study is:

“To investigate the students' perceptions toward the use of WhatsApp in writing class.”

D. The Scope and Limitation of the Study

The scope and limitation of this study is students' perception toward the use of WhatsApp in writing class. This study focus on 2nd semester students at English Department in Sentence and Paragraph Writing class of IAIN Kediri in academic year 2020/2021.

E. The significances of the study

The result of this study is expected to provide valuable information for those who want to study more about chat using WhatsApp in writing class.

For English Teachers, the results of this research hopefully can be helpful for English teachers to use this new method as a reference for teachers in teaching English, especially in writing classes. They can apply the design based on the results of this research. The teachers not only emphasize teaching theory but also in the students' writing practice.

For other researchers, the results of this research can help them to provide information and knowledge in the teaching and learning process in writing class.

F. Definition of the Key Terms

In order to avoid misinterpretation, the following key terms used in this research will be defined:

1. Perception

Perception is the process of treating a person or individual to objects or information received through observation using their senses. This perceptual process is related to giving meaning or meaning and interpreting the object being observed.

2. Writing

According to Nunan (2003, p.88), writing is a process of thinking to find ideas, then expressing them in good writing and arranging these ideas into a clear paragraph. The writing process consists of several elements, namely pre-writing, writing, revising, editing.

3. WhatsApp

WhatsApp was founded in 2009 and was developed by former Yahoo employees Brian Acton and Jan Koum. In terms of its use in the educational field, WhatsApp has several features that students can use, such as sending text messages, pictures, videos, documents, and location.