

CHAPTER I

INTRODUCTION

This chapter presents the background of the study that describes the reason why the writer conducts the study. It also contains the problem of the study, objective of the study, research hypothesis, scope and limitations of the study and significance of the study. Next, significance of this study is provided. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Research Background

In the new era of globalization there are many kinds of advancement in this world. One of the advancement is in the sector of digital technology. Not only for the sector of the communication that has in fast progress, but also Education also becomes one of the sectors that have good progress in the era of digital. In teaching learning process we don't need feel so difficult if we want to teach our students. Young argues that, today teachers have access to innovative tools with which to enhance their curriculum. One of these technology tools is the Internet, which has given students a new way to do research, allowed teachers to offer a wider topic range, and made available an

endless amount of information¹. There are many kinds of application or media that already created by the programmer to make the easy process when it applied something. We can use easily if we want to study and applied about many things in the era of digital technology. Especially, in teaching and learning process.

There are many applications that we can used to increase our ability in many skills. Smith state, clearly it is now possible for more people than ever to collaborate and compete in real time with more other people on more different kinds of work from more different corners of the planet and on a more equal footing than at any previous time in the history of the world-using computers, emails, networks, teleconferencing, and dynamic new software². We can use the application easily to increase our skills in English language. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills³. Based on curriculum based school, the objective of teaching English at the Junior High School/Islamic Junior High School (SMP/MTs) is the students can develop their communicative competence in both oral and written forms to achieve a certain functional

¹ Rose, Y. *Using Technology Tools in the Public*. (A Research Paper Submitted in Partial Fulfillment of the Requirement for the Master of Science Degree in Education, December 2008), p.2

² Snith. *The Effect of Technology on a Student's Motivation*, 2002 p. 325

³ Jeremy, H. *The Practice of English Language Teaching*. (London: Longman 2001), p. 246

stage⁴. It has been argued that, all of the skills are important. However, one of language skills that encourage students to be more productive and creative is writing skill. In writing activities, students can write based on their mind and their ideas. They can express their mind by producing something in their writing. All of their ideas they can write easily. In other hand, sometimes they feel so difficult to start writing something. As the candidate of English teacher we should give a new innovation, so our students will more interest in writing activities.

Based on the conversation I had with the English teacher of SMP PGRI Wringinanom Gresik, most of the eight grade students of SMP PGRI Wringinanom Gresik have less interest in writing. It is because they consider writing as a difficult thing to do. They also have no idea how to write and what writing that can make them not feel so worried. They think if writing is not interesting activities. Most of the students have difficulties how to start the writing. This is in line with Harmer's statement: "a common response of many students when they are asked to write is that they have nothing to say". On the other hand, there are also students who have million thoughts and

⁴ Depdiknas. *Kurikulum Tingkat Satuan Pendidikan* (School Based Curriculum). 2006. Jakarta: Depdiknas

feelings to be written, however, they cannot write it because they do not know how to start it⁵.

Teacher's principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit⁶. One of the ways to make students interest is by creating enjoyable and comfortable learning atmosphere so that students feel fun to write. The feeling of fun in writing can increase student's interest to write more so that their writing skill improves. Where students are involved in a creative writing activity it is usually the case that some find it easier to generate ideas than other⁷. Moreover, practice writing regularly will build the student writing habit. This writing habit is very important because when it has been built; students will get advancement from it. To develop their writing habit we can use creative writing. Harmer state, creative writing is one area (like painting and composing) where the imagination has a chance to run free⁸. One of the creative writing is serving a picture as the media to the students. Then, using the picture, students will create their writing ideas through imagine and express their mind. After that, they can write with enjoyable and free as their own ideas.

⁵ Jeremy, H. *How to Teach Writing*. (Essex: Pearson Education Limited 2004), p. 61

⁶ _____ *The Practice of English Language Teaching*. (London: Longman 2001), p. 261

⁷ Jeremy, H. *The Practice of English Language Teaching*. (London: Longman 2001) , p.261

⁸ _____ *The Practice of English Language Teaching*. (London: Longman 2004), p.40

The Launchora Application is an innovative application that we can use to make students interested, especially in writing activities. Android smart phone be used as the media in teaching and learning process. In this application, the writer can be classifying about the topic or the genre of their writing. Students also can be editing their writing first by their own before they publish their writing. Not only they can share their story each other, but also they can read the story or the writing text based on the topic that already classifying by the author. Young has been state, students should benefit from the use of technology in the classroom. Research in this area has the potential to prove that when teachers use technology tools in the classroom, students become more motivated to learn the material and are more involved in the lesson. In addition, their attention spans may increase when a teacher uses technology tools. Some of these tools include an interactive whiteboard, email, the Internet, course specific software, and many other options available today⁹. By using Launchora, writing activity will be enjoyable, the condition of the learning process will more interesting

Harmer argues that, In order for a process writing approach to work well, some teachers may need to rethink the way in which they react to their students' work. In place of making corrections to a finished version, they will

⁹ Rose, Y. *Using Technology Tools in the Public*. (A Research Paper Submitted in Partial Fulfillment of the Requirement for the Master of Science Degree in Education, December 2008), p.3

need, at times, to respond to a work in-progress. This may involve talking with individual students about a first, second, third, or fourth draft, while other members of the group are working on their own¹⁰. By Using Launchora application teacher can respond student's work by giving the assignment and they can submit their assignment in Launchora Application.

B. Research Questions

Based on the background study described above, the researcher formulated the problem as the following question:

Is there any significant difference in the descriptive writing scores between the students who are taught using Launchora Application and those who are using conventional media at SMP PGRI Wringinanom Gresik?

C. Research Objective

This study is aimed to find out the differences in the descriptive writing scores between the students who are taught using Launchora Application and those who are using conventional media at SMP PGRI Wringinanom Gresik.

D. Hypothesis

Donal Ary explain that when making a hypothesis, a researcher is predicting what the outcome of study will be¹¹.

¹⁰ Jeremy, H. *The Practice of English Language Teaching*. (London: Longman 2004), p.52

¹¹ Ary, Donal. *Introduction to Research in Education Eight Edition*. (Canada: Wadsworth Cengage Learning, 1990) p. 96

Develop from the research problem in the previous section, the hypothesis in this study is: using Launchora Application is effective to improve students' descriptive writing score at SMP PGRI Wringinanom Gresik.

E. Significance of Study

This study tries to investigate the students writing practices at SMP PGRI Wringinanom Gresik by using Launchora Application.

The result of the research is expected to give contribution to:

1. The students of SMP PGRI Wringinanom Gresik, this research can be useful experiences for the students in learning English Descriptive Writing.
2. The teacher of SMP PGRI Wringinanom Gresik, this research can be used to apply the new application of writing by arising students' interest in new learning media such as Launchora Application.
3. Especially for the researcher, the research can be information in order to increase her knowledge and experience in teaching English using Launchora Application.

F. Scope and Limitation

The scope of this study is writing skill of the students in SMP PGRI Wringinanom Gresik. The Limitation in this research, the researcher used Descriptive text as the topic of teaching writing using Launchora Application.

This study only covered a limited number of students for the subject of study in the eighth grade students of SMP PGRI Wringinanom, Gresik. This study was done in 5 times meeting because of the time limitation. The 5 times meeting can be divided are, 1 time Pre-test, 3 times of Treatment, and 1 time for Post-test. Pre test-was the activity that the researcher did before doing treatment. Time for Pre-test only 1 time meeting. Then, the researcher did Treatment 3 times meeting. And the last was Post-test only 1 time meeting. This study was focus on students' writing descriptive score through Launchora Application so that students might show progress in the end of the study. The population of this research was the eighth grade of Junior High School in SMP PGRI Wringinanom Gresik.

G. Definition of Key Terms

It is important for the researcher to make clear the terms used in this paper as this followings:

1. Writing Skill

Writing descriptive skill is a skill of writing that produce a text that provide an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that make writing come alive .It expresses an experience that the reader can actively participate in by

using imagination¹². From the definitions above I can conclude that writing descriptive skill is a way to produce language that comes from our main that served illustration that makes the reader can be imagine about the content of the text.

2. Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: the things that we know well¹³. Based on that statement I conclude that descriptive text is a text that describes something to make the reader understand from the explanation of the text.

¹² BCCC Tutoring Center. Writing descriptive skill. (Rev. 7 2010), p. 2

http://www.bucks.edu/media/bcccmecialibrary/pdf/DescriptiveWriting_000.pdf

¹³ Linda G. *Making Sense of Functional Grammar*. (The Laerning of Descriptive Text 1994), p. 4

3. Launchora Application

Launchora application is one of educational application that we can download easily in Playstore. Playstore is Google's online store for downloading music, games, movies, e-books and Android apps¹⁴.

Launchora application is the application that can support writing activities. The user can be write the text and can be publish their text. The writer also can read the text from another writer using launcher menu in the Launchora Application. Every user also can follow each other to read from another writer and publish their text. (See Figure 1.1, 1.2, 1.3, 1.4)

¹⁴ Computer Dekstop Encyclopedia. (The indispensable Reference on Computers 2017), p. 1
<http://www.yourdictionary.com/google-play>



Figure 1.1 Launchora Logo

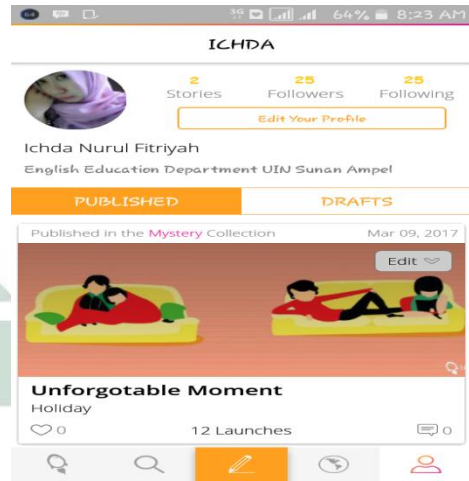


Figure 1.2 Lunchora's Home

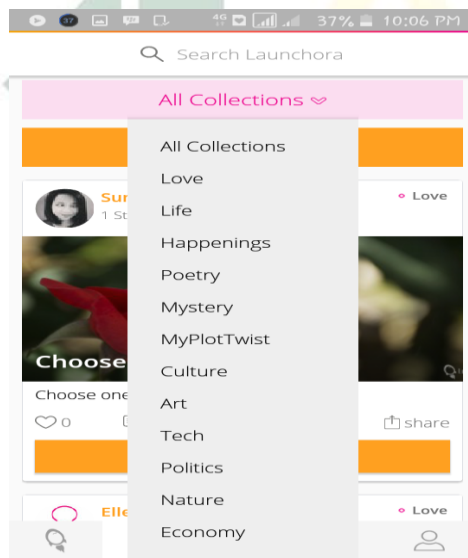


Figure 1.3 Lauchora's Genre

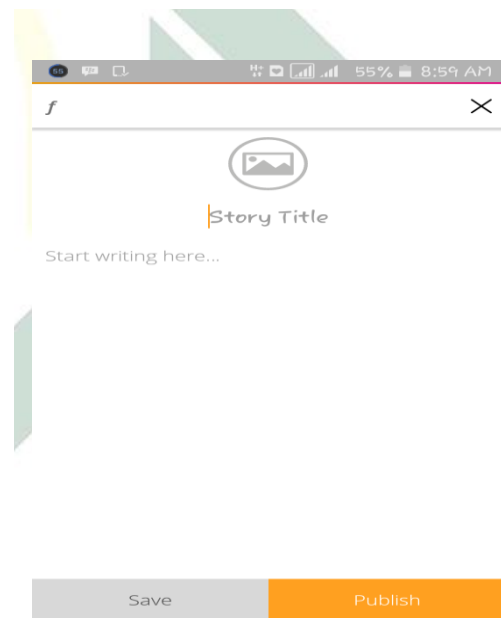


Figure 1.4 Launchora's Page to write.