**CHAPTER I**

**INTRODUCTION**

This chapter introduction of background of the study, statement of the problem, the objective of the study, the significance of the study, scope and limitation, and definition of key terms.

* 1. **Background of The Study**

Writing is an activity that the students write their ideas or their opinion about something, and writing is one of topic difficult in school because the student have to produce a text by using English language. In which the students need to get those first to make sure what they want to write. They have to write about what they think in their mind. Although writing skill is very difffuculty to undertsanding but also writing skill is one of productive skill that is very important skill in English for students because the writing has some opportunity to the students to create innovation that there are in their thought. and The students can be express their imagination to make their good writing. According to Fakhar, (2016) Writing skill is comprehensibility students to make creativity write. Good writing skills are essential for effective communication. The better you write the more easily readers will understand you. Learning to write well takes time and practice. In writing process, Writing skill consist of procedure text, recount text, descriptive text, narrative text, and the other.

In writing at narrative text, some of student stil to much experience difficulties when they need to understanding the material. In which the students have to master second language to make their opinion to write. Meanwhile, they are often boring when the teacher give material without attractive thing in class.

Mall (mobile assisted language learning) is one of media in teaching and learning using technology through mobile device. It can used by students learn writing group anyplace. According to Najmi, (2015) these kind of learning device the learners can control their learning course and progress of their own space giving cognitive state. On the other hand, in teaching m-learning or e-learning can come to be opportunity the teacher and student non-classroom environment when they are at home or in a bus and the other. Meanwhile mobile learning is very helpfully students to learn writing ability in narrative text any time and everywhere they are (Najmi, 2015).

In teaching and learning process every moment and every time through mobile learning hopefully would like to develop their skill instruction inside or outside. Namely, teaching writing ability in narrative text through e- learning using the application Google classroom can help the students to make creativity to write. According to Iftakhar,(2016) Google classroom is measured as one of the best platform out there enhancing teachers’ workflow. “It provides a set of powerful features that make it an ideal tool to use with the students. ‘Classroom help teachers save time, keep classes controlled, and improve communication with students.

In this case, Mobile Assisted Language Learning is good to implement in writing class. Because it is in line with Miangah & Nezarat, (2012)pointed out mobile devices such as PDAs, phones, and other handheld devices, are used everywhere for doing everything ranging from voice calling to make short message, video chat, listening to audio (Mp3, Mp4, Mpeg), besides mobile technology used application Google classroom can give the material and assignment to the student whenever you are. in which the student can help to increasing study writing ability in narrative text everywhere and anywhere.(Iftakhar, 2016).

There are someof problems that are faced by student senior high school in teaching and learning English, especially writing ability in narrative text. Based on the student, the problem they are lazy to study, and the student still disorganized to make good writing ability in narrative text. As with other form technology the researcher will hope give process teaching and learning by using mall application Google classroom enjoyable and funning on the student. In which the teacher can give the material or assignment to the student inside classroom or outside classroom.

According to Najmi, (2015)the other mobile devices some advantages such as : 1) portability: Such devices can be taken to any places because small size and weight; 2) social interactivity: exchanging data and collaboration with other learners is possible through mobile devices; 3) context sensitivity: the data on the mobile devices can be gathered and responded uniquely to the current location and time; 4) connectivity: mobile devices can be connected to other devices, Data collection devices, or a common network by creating a shared network; 5) individuality: activities platform can be customized for individual learner. The widespread influence of the market increased the popularity of the mobile phone, and this fulfills the need of teachers to provide tools and software for the learners in teaching contexts.

Meanwhile In teaching and learning process through mobile devices have some disadvantage, mobile device have limitation in between us small screen, reading difficulty on such a screen, data storage and multimedia limitations (Najmi, 2015). Many of the mobile phones are not aimed for educational purposes. It is difficult for the learners to use them for the task given by the teachers to be carried out (Miangah & Nezarat, 2012). Although this application has limitation it, at least the mobile learning can be attractive attention students to diligent of study.

in teaching and learning process using mall application google classrom to them. They can get oppurtunities to improve your abilty in writing narrative text with the mobile device that always in their hand every time. Not only they can study every where. but also, the teacher will be easy to send the material and assigment to them in-non-classroom every where and any where. therefore, the researcher would like to investigate the students given by MALL ( mobile assisted language learning ) used application Google classroom is one of strategy have better writing skill in narrative text than those taught by non- mobile learning using Google classroom strategy at the Tenth Grade of SMA N 01Ketapang (experimental research).

The researcher selected this media because “MALL” application goole classroom is very essential the instructional interface simply design use technology right now (Iftakhar, 2016). And this strategy can support the teacher to make training course non-classroom and it will help students’ enjoyments study to improve writing ability in narrative text.

Based on the statements above, the researcher would like to conduct this research by the title “The Effect Of MobileAssistedLanguageLearning (Mall) On TheStudents’ Writing Skill In Narrative TextAtThe TenthGrade SMA N 01 Ketapang”.

* 1. **The Statement of The Problem**

Based on the background of the study, the researcher formulates the statement of the problem :

 do the students taught by using Mobile Assisted Language Learning (MALL) have better on writing skill in narrative text at the TenthGrade SMA N 01 Ketapang

* 1. **Objective of The Study**

In line with the statement of the problem, the objective of the study :

To investigate the influence of Mobile Assisted Language Learning onthe students’ writing skillin narrative text at TenthGrade SMA N 01 Ketapang.

* 1. **Significance of The Study**

This study has two significances in theoritical and practical as follows:

1.4.1 Significance theoritically :

This study contributes the use Mobile Assisted Language Learning (MALL) is One strategy the student will be happy and enjoyable when will they join together teaching learning process and to find out the improvement of students’ writing skill of narrative text.

1.4.2 Significance practically :

The result of this study could be implemented the training Mobile Assisted Language Learning (MALL) on the writing skill of narrative text in certain class.

* 1. **Scope and Limitation**

The scope of the study is about the use Mobile Assisted Language Learning (MALL) and Writing skill of Narrative Text At TenthGrade SMA N 01 Ketapang.

 The limitations of the mobile learning specifically, mobile device must online not offline. Because, Mall application using Google classroom will difficulty to conduct whenever if they are not connect to internet and every the student have to mobile device to operate teaching and learning inside classroom or outside classroom in SMA N 01 Ketapang

* 1. **Definition of the Keyterms**

To avoid misunderstanding, the definition of the keyterms as follows:

* + 1. Mobile learning :

Characterized by its potential for learning to be spontaneous, informal, personalized and ubiquitous. Such learning is reinforced when people encounter shortage of free time as the result of working longer hours. In such an environment, busy people tend to use portable devices to learn new materials rather than taking time for traditional classroom-based courses (Miangah & Nezarat, 2012).

* + 1. Writing skill :

Comprehensibility students to make creativity write. Good writing skills are essential for effective communication. The better you write the more easily readers will understand you. Learning to write well takes time and practice(Fakhar, 2016)

* + 1. Narrative text :

A story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration (Munand, 2017).