**CHAPTER 1**

# INTRODUCTION

This chapter presents an overview of this study. It consists of background of the study, statements of the problems, objective of the study, significance of the study, scope and limitation and definition of key terms.

## 1.1 Background of the Study

One of the purposes to learn English is to be able to write english. We must have a good skill in writing to write English well. Writing includes knowledge of grammar, punctuation and sentence structure. Essentially, Writing is one of the indicators of academic success since it is an active and productive skill. The statement conducted by Celce\_Murcia cited in (Vonna, Mukminatien, & Laksmi, 2015) stated that writing in second or foreign language with good accuracy and coherence is a great achievement.

Each writing has a purpose based on the content of the writing text. The purposes of writing are to express oneself, to provide information, to persuade readers, and to create a literary work. One of the most important things to remember when teaching writing is that writing is a process. The whole process has three steps, but the first step in the writing process is brainstorming, also known as pre writing. Pre writing helps students gather ideas and give them a bank of possibilities for their writing. It is difficult to teach writing without using direct instruction.

Sometimes the students often find barries in writing skill especially on narrative text, such as the lack of ability in grammar and vocabulary. Narratives are stories about person or a group of people overcoming problems (Joyce & Feez, 2000, p. 24). To overcome the difficulties in writing narrative text, the researcher used one of technique to help students’ to write is cooperative learning. According Siegel cited in (Anthony R. Adams, 2013) stated that Cooperative learning is an educational situation where learning occurs while two or more students are working together to complete a common task.

The researcher can add the media that make them feel interest in class. Popular media can help students and teachers to hold the writing class and get the goal of the study to make the students can write well. Social media includes social networks, wikis, blogs, poadcast, forums, content communities, and microblogging. Among this media social networks seem to be the most widely accessed and use and they have to the new trend of today’s communication. The one of Whatsapp.

WhatsApp as the popular instant massaging applicable for various devices and gadgets. It was invented by Jan Koum and Brian Actonin 2009, starts booming since 2010 and use by more that 350 millions users in 2013 (Cohavi, 2013). The users may increase in the last three years up to 2016. This free of charge application is favore by the market because of the flexibility and useful features to text, to call, and to send video, audio, links, location, document, pictures.WhatsApp helps the students to learn language better and enhances their English proficiency; the use of WhatsApp should be encourage to improve the collaboration between high and low achievers student (Mistar, 2016). The flexibility of WhatsApp is potential to bridge the diverse of learning needs through circular writing (Fattah, 2015) and collaborative writing. The students work together in a group to produce a piece of writing. (Harmer J. , 2007) stated that, writing skill is believe as a way to promote positive interaction among students that later can contribute to the improvement by this media.

Based on the previous study (Ani & Ali, 2016), Considering the effectiveness of mobile learning for English language classroom, it is interesting to dig the potentials of using the most popular instant messenger (WhatsApp) in English skills teaching. While mobile technologies are mostly suitable for listening, speaking, and reading skills, it is also worthy to explore the optimization of mobile technology especially for teaching and learning writing skills.

When Whatsapp being as media in a class then called Whatsapp group. WhatsApp group is as tool to communication with students, nurturing a social atmosphere in class, forming a dialogue and collaboration between the students, and as a means of learning. Another benefit of this app is the possibility it gives the teacher to become more familiar with the students and to influence student discourse. Moreover, WhatsApp group has academic benefits evident in the availability of the teacher, learning that continues outside the classroom, and rapid access to study materials. Nevertheless, there are also disadvantages as not all students have smartphones that enable use of the app. Furthermore, there is a large amount of messages and the need to deal with improper language, and finally, students have high expectations that the teacher will answer their questions quickly and effortlessly (Deshen, Buchnik, & Brochson, 2014).

Based on the theory WhatsApp is preferable to other media (e-mail, Facebook, and texting). Educational benefits – evident in the student's feeling of belonging to the class; in addition, the teacher's presence in the group has a positive effect on the conversation between the group participants. Academic benefits – evident in the teacher's availability for academic questions, sending study material by WhatsApp such that it reaches everyone immediately. WhatsApp also lets the student review the material at home and come with additional knowledge beyond the formal classes. Moreover, teachers can correct students' mistakes immediately and add comments. Following use of WhatsApp groups, students feel confident, have someone to ask questions. Even students who do not stand out in class can express themselves with this app without feeling shame and helplessness (Deshen, Buchnik, & Brochson, 2014)

The reseacher takes this study, because by using this media, procces writing learning would be interesting on students’ motivation of learn. This media can encourage learners to learn writing section that effect on student improving the achievement and has more desire to study on the Eight Grade of SMPN 2 Kamal.

Based on the statements above, the researcher would like to conduct this research by the title “The influence of WhatsApp Group on students’ writing skill at the Eight grade of SMPN 2 Kamal”.

## 1.2 The Statement of the Problem

Based on the background of the study, the researcher formulate the statement of the problem : Do the Students’ through WhatsApp Group gain better Writing Achievement than those students learning by white board on writing skill?

## 1.3 Objective of The Study

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

to know the influence of the use Whatsapp Group on students’ writing skill at the Eight Grade of SMPN 2 Kamal.

## 1.4 Significance of The Study

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

**1.4.1 Theoritically**

This study contribute to the reader as refrences, sources, knowledge, information and other in teaching of english lessons.

**1.4.2 Practically**

This study is purpose to increase new knowledge as additional module in teaching writing through Whatsapp Group.

## 1.5 Scope and Limitation

The scope of this study are about the process of teaching writing through WhatsApp Group as media and writing as skill. The subject of this study is the Eight Grade of SMPN 2 Kamal.

The limitation in this research are the internet connection problem, students that do not be serious in the class, andthe limitations of students have smartphone. The sample selected of VIII class for Eight grade of SMPN 2 Kamal.

## 1.6 Definition of the Keyterms

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

* + 1. **WhatsApp**

WhatsApp comes from an English phrase ‘what is up’ meaning that what’s new. Through WhatsApp, users can create groups, send each other images, video and audio clips (Barhoumi 2015). Whatsapp is learning media interactively among students and teacher in teaching writing because it is one of tool to motive student desire in learning writing narrative text.

* + 1. **Writing**

According to Hernowo (2001) Writing is the act of starting mind and feeling through written form.Writing is an interactive process between the writer and the reader. The imposed demand of writing on the text is much more than that of the spoken interaction, with the existence of new media such as whtasapp, it is easier for students to write narrative text.