

CHAPTER I

INTRODUCTION

A. Background of Study

English plays an important role in Indonesia education. As an international language, it is taught in every school level since elementary to university. English has four skills—listening, reading, writing, and speaking, that should be mastered by students. Yet, every student has their own ability and problem. Some of them, perhaps, learn by looking and listening. Meanwhile, the others take a little longer to master it.

Writing is a basic skill, as important as speaking, listening, and reading. In addition, writing is a creative act. It is an effort to create a relationship with a reader. We can tell our experiences or stories, describe something or events, and many other things through writing. Written language is also considered as communication tool besides spoken language.

Harmer (1998:79) states that students need to know how to write letters, how to put written reports together, how to reply to advertisements, and increasingly, how to write using electronic media. Neville (2015:27) also states that if they cannot write correctly and logically using appropriate language and style, life will be difficult for them not only at school but in adult life too. Therefore, by knowing those reasons, students—who are expected to be professional workers in future, are also expected to be good writers. They need written media to deliver their ideas, such as book, article, report, or journal.

Students acquire English in oral way, but most of them acquire it from seeing the language written down. They understand more from the visual

demonstration of language construction and from how it fits together. They seem easier to commit English to their memory from its visual demonstration. Writing is appropriate learning way to the students who take a little longer to learn English. Instead of learning by interpersonal face-to-face communication, they will be helped by quiet reflective activity to improve their skills.

Students may find difficulties in expressing their ideas by speaking because of some factors, such as limited vocabularies, grammar confusion, or lack of confidence. Meanwhile, they also find some difficulties in expressing their ideas by writing. Some difficulties occur when they have low scores in writing; have problems with grammar; write run-on sentences; create incoherent paragraph; have poor spelling skills, and have limited vocabularies or ideas. We can say that writing problems are more complex than speaking because the students must write, think, compose, and pay attention to five aspects, namely; content, organization, vocabulary, language use, and mechanics.

Students' achievement is not only influenced by their self-learning strategies, but also the effectiveness of the methods and techniques which the teachers apply. The teachers, sometimes, face and have faced the similar problems as the students do. However, they play an important role in teaching and learning process and in solving the students' problems. Therefore, English teachers should not be passive or give up all efforts to do improvements. Teaching aspects, such as approach, method, technique, media, which they apply in the classroom must be appropriate with the goal of learning.

Apart from adjusting the teaching style to overcome learning problems and to achieve learning goals, the teacher should use modern technology in order to

provide better classroom teaching. At first, technology is made to facilitate every human's need, but now along with its development, its function is taken over. Now technology can be used as a media or tool in English language teaching.

Educational media is widely interpreted as any person, material, equipment or events that establish conditions allowing students to acquire the knowledge, skills, and attitude (Arsyad, 2013). It is anything that can be used to deliver the message so that it can stimulate the thoughts, feelings, actions, interest, and attention of students such that the learning process happens to them. One of the benefits of media usage is to upgrade students' motivation and interest in learning English. The other benefit is that teaching aid is designed to help teachers to save their time and effort.

Mobile phone is one of communication technology which helps human to get information faster. It has become a crucial part of our daily life nowadays. The use of it is not only to make calls or messages, but also to share, to create, and to entertain with voice, script, picture, music, and video. In line with its development, its name is changed to *smartphone*. From all operating system in *smartphone*, there are some applications which are used as a tool to communicate. Internet chat rooms are the most effective, convenient, and widely used as instruments for communication globally. Internet chat room uses mostly in Indonesia are WhatsApp, Facebook, Instagram, Line, Blackberry Messenger (BBM), etc. In this research the internet chat room is limited in the using of WhatsApp. WhatsApp is an application available on the new generation of smart phones like iPhone, Android, Blackberry and Nokia mobile phones that allows

users to send text messages to each other for free. Users are not charged for a text sent through WhatsApp.

The increased popularity of social networking sites and mobile applications has led to uptake in education. Mobile learning researches have been done by some researchers in Indonesia and in other countries, but those who investigate the utilization of *WhatsApp Messenger* is still rare. In fact, *smartphones* are mostly used to send messages and to access internet. This chance is used as a field to optimize the usage of *smartphones*, especially *WhatsApp Messenger*. If *smartphones* are only used by the students to send message, to make a phone call, to access internet, and as social networking media, its usage cannot be optimized by them yet. Hence, they had better use it as a tool in learning activities.

Besides having appropriate media in teaching, the teacher has to be applied appropriate technique to solve students' problem in writing. The appropriate technique which was used is peer correction because peer correction makes the students are able to learn each other. Peer correction is when learners correct each other's mistakes. Sometimes we need to indicate that there is a mistake for the learners to correct it. Sometimes they notice the mistake themselves and quickly correct it. Peer correction has also been found to be useful to those who provide critiques, helping students to develop analytical and critical thinking abilities and become better able to judge their own

Nelson and Murphy (1993) found that L2 students consider their peer not to be knowledgeable enough to provide relevant feedback. This distrust in their classmates means that they do not often incorporate feedback from their peers into

their subsequent drafts. Additionally Carson and Nelson (1996) reported that students in Asian contexts relied on teacher feedback much more than peer feedback, as they saw the teacher as the only source of authority in the classroom.

Based on the explanation above, it can be seen that Peer Correction is one of technique which is necessary to help the students understanding the writing text to improve the writing achievement. This research examines the effectiveness of WhatsApp electronic peer correction technique to improve the students' writing achievement at the eleventh grade of MAN KOTA BLITAR in academic year 2018/2019.

B. Statement of the Study

The statements of study are formulated by the following questions:

- 1) How is the students descriptive writing achievement taught by using WhatsApp peer correction technique?
- 2) How is the students of descriptive writing text in experimental class which has been taught by using WhatsApp peer correction technique?
- 3) Is there any significant difference of descriptive writing achievement between control and experimental groups?

C. Objective of Study

Based on the statements of study above, the objectives of study can be formulated as follow:

- 1) To analyze the students' writing in control class which has not been taught by using WhatsApp peer correction technique.
- 2) To analyze the students' writing in experimental class which has been taught by using WhatsApp peer correction technique.

- 3) To analyze whether there is significantly difference of writing achievement between control and experimental group.

D. The Hypothesis of Study

A hypothesis is a statement of the research assumption about the relationship between two variables that is planned to test within the framework of the researcher study. According to Arikunto (2010:112), there are two kinds of hypothesis in research study. The first is Null hypothesis (H₀) and the second is Alternative hypothesis (H_A).

1. Null Hypothesis

The null hypothesis (H₀) states that *WhatsApp Media* is not effective to be used in teaching writing descriptive text at the eleventh grade of Man Kota Blitar

2. Alternative Hypothesis

The alternative hypothesis (H_a) states that *Peer Correction technique in WhatsApp Media* is effective to be used in teaching writing descriptive text at the eleventh grade of MAN KOTA BLITAR.

The hypothesis chosen is the alternative one because it is a supposition that *Peer correction technique in WhatsApp Media* is effective to be used in teaching writing descriptive text at the eleventh grade of MAN KOTA BLITAR.

E. Significance of Study

The results of this research are expected to give benefits theoretically and practically. *Theoretically*, the result of this research can give knowledge and

concept related to writing achievement, especially *Peer correction technique inWhatsApp Media*, in English teaching and learning.

Practically, the results of this research can give contribution to the principal, English teacher, and further researcher.

a. The Principal

The result of this research is expected to give new views and knowledge which can be spread to other teachers so they can be supported by the headmaster when they get problem in applying English language teaching.

b. English Teachers

The teacher can minimize the students' problems in writing achievement and can improve students' achievement in it by using *Peer correction technique inWhatsApp Media*.

c. Further Researcher

The result of this research can be used as a reference for the next study in the same topic and purpose for the other population or different field.

F. Basic Assumption

An assumption is the basic consideration of the researcher in doing this study.

Some basic assumptions drawn are:

- 1) The control and experimental groups have similar basic writing achievement.
- 2) *Peer correction technique inWhatsApp Media* has never been used in English language teaching at MAN KOTA BLITAR.

- 3) *Peer correction technique inWhatsApp Media* is more effective to be used in teaching writing achievement at the eleventh grade of MAN KOTA BLITAR.
- 4) Students' writing achievement is influenced by *Peer correction technique inWhatsApp Media*.
- 5) Students' writing achievement is various.

G. Scope and Limitation of Study

This research concentrates to find out the effect of using *Peer correction technique inWhatsApp Media* in English teaching and learning process, especially in teaching writing achievement of descriptive text. The material is focused on description about thing, person, and animal.

The school chosen is MAN KOTA BLITAR. The subjects of study are the eleventh grades. The experimental group chosen is XI-C of MAN KOTA BLITAR in academic year 2017/2018. Meanwhile, the control group chosen is XI-D of MAN KOTA BLITARI in academic year 2017/2018.

This research is done in certain time and the result from this research refers the time in continuity. The generalization may be used to other places and subjects who have the same characteristics and condition as MAN KOTA BLITAR.

H. Definition of Key Terms

The terms used in this study might result confusion unless they are briefly and clearly described. To avoid misunderstanding, ambiguity and uncertainty of this concept, the definition of key terms are provided as follow;

- a. Effectiveness

Effectiveness is interpreted as; there is significant difference between control and experimental group it to do something. The indicators effectiveness are ; (1) the average score of students' reading achievement after being taught by using *Peer correction technique inWhatsApp Media* is better than before being taught by using *Peer correction technique inWhatsApp Media*, (2) there is significant of students' writing achievement before and after being taught by using *Peer correction technique inWhatsApp Media*, and (3) t-test is greater than t-table value.

b. Peer Correction Technique

Peer correction is when learners correct each other's mistakes. Sometimes we need to indicate that there is a mistake for the learners to correct it. Sometimes they notice the mistake themselves and quickly correct it. Peer correction help the learners to become independent of the teacher and more aware of their own learning needs.

c. Whatsapp Media

WhatsApp Messenger is a well-known application among students and teachers. It is a proprietary, cross-platform, encrypted instant messaging client for *smartphones*. It uses the internet to make voice calls, video calls; send text messages, documents, images, videos, location, audio files, phone contacts, and voice notes to other using standard cellular mobile numbers.