

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, assumptions, definition of key term.

1.1 Background of The Study

The objective of social media is that the students are expected to be able to utilize the social media as a learning tools. The goal of social media is only as a media to help students to learn. There are many social media that can be used, such as (1) line, (2) twitter, (3) whatsapp, (4) youtube.

Twitter is an online social networking and micro blogging service that allows users to send and read text based messages. The high popularity of twitter has made this service a necessity in various aspects such as (1) a means of protest, (2) a political campaign. Twitter also has several features such as (1) tweets, (2) content, (3) format, (4) hot topics. Users on twitter must register themselves first, because if they aren't registered as twitter users then users can only read tweets without being able to write tweets through the interface on the website.

Whatsapp is a messaging app for smart phones. Whatsapp messenger is a cross platform messaging application that allows to exchange messages. Whatsapp has several features that are almost the same as line application such as (1) sending text messages, (2) sending

videos, (3) calling via voice, (4) emoji, (5) stories. The whatsapp chat group has a different capacity from the line application, the group chat capacity on whatsapp is only valid for 24 hours, but the timeline on the line application can last a long time without any time limit. Youtube is a video sharing website created by three paypal employees. Youtube application is made to display various kinds of video content. Youtube has several features such as (1) playback, (2) uploading, (3) quality and codec, (4) live streaming, (5) 3D video, (6) platforms and others. Youtube application must use a large enough data package. Line application have advantages compared to other social media applications, which are not just chat but have a timeline, neat rooms chat, funny stickers, official account online games, line today (news portal), and group chat that can accommodates 300 people.

The success of Line began to appear when its users were in 230 countries around the world and the number of users touched 101 million. According to Reza Syaeful (2007) that e-learning offers a unique academic opportunity to broaden the knowledge of students and can take advantage of various existing facilities on the internet, so the use of e-learning using the Line social networking site can be used as an attractive learning medium. Because, it provides access to online information, there is also a network where individuals can interact with each other and the features that support it. The Line network site is one of the most popular networking sites in Indonesia, where many Indonesian online users are

students and students due to the ease of exchanging information provided by the application. According to Muhammad Rizalinor (2016) that line application among students has become a trend in exchanging teaching materials, exchanging assignments, and others. So, it's not too wrong if we think that social media lines can be used as an aid in learning apart from other media such as Facebook and blogs.

Line is a free instant messenger application that can be used on several platforms. Line can perform activities such as sending text messages and others. Line application uses phone number and user id as line contact friends, add friends to line contacts can be automatically added via the hand phone number on your smartphone. Group chat on the line application can be made yourself with a capacity of up to 300 peoples, so you can freely invite your friends to enter the chat group. Besides that, line application offers several excellent features such as (1) stickers, (2) attachments, (3) line today, (4) timeline, (5) line calls, (6) people nearby, (7) line taxi, (8) line wow, (9) timeline, (10) QR code.

The universal of education, the internet is widely used in learning activities. In addition to the internet can communicate information between computer networks that are separated by distance and time. The internet can also be used in distance learning activities. Distance learning is the acquisition of knowledge and skill through mediated information and instruction, encompassing all technologies and other forms of learning at a distance, Roberly Edwards (2000). In distance learning, teaching and

learning activities do not always have to be face in the classroom.

On the other hand, the obstacle that arise in teaching learning activities are the great distance that must be taken the teacher when they want to provide teaching to their students. The considered of distance learning is not only ineffective but also less efficient. Although the alternative solutions that can be use for enrichment problems in distance learning are to used e-learning as an interesting learning. According to Maltz, L., Deblois, P & The EDUCAUSE Current Issues Committee (2005) e learning is applied in different perspectives, including distributed learning, online-distance learning, as well as hybrid learning. Futhermore, e-learning in the global in this era can easily use a media that is familiar to students, namely line.

Among those four skills, writing is the most difficult skill to learn and to master. Line application can make it easier for students to learn to write. The students who initially don't like writing or are lazy to write may proffer to write, because in the line application there are several features that make students not bored in learning to write. The line application students can also play while studying and even students can make friends or information about education on the line application. The students will be more active in writing. Communicate English in written based on the competences above, it is done through reading comprehension. In writing we have to pay attention on the grammar, diction, punctuations, structures, cohesion and coherence to make sure that the sentences we make are right

and appropriate with the contexts. To build students writing habit, the researcher can start with something pleasant and convenient way to attract students' attention in writing. Writing is an important skill to be taught to the students at x class in English course. Richards and Renandya (2002) state that There is no doubt that writing is the most difficult skill for L2 learners to master.

Based on the material use in the course teaching online, there are some kinds of writing texts such as recount text, descriptive text, and narrative text that should be mastered by students at tenth grade in English course. From three kinds of writing text, the researcher focus on writing narrative text. According to Anderson, M., & Anderson, K (2003) states that a narrative is a piece of the text which tells a story, and in doing so, entertains or informs the reader or listener. The text consist of orientation, complication, and resolution.

Narrative text is an imagination story to entertain people. The function of narrative text is to amuse, entertain, and to deal with actual experiences in different ways. In order to fulfill the basic competences, students, are expected to be able to find out the specific information in the text, and to define vocabulary in the text, Rika Sari, Clarry Sada & Dewi Novita (2006:2). Based on statements above, narrative text is for senior high school students' especially in tenth grade. This text is interesting, because it can entertain the students in the teaching learning process and also students can get many information with writing the costume and the

background of the story are really represent Indonesian.

However in reality, the students are not interesting in writing, they find it hard and very difficult to write what is on their mind into written language. Most of them do not like doing this activity and they always try to avoid it. Some of the students feel that writing is difficult to learn because they need basic skill to express what they want to write.

Based on this reason above, the researcher would like to use Line for teaching learning process in writing narrative text. Line is one technology that can be use as a facility to support the learning process. In using Line, the teacher chooses on the material about narrative text to be watch and understand from the material. From the technique, students are introduced to the technology and it can be motivation in writing a text. Finally, based on the background above the researcher would like to conduct the research under the title “The Implementation of Line Application in Teaching Writing Narrative Text to the Tenth Grade at English Course”

1.2 Statement of The Problem

Referring to the background of the study, the researcher formulate the statement problems to focus on the following research questions :

- 1.2.1 How is the implementation of line application in teaching writing narrative text to the tenth grade students at English Course?

- 1.2.2 How are the students' responses of the implementation of line application in teaching writing narrative text to the tenth grade students at English Course?

1.3 Objective of The Study

Based on statement of the problem the objective of the study are:

- 1.3.1 To describe the implementation of line application in teaching writing narrative text to the tenth grade students at English Course.
- 1.3.2 To describe the students' responses of the implementation of line application in teaching writing narrative text to the tenth grade students at English Course.

1.4 Significance of The Study

The result of the study is expected to be able to give contributions to teachers, students, and other researchers.

1.4.1 For the Teachers

From the results of this study can be use as a reference for consideration for teachers to choose media or technique in writing narrative texts. The teacher can teach writing narrative text by using line application.

1.4.2 For the Students

From the results of this study it is expected that students can increase students' knowledge and interest in learning English, especially in writing. Students can improve their writing skill in

narrative texts through line media. The students can be study writing narrative text line application.

1.4.3 For the Researchers

In this study, it is hope that it can provide additional information that is useful for enriching references related to improving students' skill in writing narrative texts. The result of the study can be use for references to do other research under the same topic.

1.5 Scope and Limitation

The scope of this study is focus on teaching writing narrative text using Line Application at tenth grade students' of English Course on academic year 2019-2020 in X class.

The limitation of this study is using Line media to teaching writing narrative text. Because by using Line Application students get simulation when they learn about writing use Narrative text. The reason of choosing tenth grade because based on the course teaching online the material of narrative text at tenth class in English course.

1.6 Assumptions

The assumption of the study is that the teacher uses Line application in his or her teaching writing narrative text.

1.7 Definition of KeyTerms

In order to avoid misunderstanding of some terms used in study, the following terms will be clarified :

- 1.7.1 Writing is an activity to express thoughts and feelings in written form which is expected to be understood by readers and serves as an indirect means of communication.
- 1.7.2 Narrative text is a type of text in the form of fantasy stories, real stories, that are engineered, or fairy tales.
- 1.7.3 Line is a short message sending application that can be used to communication.

