

## CHAPTER I INTRODUCTION

### A. Background of Study

Language is the source of communication. It is the tool through which people share ideas and thoughts with others. There are thousands of languages in around the world. Countries have their own national languages and official languages too.

Allah said in the Al-Quran surah Ar-Rum of verses 22.

وَمِن آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Seeing from the verses of Al-Quran above, that means although people's vocal chords are similar, and there is no difference in the structure of the mouth, the tongue and the brains, yet people speak different languages in different regions of the world. Even in the regions where the same language is spoken, different dialects are spoken from city to city and from town to town. Moreover, the accent and pronunciation and the style of speech of every person is different from the other. In around the world there are so many people who want to learn different languages. The languages have their own features.

Ramelan (1992 : 14) says that the use of language enables the members of a social group to cooperate with one another for their own benefits. Language has to be learned and used in a social community, without which the existence of language is beyond understanding.”

Language is not only used for daily conversations but also in education, research and science, including the broadcasting and the writing of newspaper, magazine, an technology and scientific books as well.

Some of these languages spoken by many people in around the world. Especially, English which the most used language as second language or official language. English has become an international language, which is used by most communities in the world. As an international language, English plays very important role in the world. It is also stated by Harmer (2007: 1) that English has become a lingua franca that is widely adopted for communication between two speakers whose native languages are different from each other's. Moreover, one or both speakers are using it as a 'second' language.

There are some reasons why English is really considered very important and has to be taught as a foreign language. English has an important role in our social life. People who have good English skill can get a better job than the others who have not. We also can go abroad to continue our study by mastering English. This case proves that how important English is.

English learners have to master English skills such as listening, speaking, reading, and writing. Students should learn English because English is one of the keys of success in this global era. Seargeant and Erling (2011:129-135) stated that "English language skills are seen as a resource which will allow for participation in the financial, political and knowledge economies which, today, are

increasingly being conducted at a global level, and which therefore rely on modes of international communication”. Dash (2007:23) cited that:

“The four language skills—listening, speaking, reading, and writing are to be developed in sequential order. These language skills are interdependent in the sense that failure to acquire one will lead to a general failure in learning the language. Listening leads to speaking. Speaking leads to reading which in turn leads to writing. In other words, writing depends upon the reading skill. The skill of reading depends upon speaking which is dependent upon listening. If a pupil has to learn English well, all these skills must be mastered well.”

As a result from that English is become one of international languages. Indonesian government has decided that English is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. In learning language, there are four skills should be mastered by students, such as listening, speaking, reading and writing.

Writing is one of the skills which must be mastered by students who want to learn English. Seow (2002:58), stated that writing as a productive skill is considered more difficult for students compared by other three skills. In writing, students need to master of grammar, choice of words and mechanics involved in producing a good paragraph.

By writing, we help students develop their intellectual potential. Through contextual teaching and learning system, the intellectual is accomplished. It comes from active participation in significant experiences. The step used in critical and creative thinking in writing is based on learning in context. It provides real-world opportunities to practice the higher order thinking. Practicing higher order thinking in contexts teaches students about habit of thoughtfulness (Johnson,2002:4).

Being able to write paragraphs, essays or anything else is a compulsory for students who are willing to develop their skills in writing. In developing writing students can train how to develop a good paragraph. Smalley, (2001:3) states that students need to empower the prewriting stage and this allows them to think about their topic and generate ideas.

Writing plays an important role in conveying information and transforming knowledge to younger generation. The ability to write effectively becomes increasingly important in our global community. The advances in technology, people throughout the world interact one another through writing. The ability to write turns out to be widely recognized as an important skill for education.

Littell (1985:18), puts forwards that writing is combining ideas into sentences. It is about how several ideas might be expressed in relation to each other. Writing will be started by understanding how to write simple sentences in correct grammatical structure and mechanic. Understanding grammar deals with knowledge of joining sentences and sentence parts using appropriate conjunction, adding single words, adding group of words , adding group of words used as nouns, as modifiers; and combining to show relationship, as well as using combining skills for revision.

Many EFL students are facing difficulties in their writing skill. There is a tendency that students feel insecure to write in English. Learning English writing in EFL context such as in Indonesia is still considered difficult. The difficulty of learning and teaching English writing is admitted by Kroll (1990:1) who states that “becoming a writer is a complex and ongoing process.” The complexity of developing writing skill requires the students to do a lot of writing practice.

The writer is focusing her research on writing because writing is one of the four language skills that play a very important role in second language learning. Writing skill is

more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment. The ability to write English text is a complex problem that the students have to master not only in the vocabulary but also in the content, organization and in the mechanics of writing. Vocabulary mastery is needed to provide appropriate words, phrases and terminologies to express clear ideas for the readers to understand.

Teachers can find new and interesting ways to make the class more effective for students even the students have some problems with learning in classroom. Many researchs show students become more active if they interested in class in way technology. Researchs show that by using computers, students become better problem solvers and better communicators. Because nowadays, technology plays an important role in our daily lives. More and more people are using technology in their lives and in education.

Using technology is an inevitable part of almost every aspect of life and educational environments are no exception. Computers, used as assisting tools for both teachers and students, have had beneficial uses in EFL classrooms. The use of computers to assist learning, or Computer-Assisted Language Learning (CALL), has gained popularity in language studies, even though, as Warschauer and Healey (1998:58) mention, this is not something new. However, due to the development of technology and the information era, it is a promising trend for language studies. The rise in popularity has not been in vain. It has been suggested that CALL may have many advantages. For example, CALL-based glossing is more efficient compared to paperbased glossing; moreover, writing is much easier and more successinclined in terms of accuracy when it is applied on computers (Taylor, 2013:148 ; Ulusoy, 2006:59; Usun, 2003:4)

The use of technology may increase students' motivation for learning. For developing writing skill, we can say that with the advent of cyber-tech era, students use

email and are familiar with its uses. Email, as one of the most prevailing by-products of computer technology, is a way for students to interact, or exchange information. Hence, using email in the classroom is a possible way to make the students cyberly literate. Hayati (2014: 5) states that using email entails diverse skills including knowing how to use a computer, knowing how to surf cyberspace, and becoming familiar with the special register of email communication. Mastering these skills enables students to use email and other types of telecommunications for the rest of their lives. Email allows students to communicate easily with other students. By providing information, contact, and stimulation, email supplies the teacher with more effective and enjoyable teaching situations. To conclude, email offers students the opportunity of communication, collaboration, and information.

According to Garcia and Arias (2000:89), using technology in a classroom has some advantages: increased motivation of the students, individualization of the learning process, immediate feedback, non-linear access to information, and the introduction of new types of exercises in the classroom.

Being familiar with computer technology enables the students to experience written communication interactively with teachers and friends via email. A good number of recent studies report that computers are beneficial for the teaching of composition. Scholars such as Li (2000:229-245) and Belisle (1996:26) suggest that composing directly on the computer helps students to become more conscious of the process that takes place when they write. Because email is a quick tool, writing has become a purposeful learning experience.

According to Belisle (1996:27) in EFL writing classes, email is a useful and powerful means for teaching. It enables the teacher to monitor the process of the students' writing to save class time for the teacher's assignments and comments. So the students are involved more in active and interactive learning. Electronic mail is preferred to the postal

service due to its rapid speed of delivery and inexpensive person-to-person engagement (Stafford, Kline & Dimmick 1999: 660).

According to the researcher's observation which is before the implementation of letter friendship activity, there are some lacks of writing skill in the tenth grade of SMAN BANUA BILINGUAL BOARDING SCHOOL, BANJARMASIN. The students' writing ability a bit low. The students also seem to feel difficult when they are asked to write their idea. Their attitude and motivation toward the English lesson also show that they are not so interested in joining the class. The teacher wants to try something new for increasing students' motivation on writing class. Because the teacher does not want that the students think that learning English is just to know the grammatical patterns and vocabulary and also the students do not have an area where they can use their English skills especially writing skill. The teacher wants to avoid the students have the difficulties with their writing skill such as exploring and expressing their idea ,vocabulary, tenses, making good sentences, and how to start writing. So that's why the teacher aim at use a new activity in classroom.

Activities in teaching writing is an important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea. These activities may be games or exercises by using media. The researcher saw that in the classroom which she did observation, there are some lacks of using media and activity in classroom. The students less focus on writing exercises. There are something not clear in activity sending email yet.

Considering the problems in learning writing faced by the students, the writer wants to describe the students' perspectives on the implementation of letter friendship activity in writing class. This activity applied in this class by sending email. Because email is rapider then the postal service for delivering message and inexpensive person-to-person engagement. But the activies name is still writing letter because the students get new friends

to send letter by using their email. In essence they write letters but they send and receive it using more quick way.

This research does not mean to measure the effectiveness of this activity in teaching writing or to prove statically that a writing letter activity can improve students' writing ability. This research is limited to describing the students' perspectives on the implementation of letter friendship activity in writing class. By doing this research, the researcher expects that this research with the title “ **THE STUDENTS' PERSPECTIVES TOWARD THE LETTER FRIENDSHIP ACTIVITY BY USING E-MAIL IN WRITING CLASS AT THE TENTH GRADE OF SMAN BANUA BILINGUAL BOARDING SCHOOL**”.

## **B. Statement of Problem**

Based on the baskground above, the research question of this research is formulated as follows:

1. How are perspectives of students toward The Letter Friendship activity by using E-mail in writing class?

## **C. Objectives of this research**

Based on the statement of problem above as follow:

1. To find out and describe perspectives of students toward the letter friendship activity by using E-mail in writing skill.

## **D. Significances of the Research**

This research is expected that the result of the research can give a contribution to the language learning activity.



And also the result is expected to give significance as follow:

1. To know the implementation of Letter friendship activity by using E-mail in the class.
2. To know feedbacks from doing this activity in writing class.
3. To motivate the teacher and the students to use English as daily language in this school.
4. The research findings would also give some advantages for further research and development efforts as a reference and empirical evidence.

### **E. Definition of Key Terms**

To avoid misunderstanding toward the title that adapted in this research, the researcher hereby feels necessary to describe the terms in regard to the title as follows:

#### 1. Perspective

Perspective is a way of thinking about something, especially one which is influenced by the type of person you are or by your experiences.(Webster-Merriam)

Perspective covers many meanings and aspects. In this research, researcher's focus is on the students' responses about the letter friendship activity. Researcher approaches the students' opinions, impressions, considerations and interactions about the letter friendship activity and observes experiences which indicate the benefits and difficulties ( challenges) that the students got while doing the letter friendship activity using e-mail as media in classroom.

#### 2. Letter Friendship Activity

Letter is a written or printed communication; a message expressed in intelligible characters on something adapted to conveyance, as paper, parchment, etc.; an epistle. ( Webster's Dictionary, 1913)

Friendship means the state of being friends; friendly relation, or attachment, to a person, or between persons; affection arising from mutual esteem and good will; friendliness; amity; good will.( Webster's Dictionary, 1913).

Letter friendship means , making new friends through writing letters to new people. In this way creating new relationships, friendships by using letters. In this research, researcher observes the letter friendship activity that used by the teacher in classroom. The students applied the letter friendship activity by writing letter to their new friends who were chosen by the teacher. The students share their diaries, ideas or thoughts about something with their new friends.

### 3. E –mail

Electronic mail is a system for sending messages, as by telephone line, from one computer or terminal to a receiving computer or terminal and for storing such messages. (Collin's Dictionary, 2019)

In this research, e-mail used as media in writing class. The researcher observed that the teacher used e-mail for sending the letters which are written by students. E-mail provides conveniences for sending the letter quickly. And by using email the students becomes familier with computer and of course with technology. Because the teacher wants to make students more interested with the writing class by using email. Nowadays, the technology used for almost all lessons in schools by teacher. So that the teacher wants to apply in writing class.

### 4. Writing

In dictionary, "writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge

or some information to share and learn. Besides that, Tarigan (1994: 3) stated, writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic symbols presented if they understand the language and the graphic itself.

In this research, researcher focused on writing because the classroom where the researcher joined and observed contains some problems in writing. The English teacher in Sma Banua, sets out a new activity for writing class to increase the students' motivation through letter friendship activity. Therefore the researcher wants to analyze and conclude those problems about writing. The reseacher follows all writing process in classroom for reaching the best observation