

CHAPTER 1

INTRODUCTION

This chapter discussed an overview of the research. It covered background of the research, problem of the research, objective of the research, operational definition of the research and scope of the research.

1.1 Background of the Research

Writing is one of the skills that is important to have in the process of learning English. According to Walsh (2010) writing is an important skill because overall this ability can support higher education and also in the workplace later. By writing they can convey their thoughts in a concrete way to professors, employers, or peers through a piece of writing that they make. When a student begins to write, it means that they are improving their metacognitive skills. This is in line with what (Sangkala, 2012, p. 83) said, namely writing encourages thinking and learning. It motivates communication and makes thought available for reflection. Therefore, one of the best ways to motivate students to write is to free them to write without thinking about the structure of text they wrote. So that they can channel their creativity as freely as possible.

Besides academic purposes, writing is an important life skill to learn. According to *Kurikulum Merdeka 2022* in *Fase E*, high school of class X students are required to be able to transfer one text to another for creative economy purposes. This shows that in the 21st century learning, students are required to get used to being introduced to the real world because at this time students are required to be able to think critically about events that occur around them. For example, the use of social media allows users to write captions or write CVs that are used when

applying for jobs. Therefore, students' writing skills need to be trained so that they can correctly understand the rules of the language and how they organize their ideas to be more coherent in using the language itself.

When compared to the other English skills (speaking, listening, and reading), writing skills are often a problem for students. (Ghazali, 2010, p. 295) says that writing activities in teaching a second language are usually considered a secondary skill whose importance lies below the ability to listen, speak and read. In research conducted by Sintia Budiarti on 25 students in SMA Siliwangi grade X (2019) stated that the problems experienced by students in writing analytical exposition texts were the lack of knowledge and interest of students in writing exposition texts because students still felt lazy to express ideas in writing. It made the students felt confused to begin writing a text. They will be questioning about what kind of story that would like to share on their text or how they put their idea into a text. This shows that there are obstacles experienced by students in developing ideas related to the topics they will write about later. Finally, many students then gave up their intention to write. According to Wiedarti (2016) this is influenced by students' lack of literacy. She stated that one's success in writing can be achieved because of the habit of reading. This means that the more knowledge they have, the easier it will be to compose a word or assemble a story. Therefore, a teacher must be good at exploring unique methods to stimulate students to be able to convey the ideas that are in their minds.

In this learning process, students must understand that writing is a long and complex learning process. (Harmer Jeremy, 2004, p. 11) stated that there are four stages in writing activity. First is planning stages when writer getting ready to write.

Second is drafting where writer focus on getting their ideas in their environment. Third is editing when the writers putting the piece of writing into in final form or it seems like the process of correcting mechanical errors. The last is final version where writer can publish their writing and share it to the public.

This long process is often complained of by students. It is precisely through this process that students can learn step by step in compiling a good text. Therefore, a teacher needs to instil confidence in students that learning to write is something that is sustainable. However, sometimes the learning process that is arranged in a monotonous way makes the writing process tedious. For this reason, the use of simple and clear media can make the learning process effective.

In today's technological developments, there are many new innovations that make it easier for students and teachers in the teaching and learning process at school, for example by using Answer Garden application. The use of Answer Garden in writing class has been proven to improve students' brainstorming process. Many previous studies have conducted similar research to this research. The following studies are used by the researcher as a comparison as well as a reference in completing this research. First, the results of research conducted by (Khairani, et al., 2021) in class X Simdig Lessons at SMK Negeri 1 Siabu Mandailing Natal, show that using the Answer Garden application can improve student learning outcomes by 72.6%. In this research, the researcher stated that Answer Garden can be used as feedback during the learning process because it can attract students' attention and focus. Second, is research conducted by (Mark S. Ackerman, 1994) which states that Answer Garden is a place for students to do collaborative learning by using a word generator as a medium for expressing ideas. In this research, the

researcher examines the technical aspects of the software in applications, more specifically, the organizational memory system in Answer Garden. The results of the study show that the use of this application can increase knowledge of the memory system because of its practicality. The use of the Answer Garden application in English classes is initiated by the teacher who will provide a topic. Then each student will contribute an idea that comes to mind when they think of the topic, the idea is written on the Answer Garden in the form of keywords and then it will become a "word cloud". If many students write similar words, the "word cloud" that is created will get bigger, this means that many students think the same thing about that topic. This system is very useful in improving students' fluency in generating an idea. The reason is when one of them doesn't get an idea, he/she can get a picture from the words added by other friends. This will be very useful in making students more interactive in writing analytical exposition text material, based on research conducted by Ance Jusmaya (2022) on Paragraph Writing course, students at Universitas Putera Batam, where the research aims to solve the problems faced by lecturers in teaching writing at universities in Batam. One of the problems he found was the loss of student motivation during learning activities. Due to the monotonous learning atmosphere and uninventive teacher, causing a decrease in the level of student understanding. Therefore, the researcher uses Answer Garden as a brainstorming activity to solve this problem. As the result, it shows that they have better performance in building a concept when using Answer Garden. Because in this application they can create list of words, sentences, ideas, or questions about a topic of writing. Then this idea will later become the main point that they will break down into their writing. This application is very useful for student in brainstorming

process because they will get another perspective or idea from other students as a benchmark for the extent to think critically. After students get an idea, later they can develop their ideas and begin writing. There are differences in intention and purpose that distinguish this research from previous research, in this study, the researcher will focus on examining the increase improvement of ability to write analytical exposition text using Answer Garden Application.

1.2 Problem of the Research

Based on the background of the research, the researcher formulated the problem of the research in the following question: How can the implementation of Answer Garden Application to help generating ideas improve analytical exposition text writing of X-B students at SMA 3 Muhammadiyah Jember?

1.3 Objective of the Research

Based on the research question, the objectives of the research is to improve X-B students ability to write an analytical exposition text by using Answer Garden Application in generating ideas at SMA Muhammadiyah 3 Jember.

1.4 Operational Definition of the Research

To avoid the misconception, the writer explains operational definitions relating to the topic of this research.

1.4.1 Writing Skill

Writing skill is a process in which a person can express their ideas in written form as a concrete communication tool.

1.4.2 Answer Garden Application

Answer Garden is an internet-based application where student can use to help them in narrowing the topic and creating a framework before beginning to write. Later, there will be a cloud that serves as the basic idea.

1.4.3 Brainstorming

Brainstorming is a process where a person can generate ideas to solve a problem. In this process a person can contribute to express ideas or opinions as freely as possible based on their diverse knowledge.

1.5 Significance of the Research

1. For student

This research is expected to be useful for students who have problems to generating ideas in writing analytical exposition text.

2. For teacher

This research can be used by teacher as a reference in applying innovative learning media to facilitate the learning process in the classroom, especially in writing an analytical exposition text.

3. For researcher

To increase the knowledge of researcher about learning media that can be used for generating ideas to increase the writing skill ability, especially when writing an analytical exposition text.

1.6 Scope of the Research

This study focuses on the student's step to create a plan or generate ideas to organize materials for writing analytical exposition text that carried out on class X students at SMA Muhammadiyah 3 Jember.