Chapter One

Introduction

This chapter presents the introduction of the study by elaborating several points, such as the background of the research, identification of the problem, delimitation of the problem, research question, the objectives of the research, the significance of the research, and organization of the research. The analysis of this chapter will also present the explanation of each chapter. In addition, this research aims to discover the learning tools utilized by a private Senior High School students in Yogyakarta for writing, revealed the Senior High School students reasons in choosing learning tools for writing and find out the learning tools facilitate for Senior High School students in writing.

Background of the Study

One of the required skills to master English is writing. According to Indihadi (2016), writing is an important skill to communicate indirectly to others. These current days, writing played an important part in life (Karyuatry, 2018). Alfaki (2015) also referred writing as a media that could convince people and express one's idea also feelings. The benefit of learning writing are to train the cognitive system for long-term memory and increase one's knowledge (Kellogg, 2008). It also stated by Alfaki (2015) that writing supports learners to learn. It can be concluded that writing is essential to be used for several aspects.

Even though learning writing is significant for the learner, one may perceive it as difficult. As stated by Javed et al. (2013), writing is one of the most difficult skills to learn by foreign language students. Moreover, it also takes time to learn

writing (Karyuatry, 2018). Hence, students may struggle in learning writing. This is supported by Alfaki (2015) who stated the frequent struggles of the majority of learners are regarding the grammatical, mechanical, sentence structure, linguistic, and cognitive problem. Furthermore, in this time of pandemic, instead of applying face-to-face meeting in the classroom, the teaching and learning process is conducted through online meeting. This results in teacher holding a big role to create more interesting writing class. To overcome the problem, one of the strategies to create interesting writing class is by implementing technology in the teaching and learning process.

In the Fourth Industrial Revolution (Industry 4.0) era, technology holds a big role in various human aspect. At the present time, people are used to implement technology in their life because it can assist them. One of the sectors with technological development is education sector. Learning tools is one of the educational technologies to support the teaching and learning process to run well. A study by Trisnadewi et al. (2020) explained that learning tools are expected to assist teachers' lack in delivering material to achieve learning success.

As stated by Ramdhani and Muhammadiyah (2015), learning tools is a term referring to a method, tools, and technique to create effective learning with interaction and communication for both teachers and students. To know which applications are categorized as learning tools, teachers need to consider several characteristics as stated by Eady and Lockyer (2013); the characteristics of learning tools are: adjusted to students age and level, adjusted to curriculum, adjusted to learning technique, reliable to the content, interesting and interactive, able to

develop the assessment task, flexible to be implemented in the class, able to support the learning, easy to use, and able to support the learning material. If the applications meet these criteria, they can be categorized as learning tools.

The example of learning tool as stated by Dafiani (2019), Google Doc with one of its features to help students create online document. In creating document, Google Doc allows students to create a collaborative writing to finish their assignment with multiple users. Furthermore, the application also helps teachers evaluate students' work easier. In addition, Google Doc is categorized as learning tools because it can help students in writing class and its content is also reliable, interactive, also flexible.

As stated by Fidian and Pradana (2017), there are lot of learning tools used only as a learning method in lecture which are perceived as boring and less interactive. However, learning tools actually provide advantage to build interesting and fun atmosphere in the learning process or class. According to Setiawan, Andayani, and Saddhono (2017), to make the learning process become interesting, teachers should choose suitable learning tool for their students and find out students' interest. The learning tools should adjust to the material that will be delivered, either adjust to the theme or to the skill being taught. At the present day, there are various learning tools used in the English class, especially in writing classes.

Moreover, there are several examples of learning tools stated by experts. First, as stated by Jong and Hua (2021), Padlet is used to improve students' writing skills in online class. Second, Rosell-aguilar n.d. (2018), implied Twitter improves

writing by making daily tweet and by replying others' writing. Third, according to Tahir (2013), the use of Facebook is to support students to write without pressure. Fourth, Yundayani, Susilawati and Chairunnisa (2019) explained that the use of Canva could increase students' motivation in writing and develop their writing ideas. Fifth, Trisnadewi et al. (2020) found that that use of Cartoon Story Maker improves students' creativity in writing. Sixth, Olasina (2017) referred that YouTube is able to improve academic writing skills. Seventh, Ghufron and Rosyida (2018) inferred that the use of Grammarly could improve students' writing skill by providing feedback to correct writing error. Eighth, according to Dafiani (2019), using Google docs could improve students' writing by doing collaborative work. Ninth, Tsai (2020) stated that using Google Translate could help students' to enhance their writing skills. Last but not least, as stated by Indihadi (2016), implementing The Thing Puzzle in writing class increased students' writing skill and motivation.

In fact, there are still lot of learning tools used by students used to improve their writing with different functions and roles. The study by Siahaan (2020) showed that learning tools are needed in the teaching and learning process to facilitate effective lesson material delivery. Consequently, by using learning tools in English class, the quality of learning process could be increased. According to Setiawan et al. (2017), implementing learning tools in the learning process build interaction between teachers and students to become effective. In addition, learning tools are already well-known and they already exist in Senior High School. Students

have been using the tools and are familiar with them in various aspects, especially writing. Hence, the tools are expected to support students' learning success.

Based on the preliminary observation of learning tools used by Senior High School students at a private school in Yogyakarta, the teaching and learning writing process in an English class showed that the teacher implemented learning tools to support the learning. The examples of the writing activities were creating speech script and creating story. To create fun learning atmosphere, the teacher suggested their students to use Google Doc because it provides several features such as collaborative writing with others.

However, it turned out that the Senior High School students chose their suitable learning tools without their teachers' suggestion. This implies that they could autonomously use learning tools in writing class. The examples of learning tools likely used by students were Google Translate, Grammarly, and U-dictionary. These learning tools helped students overcome their writing problem and improve their writing quality.

There have been studies regarding the use of learning tools for writing in Senior High School; however, the distribution of the learning tools was uneven in each investigated school. Moreover, the research participants were mostly college students and the researcher examined the learning tools one by one, not in general.

Based on prior observation, dealing with said problem, the researcher is intrigued to investigate the learning tools used by Senior High School students for writing, also to investigate the Senior High School students reason in choosing

learning tools, and to find out how the learning tools facilitate students to learn writing in English class.

Identification of the Problem

Nowadays, there are numerous learning tools with different functions and roles that students can use to support them in writing. According to preliminary interviews with some Private Senior High School students in Yogyakarta, most teachers have already implemented learning tools into their learning process. Moreover, the teachers suggest students use them in their writing classes. However, the researcher found a problem that students have to face. The first problem is not every student was familiar with the learning tools used by the teacher; this is because students had never used the learning tools used by the teacher before.

The second problem is the suggested learning tools by the teacher did not fully accommodate students' need in the writing process since the learning tools used by teachers was too challenging to use. Therefore, students were required to use various learning tools autonomously to accommodate their writing.

Delimitation of the Problem

In this research, the researcher focuses on investigating the learning tools used autonomously by Senior High School students in writing English, the Senior High School reason in choosing learning tools and on finding out how the learning tools facilitate the students. The Senior High School students have been using learning tools; however, not every learning tool accommodate students' need in their writing process. To make the research effective, the researcher divided it into

three points. First, the researcher investigate the learning tools utilized by Senior High School students in writing. Second, the researcher investigates the Senior High School reason for choosing learning tools for writing. Third, the researcher examines the way learning tools facilitate Senior High School students writing. Fourth, the research participants are six Senior High School students at one of private Senior High School in Yogyakarta.

Research Question

There are three research questions that used as the research guideline. The questions are as follows:

1. What are learning tools used by Senior High School students for writing in English classes?

2. What are the reasons Senior High School students choose the learning tools?

3. How do the learning tools facilitate the Senior High School students' writing in English classes?

The Objectives of the Research

Based on the research question, the objectives of the research are as follows:

1. To investigate the learning tools used by Senior High School students for writing in English classes.

2. To investigate the Senior High School students reason in choosing learning tools for writing in English classes.

3. To investigate how the learning tools facilitate the Senior High School students' writing in English classes.

The Significance of the Research

The research aimed to assist several parties, namely students, teachers, and future researchers.

Students. This research provides information about the learning tools used autonomously by Senior High School students in writing class and how they facilitate them in their writing class. The information of this research is expected to be used as a guidance for students to choose suitable learning tools for their writing problems. Thus, Senior High School students will be supported to achieve learning success in their writing classes using said suitable learning tools.

Teachers. This research is expected to provide information for teachers regarding the kind of learning tools autonomously used by Senior High School students in writing. The research can be used as guidance for the teacher to implement the learning tools to teach writing classes.

Future researchers. Other researchers who plan to investigate similar area of study can use this research as a reference. The result of this study is intended to serve as further resources for those who want to investigate same topic seen from a different point of view.

Organization of the Research

This research consists of five chapters. Chapter one defines the background of the study, identification of the problem, delimitation of the problem, research questions, the objectives of the research, and the significance of the research. Chapter two presents the literature review of the research and conceptual

framework. It provides the information and the expert theories related to the topic by elaborating the kind of learning tools used by Senior High School students in Yogyakarta in learning writing and how the learning tools facilitate them. In addition, chapter two also explains several related studies. Chapter three is the methodology which defines how the data are processed by the researcher. This chapter provides the research design, research setting, research participant, data collection technique, data collection procedure, and data analysis. In this chapter, trustworthiness is also presented.

Chapter four is the finding and discussion. This chapter present the result of the data analysis in detail. In addition, the researcher also defines the analysis result of the research. Last but not least, chapter five consist the conclusion and recommendation. The general answers to the research questions are defined in this chapter along with recommendations. The recommendation are addressed to students, teachers, and future researchers.