

CHAPTER I INTRODUCTION

A. Problem Background

In this era of high technology, learning media based technology is needed by the teachers. Learning media based technology is e-learning. E-learning is an innovation in education that has big contribution to change the learning process. Hamdani (2011: 116) stated that e-learning is a distance learning by using computer technology, computer network or internet. It meant that the teacher should use e-learning as an interesting media. The use of e-learning media enable to support the students in better learning. Learning sources were not only limited in text book but also used digital media so that it was easy to access and evaluate the students.

For various reasons, English has become one of the most important languages to learn. First, English serves as a global communication bridge and has a significant impact on social life. Almost every country, including Indonesia, has made English a compulsory subject to study in school and at the university level (Komaria, 1998). Moreover, according to Nishanthi (2018), the importance of learning English cannot be denied or ignored because English has become the most widely spoken language in the world. The goal of English as a foreign language (EFL) teaching and learning in Indonesia is for students to master the four language skills of listening, reading, speaking, and writing

Writing is an essential skill emphasized in senior schools in Indonesia. According to Schmidt (2018), writing is a medium of human communication that involves representing a language with symbols. Students must learn how to develop their ideas into coherent, understandable, connected paragraph in writing. Moreover, they should have the main idea and supporting arguments advanced from the main one. Technically, students' writing need editing or correcting in some aspects such as grammar, vocabulary use, punctuation, and like. Sometimes, students faced difficulties developing the main idea, even composing the main idea in one paragraph.

The researcher conducted the observation at school and got a little fact from English teachers that there were many students who are low in writing ability. The data is show in the table below.

Table 1.1 Pra Survey Data Writing Score of Grade Tenth Students at Senior High School 5 Metro

No	Category	Score	Students Frequency
1	High	70-90	7
2	Average	50-69	8
3	Low	30-49	10
	Total		25

Based on the results of the presurvey for class X at SMAN 5 Metro, it can be seen that 7 students scored 70-90 belonging to high category, 8 students scored 50-69 including the medium category and 10 students scored 30-49 which was inclusive in the low category.

The problems above, caused by several factors (1) internal factors (students have poor background knowledge, they are confused about what the purpose of writing the text, and students have low self-motivation to become critical readers). (2) External factors (teachers deliver less interesting learning materials, still use conventional techniques, and teachers provide less effective media).

To facilitate communication using English, other media are needed to help the implementation of English communication, such as technology in the learning process. In this case, teachers can improve and develop their competencies. The use of technology in the classroom is expected to provide solutions to overcome learning in schools. This is due to the less than optimal role of the teacher in using technology in education for classroom learning. One of the learning media that can be used in writing is application media. One application that supports writing ability is Quipper School. Quipper school is a digital school platform for students and teachers in Indonesia. Teachers can submit study materials, exams, and student grades through this platform. Students can easily do homework, study exercises and online exams, for example they practice studying at home.

In the Quipper School application, it provides benefits to students for the purpose of writing and provides an active role for students before, during and after writing. This strategy helps them think about the new information they receive, strengthening students' ability to develop questions on various topics.

From the background study above, researcher are interested to use of quipper school application toward students' writing ability in recount text. At the end of the study, the quipper school application can help students learn writing ability in English, especially in recount text. The researcher is interested in researching the use of quipper school application toward students' writing ability in recount text.

B. Problem Identification

1. Students have difficulty learning writing ability during distance learning
2. The difference between using or not application to learn English

C. Problem Limitation

To limit the research, it is necessary to focus on the problems discussed in the study. The reseacher wants to know how to use quipper school application toward students' writing ability in recount text for students of SMAN 5 Metro.

D. Problem Formulation

Based on the research limitation, the formulation of research is :

1. Is there any influence of using Quipper School Application on writing ability at SMAN 5 Metro?
2. How is Quipper School used to support the process of teaching writing?

E. Research Objective

1. To find out whether Quipper School application learning writing ability
2. To describe the use of Quipper School application in teaching writing at SMAN 5 Metro

F. Research Scope

Based on the problems often faced by students in the teaching and learning process of English, especially their difficulties in mastering writing

ability. So, the researcher limited this research to the students' writing ability in one of type of text, namely recount text, using the Quipper School application.

G. Research Benefit

1. The Students
 - a. By using this application, students will be more interested in the process of learning English, increasing motivation to learn more writing ability.
 - b. This will make it easier for students to learn writing ability without being in school or face to face in a classroom with the teacher.
2. The Teacher
 - a. Teachers get knowledge about the use of the Quipper School application in learning English.
 - b. Make it easier for teachers to do distance learning with students.
3. The Reseacher

Researcher can find out how to use the Quipper School application correctly for learning English, especially in writing ability.