

CHAPTER I

INTRODUCTION

This chapter contains background, formulation of the problem, operational definitions, aims of the research, and significances of the research. The background discusses the identification of the problems which become the basic point of doing this research.

A. Background

Writing is one of skills taught at schools especially in learning languages. Widodo (2008) stated that writing skill is one of the most difficult skill to master. In addition, Tandiana and Saputra (2018) contend that writing in English is a complicated process especially for EFL students. Beside of the difficulties in generating and organizing ideas, students also have struggle in delivering ideas into readable text, Fadhilawati & Sari (2018). Therefore, the teacher must find a way to overcome the difficulties faced by the students.

There are some ways to make students get less difficulties in writing. Particularly, teachers can utilize technology in writing class as Digital Writing Tools (focus DWTs) because it is a way to bring about innovate instruction and learning (Grabill, 2012 as cited in Tandiana and Saputra, 2018). Over the last ten years, digital tools have been provided as a method to engage students' literacy practices (Dressman, McCarty, & Prior, 2009). Internet is one of technology that teachers can utilize in writing class, as students easily access it via computers, laptops, mobile phones, tablets, and other devices (Nobles and

Paganucci, 2015). In addition, DWTs can be used as tools that can help students' writing process.

One of the writing genre taught in curriculum is analytical exposition text. Analytical exposition is one of argumentative writing that elaborates the writer's opinion about phenomenon/issue surrounding, but focuses only on one side of an argument. Students have to stand on an issue, support it with strong arguments, and strengthen their arguments with solid evidence (Oshima & Hogue, 2006) to persuade the target reader to look at an issue with writer's point of view. Before writing analytical exposition students must have prior knowledge to strengthen their arguments. Students need extensive information and good writing quality by utilizing DWTs. Students can access every internet platform that provide the related information by access to the internet for instance via Blogs, Google, Twitter, Line, Instagram, and other internet platforms.

There have been numerous investigations focusing Digital Tools in writing class. In particular, Nobles and Paganucci (2015) explored the students' perceptions of utilizing digital tools and online writing environments in writing skill and quality. Kilpatrick, Dostal, Saulsburry, Wolbers, and Graham (2014) investigated how digital tools support students learning in a group of elementary teacher of the deaf and a hard of hearing. The recent study aims to capture how digital writing tools are utilized as media in teaching writing at senior high school.

B. Formulation of the problem

This research identifies the problem as follow, “What are the strengths and weaknesses of utilizing DWTs in writing?”

C. Operational definitions

To avoid misunderstanding about the terms set out on this study, the researcher provide some definitions related to this study, as follows:

1. Digital : Is one of the keys or finger levers of keyboard instruments.
2. Digital writing tools : Those are digital tools utilize to assist in writing. DWTs in this research which is used by the teacher in teaching analytical exposition in one of senior high school in Tasikmalaya.
3. Writing Class : It is a writing activity conducted at school. In this research the writing class conducted at senior high school, particularly in writing analytical exposition, is one of the genre of argumentative writing which is consist of thesis, arguments, and reiteration that elaborates writers’ idea about phenomenon surrounding. The purpose of this text is to persuade the target reader to look at an issue with writer’s point of view.

D. Aims of the study

This study aims to show the strengths and weaknesses of utilizing DWTs as the students' feedback for the teacher in teaching analytical exposition.

E. Significances of the study

1. Theoretical use

This study will expand the utilizing of DWTs which can be used as a new information to conduct further research about utilizing DWTs in writing class.

2. Practical use

This study will provide reference to the teachers in order to utilize more digital technologies as tools in writing class.

3. Empirical uses

This study will provide empirical insight into what are the strengths and weaknesses of utilizing DWTs in writing analytical exposition text. This study is also my experience to write the research for one of undergraduate requirements.