

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, problem limitation, research question, research goals, and research benefits.

1.1 Background

The development of technology runs fast nowadays. One of them is the development of smartphone. Smartphone has different types from time to time. People use smartphone in their daily life. In the smartphone itself, there are many applications that can be downloaded. Line application is the example of application in the smartphone. Line application is used by many people as the media of communication.

Development of technology gives impacts to the development of teaching-learning. “Technology has been around in language teaching for decades” (Dudeny and Hockly, 2007: 7). First, it encourages active learning. Students can look what they search directly in the internet in their smartphone. “Using website is one of the easiest and least stressful ways of getting started with technology in the classroom” (Dudeny and Hockly, 2007: 27). They can search by themselves the materials that they want to have. Second, knowledge spreads faster. Internet helps the spread of knowledge to every part of the world. Students just open internet and get the knowledge. Third, combination of physical learning and online learning happens. Physical learning is learning in the class. Online learning uses a good internet connection (Dudeny and Hockly, 2007: 152). Fourth, it influences the use of teaching-learning media. The application in the handphone can be used as a teaching-learning media. Line application is one of the applications that can be used as learning media for writing.

English is an important language. It is considered as an international language. Many countries use English as a language for communication. English has been considered as lingua franca (Harmer, 2001 : 1). Hence, mastering English language is needed in the present days. People can go global when they master English. English itself has four main skills, namely listening, speaking, reading, and writing.

English is taught in different levels nowadays. People start learning English from the kindergarten to university. It starts from kindergarten, elementary school, junior high school, senior high school, and in university levels.

Writing is one of English skills that is important to be mastered. The students try to have output from their input (Harmer, 2001 : 250). The students try to create writing after they get input in the form of reading. The students can create a good writing if they get a good input. Hence, input is important as the foundation of writing in addition to writing skills.

Considering the development of technology, development of teaching-learning, and the importance of English and writing skill, the writer focuses the research to students' lived experience engaging in the use of Line application as learning media in English writing.

1.2 Problem limitation

Line application can be used in many places and several levels of education. Firstly, this study is limited in the context of Palembang. In Palembang, the research is implemented in Musi Charitas Catholic University, specifically in Management class. Secondly, this study is limited in the use of group note. There are many features in Line application. The writer focuses on the use of group note for writing.

1.3 Research question

The research question in this research is:

What is students' lived experience of using Line application in English writing like?