CHAPTER 1
INTRODUCTION

This chapter presented the background of the study. Then, it was followed by the research question, research objectives, significance of the study, the scope and limitations of the study, and definitions of the key terms.

A. Background of the study

Today, English is an important language since many people now consider this language to be a requirement for employment. English as a foreign language had been included in the educational curriculum in Indonesia since Indonesia achieved independence. This government policy was well-founded, with the main goal of raising Indonesia's human resource standards (Ratminingsih, 2017). Since the Dutch colonial era, English had been taught in the MULO (equivalent to junior high school) and AMS levels of the educational system (equivalent to high school). Only a few native people and Dutch children were allowed to enroll in and attend the two schools during that time. In Indonesia, English is a recognized subject in the educational system (Panggabean, 2016) Since then, middle and high schools, as well as institutions, had made English a required subject.

However, a lot of students, including Indonesian students in vocational high school in Surabaya claim that learning English is difficult. Agung said that (2021) In order to convey thoughts to others, language is crucial in daily life. many students struggle to learn English, especially when it comes to writing. The challenges EFL students in vocational high schools in Surabaya, Indonesia faced in mastering academic writing skills were linked to several factors. Firstly, students had limited exposure to English language input which means they did not have enough opportunities to practice writing and naturally acquire language skills. Secondly, the teaching methods used in the classroom may not be adequate to fully develop students' writing skills. Finally, the lacked practice and consistent feedback may lead to frustration and discouragement on the part of students.

To overcome these challenges, students needed to engage in extra learning activities outside of the classroom. By using technology in a variety of ways, students could improve their English skills and achieve their academic goals. Through the application of this technology in an online learning system, efforts could be made to enhance the quality of learning (Wahyuningsih, 2020). Several studies had been held regarding online learning. According to Greenhow, Graham, & Koehler (2022) Online learning, which was defined as learning that entails interactions that are mediated via the use of digital, often internet-based technology, is pervasive, multifaced, and dynamic, offering opportunities and problems for educational research in the wake of the COVID-19 pandemic. Technology and software that support teaching and learning activities must be understood by both lecturers and students. Computers, laptops, mobile phones, smartphones, and the internet were all considered to be effective tools. The most effective teaching tool currently available was thought to be cell phone technology. The majority of EFL lecturers, teachers, and instructors utilized messaging apps on their cell phones and mobile devices (Juliana, 2021). One potential tool of technology for extra learning was mobile WhatsApp, which was widely used by students in Indonesia for communication and social networking.

WhatsApp was the most widely used messaging program (Jasrial, 2018) Nihayati & Indriani (2021) also discussed how many applications were created and web-based. WhatsApp was one of them and had grown to be well-known. According to statistical information provided by Dean (2022) on Backlinko's website, the number of users of WhatsApp has rapidly expanded since the program was first launched in November 2009 as a chat application for iOS. Then, the Android version of WhatsApp was released in August 2010.

It only took 4 years for the chat application to reach 200 million active monthly users. Up until this point, WhatsApp usage had steadily increased. As reported by Dean (2022), there were one billion more users on WhatsApp than there were in 2016 to 2020. Since becoming a Facebook subsidiary, WhatsApp's monthly active user base had increased from 465 million in February 2014 by 365%. More than 100 billion messages were sent daily on WhatsApp, according to a tweet

by WhatsApp's head in December 2020. In fact, since 2018, WhatsApp messaging volume had climbed by 53.84%.

WhatsApp Messenger was downloaded 39 million times in August 2021 alone, according to App figures. With 29 million installs, Google Play saw the most downloaded, while the App Store saw another 10 million. Furthermore, in September 2021, WhatsApp was the fourth most downloaded app globally (behind TikTok, Facebook, and Instagram). On the Android operating system, the WhatsApp app had received over 146 million ratings, with an average rating of 4.1. WhatsApp had received almost 9 million evaluations on iOS, with an average of 4.8.

Another unique feature of WhatsApp was that you can immediately begin charting after adding a new phone number to your contact list and verifying that the number was operational on the app. Another benefit of WhatsApp was that you can talk to anyone or any group of fewer than 257 people. Whatsapp's user-friendliness and the fact that it worked across all generations were two further advantages over practically all other instant messaging apps (Nawailla & Bicen, 2018)

Due to its advantages, WhatsApp is now a common teaching tool in schools all around the world (Deshmukh, 2015). The distribution of educational information was accelerated via WhatsApp and communication was more rapid. The software gave users the chance to interact, educate themselves, and share their knowledge online. However, sharing knowledge through messenger was done by making groups on the application or sharing with individual students, the act which greatly improved students' learning habits because it seems to be easier and faster for students to read and understand (Nelson & Christopher, 2009) . WhatsApp was a very useful and engaging medium for teaching English (Jasrial, 2018:153). Teachers, students, and people of all ages and backgrounds can access WhatsApp at anytime and anywhere since it is simple to use and interesting.

WhatsApp was one of the tools teachers can use to instruct and encourage students to participate in their English learning. Even while social media platforms like WhatsApp were not specifically designed for educational reasons, they had attracted the attention of educators, particularly those who work in the English teaching industry. The used of WhatsApp in English schools had been the subject of numerous research. Umar (2021) stated that during the pandemic, compared with the other applications, WhatsApp was more effective and interactive in the learning process. Pratama, Azman, Kassymova, and Duisenbayeva (2020) also added that the most widely used program, WhatsApp, makes it simple to share documents, photographs, and videos with groups or people. WhatsApp was regarded as a suitable learning tool for students and lecturers to employ to support teaching-learning activities (Ujakpa, 2018)

Additionally, WhatsApp could help students in improving their English language skills, especially in academic writing. Implementing the WhatsApp app in academic writing is incredibly simple and affordable. For the most part, using WhatsApp offers many possibilities to frequently practice English without being confined by time or class meetings, in addition to fostering student interest in their learning. Emojis, photographs, audio, links, documents, the ability to create groups, and text features of WhatsApp can all be used effectively for English learning. Students responded favorably to the deployment of WhatsApp Group learning activities (Dewi, 2019). Three basic categories of WhatsApp interactions in education include interactions between lectures or teachers, interactions between students, and interactions between students and content. The difficulties are thus split into two categories: device connectivity (Thoriq, 2020). Online learning was still difficult in Indonesia due to poor internet connection. Lectures need to be concerned with students' circumstances, including internet access, internet quotas, and instructional materials that use a small amount of internet. It is crucial to use online learning tools that support both teaching and learning activities (Farmulasih, 2020). In addition to the government-provided internet quota for students and professors, WhatsApp used a small portion of the internet quota compared to other online applications. It's one of the factors that contribute to WhatsApp becoming a student

favorite online program.

Most students at student's vocational high schools had their own cell phones and WhatsApp is a popular application among these students and teachers. In this age range, friendships most typically start with WhatsApp chats, which then develop into a partnership that prioritizes each other's welfare. Using mobile WhatsApp as a platform for extra learning activities can provide EFL students with opportunities to practice their writing skills and receive feedback from their peers and teachers. For example, teachers can create WhatsApp groups for their classes and assign writing tasks for students to complete and share with the group. Students can then provide feedback and suggestions for improvement to their peers, while the teacher can also provide guidance and corrections.

In addition, teachers can also share resources such as articles, videos, and podcasts related to descriptive writing on the WhatsApp group. This can help students to expand their knowledge and understanding of the topic, as well as provide them with examples of good writing. Furthermore, mobile WhatsApp can also be used for one-on-one communication between students and teachers. Students can send their writing assignments to their teachers for feedback and corrections, and teachers can provide personalized guidance and support to help students improve their writing skills. WhatsApp messaging can influence language learning. Language learning in a positive or negative way, leading to eventual linguistic variety and difference as a result of the quick shift in language use and expectations (Miloud, 2019)

According to the problem described, Despite the potential benefits of using mobile WhatsApp for extra learning, there is limited research on the perspective of EFL students on this tool for academic writing, particularly in the context of descriptive texts. Therefore, this study aims to investigate the perspective of EFL students on extra learning via mobile WhatsApp for academic writing descriptive text at a student's vocational high school in Surabaya. The researcher explored their perspective on the effectiveness of extra learning via WhatsApp and how this affects students' understanding of the

material delivered regarding Academic Writing, particularly Descriptive Text.

B. Research Question

According to the explanation in the background of the study, the following research question will guide this study was What are the perspective of EFL students of extra learning at students' vocational high school Surabaya via mobile WhatsApp for academic writing of descriptive text?

C. Research Objectives

Following the research question, the objectives of the research was to understand the perspectives of EFL students on extra learning at students' vocational high school Surabaya on learning Academic Writing subject, particularly on Descriptive Text topic via WhatsApp.

D. Significance of the Study

1. It contributes to the understanding of the potential of mobile WhatsApp for extra learning in academic writing descriptive text.
2. It provides insights into the perspective of EFL students on this tool, which can inform the development of effective teaching and learning strategies.
3. It can serve as a basis for further research on the use of mobile WhatsApp for extra learning in other areas of EFL learning.

E. Scope and Limitations of the Study

The scope of the study was the perspective of online learning for Academic Writing. Furthermore, the limitation of the study was the Academic Writing subject, particularly the Descriptive Text topic

that was learned by 10th Grade Students at students in vocational high school via WhatsApp. In addition, this study was focused on analyzing students' perspectives regarding this learning process. Academic writing by 10th-grade students at students of vocational high school Surabaya on the students' perspective learning via WhatsApp

F. Definitions of the key terms

Perspective: The capacity to view things in their true relations or relative importance. In other words, perspective refers to an individual's point of view or way of looking at something, which is shaped by their experiences, beliefs, and values. In academic research, perspective can refer to the opinions, attitudes, and beliefs of individuals or groups on a particular topic or issue. Understanding different perspectives is important for understanding a topic comprehensively and developing effective solutions to problems. (Sony, 2010)

EFL: EFL stands for English as a Foreign Language. It refers to the learning and use of English by individuals who live in a country where English is not the primary language. EFL learners may have limited exposure to English language input and may face challenges in mastering the language due to factors such as cultural differences, lack of practice, and inadequate teaching methods. (Nordquist, 2020)

Mobile WhatsApp: A mobile application that allows users to send text messages, and voice messages, and make voice and video calls over the internet. (WhatsApp, n.d.).

 Extra learning: Additional learning activities that take place outside of the formal classroom setting. Extra learning can include self-study, tutoring, online courses, and other forms of informal learning. (Singh & Thurman , 2019)

Academic writing: Writing that is used in academic contexts, such as essays, research papers, and reports. Academic writing requires a specific set of skills, including critical thinking, research, and the ability to communicate complex ideas clearly and effectively. (Nugraheni, 2021)

Descriptive text: A type of text that describes a particular person, place, or thing in detail. Descriptive texts are commonly used in academic writing, as well as in other contexts such as literature and journalism. (Novanda, 2022)