CHAPTER I

INTRODUCTION

1.1 BACKGROUND OF THE PROBLEM

Writing is commonly considered the most challenging skill to acquire. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic from long-term memory . Writing is linked to making writing, like coming up with ideas and putting them in order, as well as developing those ideas into sentences. For example, you can come up with ideas, put them in order, draft, and revise. Finally, for a writing query standards to be good, it must meet all of the component standards. These are language, paragraph, content, the writing process, goals, and techniques. Writing is one of the skills that a student must master, which can be seen from the 4 mandatory English language skills mastery. This can be seen from the curriculum, be it elementary school, middle school or high school, which studies chapters about texts, such as: procedure, narrative, exposition, news item, explanation, expository, report, descriptive, etc. In the 2013 curriculum (K13), especially in class VII, students must be able to write and create conversations about humans, animals and other people. With this aim, students must be able to learn about descriptive texts.

A descriptive text is a text by which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. And then, there are two generic structures of descriptive writing: identification and description. Identification is a part of text where the student cloud identify the phenomenon and description was the part where the student are able to describe parts, qualities and characteristics. Heaton (1988) divides some components in a scoring writing test. He classified them into content, which consists of the idea of writing. This organization concerns the writers' ideas, grammar, or language uses that concern choosing the correct word, and the last mechanics, which refers to punctuation, spelling, and capitalization. From the explanation above, the researcher interested to analyze and focus on students'

difficulties in writing descriptive text such as developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately. Regarding student writing in descriptive text, there are several common problems faced by students.

Bahri and Sugeng (2009: 15) state several common problems faced by students in writing review texts. The first is a grammar problem where students cannot use tenses correctly. Second, the problem of organizing ideas where students cannot organize ideas well. Third is the problem of organizing paragraphs where students become confused in the orientation of writing and retelling interpretively. The last one is a vocabulary problem where students use inappropriate words. There are problems that researchers find when someone lecturer also frequently employ learning activities that guide students toward higher-level thinking skills, but similar to the discussion method, there are still many challenges educators face when attempting to enhance students' thinking power through learning activities. These challenges include the inability to apply higher order thinking skills to students who are not yet proficient in applying high-level thinking, the variation in students' thinking abilities, and the proportion of students who are not as engaged in the classroom as others. As students advance in their language acquisition, they must become proficient in these interconnected skills. Nonetheless, the study has noted a number of issues with education, including grammatical mistakes, a little vocabulary, a lack of mechanics, and trouble coming up with ideas. Students particularly struggle with vocabulary, have trouble coming up with concepts, and have grammar problems when reading descriptive texts. In order to solve the problem and to improve the students' achievements in writing skill especially in descriptive text, the lecturer should make the media that more colorful than before so the students would be interest with the material. A media will make the students can remember the information for a long time period. So to solve this problem, the researcher tried to use Trello as the media.

Trello is an internet-based program that is suitable for online teaching materials. Trello is a web-based program that offers capabilities such as

collaborating with multiple teams to fulfill project requirements in one location. Trello may work similarly to a whiteboard. Where, various sticky notes cover the whiteboard. Each sticky note contains a task or activity that has been completed, is being done, or has not yet been completed by the team. (Melina, 2023)

Figure 1.1 Application Trello

Like other aspects of life, education is not interested in competition. Modern education is also implemented. One example of a modernity issue is the type of media used as an educational tool. Online learning tools can now be accessed where previously they could only be accessed through books or instructions. It is very easy to get it thanks to the internet. The complexity of learning media is also increasing, especially videos. The learning resources in the class are quite easy to use, and the facilities are quite complete. Students learn by using a projector to display images on a larger screen. As with the previous media example, students can easily find materials on their computers. Learning becomes simpler with the help of this tool. Although technology may be beneficial for the progress of society, it can also have negative impacts on society. On the other hand, when used responsibly, the many advantages far outweigh the disadvantages. Therefore, it cannot be denied that social media influences students' writing and speaking skills considering the prevalence of social media sites and the increasing number of registered users. Teachers now have a new task: making sure students follow the laws of language and helping them learn to distinguish between formal and informal communication styles so they can use them effectively.

G. Gunawan (2009) in Sudibyo (2011) states that there are five changes in the learning process due to increased use of information and communication technology: 1) training becomes performance; 2) classroom to anywhere and anytime; 3) paper to "online" or channel; 4) physical facilities to network facilities; and 5) cycle time becomes real time. (Rangkuti, 2019). According to H. G. Tarigan (2008), there are several language skills taught in English education which are divided into four categories: speaking, listening, reading, and writing. It's not just about generating and crafting ideas; it's also about turning those thoughts into readable writing. Writing requires a fairly sophisticated set of talents. In addition to grammar and punctuation, second language writers need to focus on planning and structuring their work. Students learn writing as an essential skill for their academic work and when they eventually enter the workforce. They will then have the necessary basic understanding of writing. According to Jalaludin (2011), writing is an interpersonal communication system that uses various language styles.

Readers should be actively involved, conventional norms should be challenged, and writing should be powerful and authentic, rather than solely motivated by financial gain. There are the 10 basic requirements for successful writing: clarity, length, main points, timeliness, logic, proper grammar, English, and spelling. Similarly, feedback is becoming more crucial for attaining social, cognitive, and emotional advantages. Peer review is supported by Vygotsky's sociocultural theory. Vygotsky (1978) posited that the mind's development occurs through interaction with the external environment. He stressed that learning is a cognitive process that surpasses individualism and that learning lays a stronger emphasis on interpersonal relationships in the social context rather than on the individual. The aforementioned definition highlights the significance of criteria as a crucial factor for authors in order to generate high-quality content. Thus, despite the absence of explicit evidence, readers might deduce a plausible perception of the author's sentiments towards his writing. It offers precision to distinct characteristics, places, and items. Specific details enhance the reader's capacity to create mental images.

The proliferation of social networking sites that provide platforms to provide optimal user experience is the main motivation for scholars to focus on this field. This generation of students was born and raised in the era of social media, thanks to the widespread use of these social networking sites. However, behind all that, there is hope that the widespread use of media and platforms as a place to learn and practice English will help students master the language more quickly. In addition, these platforms should be innovative and creative, promote independent learning and provide a space for students to practice and use English, such as Trello.

The researcher observations of the Trello media and the participants' status as English students at the State Islamic University of North Sumatra differentiate this research from other research that has been conducted previously. The author searches social media sites to find out educational elements that might be used in the teaching and learning process. Reading, writing and listening are examples of activities that are generally done by everyone, but sometimes it is difficult to focus and seems unimportant. However, it can be a useful and constructive exercise, especially for those who want to improve their overall writing and English skills.

1.2 RESEARCH IDENTIFICATION

In recent years, the field of education has undergone various changes, reflecting transformations in students' study habits, knowledge acquisition techniques, and the variety of resources accessible for teaching and learning. This growth involves a variety of areas, including the way students interact with their studies, the tools and materials used to acquire knowledge, and the technology used for teaching and learning. Furthermore, globalization has had an impact on education, so it is necessary to understand its implications in the field of English language teaching. It is important to treat this development with care and flexibility, especially when it comes to teaching English. The English learning environment is a larger educational system, where conventional teaching methods face the complexities of globalization and technological innovation. Therefore,

teachers need to have a high awareness of the possibilities and problems that arise in teaching English in an ever-changing environment.

To understand how important writing skills are in a world where education is changing, teachers need to use a variety of methods, combining ancient ways of teaching with new ways designed to meet the needs of today's students. This can mean using digital platforms, video tools, and engaging assignments to make writing lessons more engaging and help students understand better. Teachers should also emphasize the importance of improving academic and artistic writing skills, giving students the tools they need to explain themselves clearly in a variety of situations. Writing skills are one of the language skills that are complex and quite difficult for students. Writing activities in English involve various aspects of language such as text models, grammar, spelling, punctuation and prepositions. However, in reality, in the practice of writing English, many students still experience difficulties in completing it due to their lack of ability regarding grammar and rules in English.

1.3 RESEARCH LIMITATIONS

Based on the difficulties stated above, the researcher limited the problem of the existence of social networking sites and the ability to write, especially descriptive text, for students of the English Language Education Department at UINSU, for which the author focused on Trello as the main media. The indicators of this research are the existence of the Trello application, the organization of The problems faced by students in writing descriptive texts are caused by several factors; These factors are first language interference, complexity of the target language and lack of knowledge about writing components (Saadiyah, 2009: 21). Interference is a form of derivation of linguistic norms that occurs in the speech of a bilingual as a result of familiarity with more than one. Liu (2001: 35) states that interference can be said to be a negative transfer. Liu explained that if the use of the first language is beneficial for the second language learning task, it is called positive transfer, but if it interferes with the performance of the second language task, the interference is called negative transfer.

Developing ideas, organizing idea,grammar, vocabulary, and mechanics, all of which are indicators of this research.

1.4 RESEARCH FORMULATION

Based on the background of the study above, the problem of the study is as follows:

" How is the using Trello Application on students writing skills? "

1.5 RESEARCH OBJECTIVES

Based on the research formulation, the objective of the study is to describe the process of writing using Trello Application at the English Education Department.

1.6 SIGNIFICANCE OF RESEARCH

The research results are expected to have significant implications, both in the theoretical and practical fields. Theoretically, the findings of this study should offer insight into more effective writing teaching techniques, providing a valuable contribution to the understanding of pedagogy. This research reflects innovations in the use of technology to enhance classroom learning. By utilizing the Trello application, this research shows a new approach to teaching writing that can improve students' skills. By focusing on the use of the Trello application, this research offers insight into how technology can be used to improve students' writing skills. This has important implications for improving students' literacy and preparing them for success in an increasingly mobile world connected.

Apart from improving writing skills, using the Trello application can also help students develop important technology skills in today's digital era. This can equip them with relevant skills for life and future careers. This research can provide a valuable contribution to the educational literature by adding empirical about the effectiveness of using the Trello application in improving students' writing skills. This can be the basis for further research and development of a more effective curriculum.