CHAPTER I

INTRODUCTION

1.1. Background of the Study

Nowadays, mechanization has enhance an important feature of human growth. They are inseparable from technology, since technological advancements support virtually every area of life. Communicating is a challenge Mobile phones allow people to communicate easily. In addition to being capable to admittance the internet, unit phones give community to approach all the news they need. The situation of students is the same as that of the general population They make their phones a big part of their personality. They mainly accept it for various goals, for instance achieve social publishing, participating connected to the internet entertainment, downloading images and videos, or directly learning newsletters about experience news (La Hanisi et al., 2018)

According to Jassim & Dzakiria (2019) state that technology has recently played an important duty in improving and simplifying English language knowledge. In this regard, technology-assisted learning can encourage students and enhance their learning outcomes. Mobile phones have successfully blended into the lives of young people and have become an integral component of their lives. Due to the popularity of mobile among students, educators of all kinds regard it as an educational tool. In English learning, the usage of mobile devices has gotten a lot of attention. For instance, recent developments in mobile learning show that the majority of mobile learning research has concentrated on language and linguistic domains.

Students find it difficult in enhancing their writing abilities. As a result, students require a new instrument and strategy for improving their writing abilities. Educators have recently shifted to using technology instead of traditional teaching techniques to teach writing skills. As a result, the normal directly facing techniques of education and education are replaced accompanying automated or in essence ways to ease the education and learning process. Therefore, proficient are several reasons proof literature supported by Mobile-Assisted Language Learning (MALL) has an important part, including;

According to Ling (2016) states that information and telecommunication technology have accelerated the development of our educational area in today's society. At work, learning and training methods have altered from the established face-to-face to a automated knowledge situation that does not require mutual opportunity or terrestrial limitations. The far-reaching use of electronics among scholars at academic and instructional organizations, functioning as cellphones, iPads, tablets, and individual calculatings, as well as the chance and capacity of the Online network and instant signify tools, has impressed ideas and knowledge.

Similarly, Lam & Lawrence (2002) claim that allows the learners to regulate their own education and gain natural approach to information that their educator can not sustain supply. IPods, MP3 players, smart phones (like Blackberry and iPhone), and Personal Digital Assistants (PDAs) are examples of wireless portable gadgets that could be used to fulfill the demand of this generation.

Due to its efficiency and flexibility, mobile collaborative learning has been investigated, as it has changed the environment of study and ways of cooperation (Fakomogbon & Bolaji, 2020). In addition, Pupils in a mobile collaborative learning environment control smart tools to cooperate informally outside of the classroom or under the supervision of an instructor. However, students should be aware of how much time they spend utilizing these technologies outside of the classroom (Baloch et al., 2012).

At Present, WhatsApp, WeChat, Viber, and Telegram are extensively worn by educators and scholar. learning show that progressive growth of mobile device integration into education has been motivated by teachers the one forever expect approaches to use those technologies to defend learning and educati. (Sung et al., 2016; Baek et al., 2017; Sherine et al., 2020)

Therefore, there are several reasons why I use WhatsApp, including: Firstly, Aicha (2014) states that WhatsApp instant messaging is beneficial because it is a free application. Text messaging on mobile systems lets users deliver and accept messages the two synchronously and asynchronously.

Secondly, Fattah (2015) argues that WhatsApp allows its users to communicate with one another over the Internet.WhatsApp is similar to a mobile chat application.WhatsApp is available for nearly every smartphone, which is a sign of the growing popularity of smart phones. Lastly, La Hanisi et al. (2018) says that WhatsApp is a personal, fast, free, and convenient method of conversation.

Many pupils still have troubles when taxing to write well. The pupils' weak letter is evident from willing interviews along scholars and the English teacher at MA Al-Balagh Lamongan is thanks to obstacles produce ideas, a lack of language rules, and more aspects. Because they did not understand and performed misunderstand how to compose precisely. So that researcher is interested in using a strategy or method as an approach to find a way out for them. One of the alternative methods or strategies used is the Mobile Collaborative Learning (MCL) method by applying a Magnet Summary Strategy (MSS) to realize Students' Writing Performance via WhatsApp group, especially in descriptive text.

ELT research into collaborative learning classroom implementation is becoming increasingly popular among EFL/ESL scholars these days (Syafini Ismail & Maasum, 2008; Baloch et al., 2012; Ilic, 2015; La Hanisi et al., 2018; Sivabalan & Ali, 2019; Fakomogbon & Bolaji, 2020). The mobile collaborative learning design implementation differs from the traditional teaching version. Consequently, the school room has enhance more teacher-concentrated, but under co-knowledge environments, learners can engage in more responsive knowledge activities (Baloch et al., 2012).

Several researchers are implementing the mobile collaborative model which are integrated by WhatsApp for various reasons. Sivabalan & Ali (2019) say that WhatsApp was greatest widely used travelling instant messaging benefit, and it has enhanced collaborative learning, created effective distance learning opportunities, and increased student participation.

Together as stated La Hanisi et al. (2018), Collaborative Learning (CL) using collaborative tools is widely used as it is an activity that combines student collaboration with the use of mobile phone applications. this phenomenon. Collaborative learning using collaborative tools is usually applied as the activity combines student collaboration with the use of mobile phone applications.

Several studies have reported the existence of smart device-based frameworks for designing mobile collaborative informal learning activities. (Baloch et al., 2012), various media and technologies have been combined to support collaboration and provide options for students (Ilic, 2015) Occasionally specific device types are claimed to have unique features: eg, "how mobile technologies have been used to support collaborative learning among second and foreign language" (Kukulska-Hulme & Viberg, 2018); " the use of iPads enabled learners to engange in mobile and collaborative learning" (Bestul, 2015).

Several studies focus on the effects of using WhatsApp as mobile learning (Fattah, 2015) , the effect utilizing mobile learning (Baradaran & Kharaziyan, 2016) to develop

learners' writing skills. have investigated the impact of CL styles on student performance in M-Learning and impact of CL on improving students' writing skills. (Syafini Ismail & Maasum,2008; Fakomogbon & Bolaji, 2020).

Based on the literature review article above, there are several articles that focus on mobile learning with WhatsApp but have not combined collaborative learning (Fattah, 2015; Jassim & Dzakiria, 2019); CL that has not integrated MCL with WhatsApp as a tool for collaboration (Syafini Ismail & Maasum, 2008; Fakomogbon & Bolaji, 2020).

However, few studies have highlighted the effectiveness of MCL on improving students' writing skills when combined with WhatsApp and other variables. So, he tries to fill the gaps in previous research with some arguments:

1) Focus on Mobile Learning which has not been integrated with MCL and WhatsApp platform.

2) CL which has not been integrated with MCL and WhatsApp.

Baloch et al. (2012) and Ilic (2015), which is integrated into WhatsApp as collaborative tool for language learning (Sivabalan & Ali, 2019) by applying MSS which constructed by Buhel (2014) to enhance students' writing performance. In summary, the study is mainly intended to investigate the Effectiveness of MCL via mobile applications (the independent variable) on students' writing performance (the dependent variables) among the 10th grade students of MA Al – Balagh Laren Lamongan.

1.2. Focus of the Research

This research aims attention on efficacy of MCL on students' writing performance by implementing MSS via WhatsApp Group. In view of this study, the researcher applied experimental design. By administering the students written tests, such as the Pre-test and Post-Test. After the posttest has existed done, the researcher will then test the survey results by distributing a questionnaire to the experimental group. whether the implementation of MCL with MSS via WhatsApp Group, this method will be better or not.

1.3. Scope and limitation

The primary limitation of this study was its narrow scope. The study looks at how MCL with MSS can be examined to enhance the students' writing performance. In this study, he uses whatsApp as a platform learning at the tenth grade of MA Al-Balagh Lamongan in the academic year of 2022/2023. Mobile Learning used to be restricted to

laptops, but now it's smartphones, travelling plot, tablet PCs, and enjoyment consoles. (Fattah, 2015). Therefore, the results can not be generalized to other school in different areas of Lamongan.

1.4. Research Question

The researcher tries to formulate the research question as follows :

1. Does Mobile Collaborative Learnining by implementing a Magnet Summary Stategy give significant effect on students' writing performance ?

2. How are the students' perceptions toward the Mobile Collaborative Learning by implementing a Magnet Summary Strategy in learners' writing performance ?

1.5. Objective of the Study

1. To find out significantly how the effect of Mobile Collaborative Learning by implementing a Magnet Summary Strategy in students' writing performance.

2. To find out students' perceptions towards Mobile Collaborative Learning by implementing a Magnet Summary Strategy in students' writing performance.

1.6. Significance of the Research

By using social media, such as WhatsApp, researcher is trying to explore the effectiveness of MCL to be implemented through mobile-based collaborative learning. MCL can be applied to writing skills with the hope that it can contribute to all students at Universitas Muhammadiyah Gresik (UMG) in Indonesia, as well as postgraduate students who are interested in and eager to learn more about "*The Effectiveness of MCL On Students' Writing Performance By Implementing MSS*," can benefit from this study. In addition, this research may be able to offer teams of faculty members and all civic academics at UMG useful information. On the other hand, the researcher provide additional contributions and implications from this study that will, in the end, assist all individuals in developing and expanding their understanding of MCL for university students, which will ultimately be to the benefit of all individuals.

1.7. Definition of Key Terms

There are a few key terms used in this thesis that are critical for the reader to comprehend, and it is important to identify certain key phrases used to avoid misinterpretation. The terms used in the current study are defined in the list below.

1.7.1. Mobile Collaborative Learning

MCL is an extended kind of computer-supported collaborative learning in which students utilize SD to interact informally outside of the classroom or under the supervision of a teacher. (Baloch et al., 2012). In this study, researcher uses WhatsApp application as a platform.

1.7.2 Mobile Learning

Learning knowledge that are connected across regions, periods, technologies, in addition to friendly settings are refer to as seamless learning. (Sharples et al., 2013.)

1.7.3. Collaborative Learning

CL is a position place two or more folk gain or try to determine entity together. (Baloch et al., 2012)

1.7.4. Magnet Summary strategy

Magnet Summarization Strategy (MSS) is a method that teaches learners how to create a comprehensive summary by identifying key phrases in the text, then composing these basic concepts into their own sentences or paragraphs text and style (Al-Hiti, 2019).

1.7.5. WhatApps

WhatsApp is a cross-platform smartphone messaging app that helps users socialize in real time by making use of their existing internet data plans.(WhatsApp, 2010, as cited in Aicha, 2014).