CHAPTER I
INTRODUCTION

A. Background of Research

Learning how to write well in English is not only necessary for academic achievement and international communication in the digital era, but it's also critical for efficiently sharing information, expressing oneself, and making an impact on readers. Despite its significance, this skill poses challenges, including grammatical errors, word choice dilemmas, and the complexities of sentence structure. These difficulties are particularly evident among 10th graders at MA Mathla'ul Anwar Cijaku, where writing recount texts often proves challenging due to issues with appropriate word usage. A preliminary study uncovered a stark reality: 21 students scored below the 75 Standard of minimum completeness in Learning English, while the remaining three, despite surpassing the minimum requirement, still demonstrated shortcomings in their word usage. In addition, a lack of understanding of the context and conventions of writing recount texts also be an obstacle. Limited mastery of English vocabulary and grammar. Students frequently use inappropriate or incorrect words, resulting in ineffective and non-communicative writing. inadequate knowledge of the writing conventions and context for recount texts. Writing recount narratives that adhere to the appropriate context and compositional guidelines is a common challenge for students. As a result, their writing becomes unintelligible and does not satisfy the requirements for recount texts. These issues can potentially hinder students from effectively writing

English texts, particularly recount texts, impacting their academic performance in both English and other subjects. Learners often need effective feedback and guidance to correct errors and understand the correct writing rules.[1]

To address this challenge, Cambridge Assessment English has introduced Write and Improve, a web-based platform crafted to guide users through the process of effective writing. This resource provides targeted support in crucial areas, including automatic correction of grammatical and spelling errors, contextual suggestions for word usage, and guidance on constructing clear and cohesive sentence structures. These features include:

Writing exercises, This feature provides various recount text writing exercises with different themes and difficulty levels. These exercises can aid students in gradually enhancing their writing skills. Students can enhance their entire writing abilities, including grammar and vocabulary knowledge, by participating in writing assignments. These exercises also assist students in understanding the context and rules of recount text writing.For instance, students can practice writing recount texts about their vacation experiences. This exercise helps them enhance their English vocabulary and grammar related to vacations, such as words like "vacation," "beach," "hotel," and "tourist." It also aids in understanding the context and rules of recount text writing, such as text structure, sentence usage, and punctuation.

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[1] Hyland, K. (2019). *Second Language Writing*. Cambridge University Press.

Automated feedback, This feature provides automatic feedback on students' writing, including corrections for grammar, spelling, and word usage. The feedback helps students understand their mistakes and how to rectify them. Automated feedback helps students comprehend their mistakes and make improvements swiftly. Students can fix their mistakes and improve their abilities with ease when they receive quick and simple feedback. The automatic feedback system can recommend using adjectives like "scenic" or "picturesque" if a student describes a beach as "beautiful." This suggestion helps students understand that the word "beautiful" is not suitable for describing a beach, as a beach may have other forms of beauty, such as natural or cultural beauty

Word usage suggestions, This feature offers suggestions for appropriate word usage in specific contexts, helping students improve the precision and effectiveness of their language use in their writing. Word usage suggestions assist students in improving the precision and effectiveness of their language use. Students are better able to comprehend how to use words effectively in various settings when they are given specific recommendations for specific scenarios. For instance, if a student is writing a recount text about their beach vacation, word usage suggestions may recommend using "swim" or "bathe" to describe swimming activities at the beach. This guidance helps students understand that "swim" is used for general swimming activities, while "bathe" is used to describe swimming at the beach or in a pool.

By offering such focused assistance, Write and Improve has the potential to empower students at MA Mathla'ul Anwar Cijaku to overcome their word choice hurdles and enhance their recount

writing skills, ultimately leading to improved English proficiency and academic success.

Online resources and websites are among the many tools and media that have been created to assist students in developing their English writing abilities. Teachers can utilize online media as a teaching tool to assist students in learning English.[2] Using this technology is supposed to provide students with more options for learning as well as a different form of reward. Teachers often need to make significant efforts and find innovative ways to get students involved in classroom and motivate them to practice speaking or writing in the target language.[3] The majority of students, however, are neither enthusiastic in studying English nor confident enough in class, therefore it is crucial to employ internet media to give fresh learning opportunities, keep students motivated, and help them practice their language as effectively as possible. The usage of such media can most likely encourage students to study English and enhance their skill.

Cambridge English Write and Improve is an online platform developed by Cambridge Assessment English. The website is specifically designed to help learners improve their English writing skills through interactive exercises and immediate feedback. The main features of Cambridge English Write and Improve are as follows: writing exercises, automatic feedback, writing skill development, progress monitoring, free access, and the opportunity

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[2] Kheryadi, K. (2017). The Implementation Of "Whatsapp" As A Media Of English Language Teaching. *Loquen: English Studies Journal*, *10*(2), 1-14.

[3] Byram, M., Gribkova, B., & Starkey, H. (2002). *Developing The Intercultural Dimension In Language Teaching: A Practical Introduction For Teachers*. Language Policy Division, Directorate Of School, Out-Of-School And Higher Education, Council Of Europe.

for learners to practice English writing with adequate guidance and feedback.[4]

One of the key elements of Write and Improve is the specific feedback feature. This feature provides in-depth feedback on word usage in students' writing. This specific feedback feature not only provides grammar correction, but also provides detailed explanations about word choice in students' sentences. This feedback offers highly precise help by emphasizing proper word usage within the context of a student's work.

With its ease and advanced features, this Website can help students to practice writing skills and provide opportunities for students to practice writing English with various genres of writing in a structured manner. By producing recount texts and other types of writing, students may hone their writing abilities and broaden their comprehension of the proper and suitable language to utilize. Some features also help students get automatic feedback that is useful for understanding errors and recommending improvements, so they can improve their writing skills.[5]

Previous research has explored the effectiveness of different media to teaching English writing, such as collaborative writing, process writing, and the use of technology.[6] However, There isn't much data on how specifically students may utilize the Cambridge

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[4] Tursina, P., Susanty, H., & Efendi, Z. (2021). Teacher Corrective Feedback VS Cambridge English Write And Improve (CEWI) In Improving EFL Students' Writing Performance. *English Language Study And Teaching*, *2*(1), 30-44.
[5] Macleod, C. (2020). An Analysis Of The" Write & Improve" Writing Tool By Cambridge English. 跡見学園女子大学文学部紀要= *Journal Of Atomi University Faculty Od Letters*, (55), A177-A193.
[6] Abrams, Z. I. (2019). Collaborative Writing And Text Quality In Google Docs.

English Write and Improve website to improve their writing, especially when it comes to recount texts.

This study has similarities with previous studies in the general objective of improving students' writing skills in English. However, this study has differences in the research focus, population, and methods/tools used. There isn't much data on how specifically students may utilize the Cambridge English Write and Improve website to improve their writing, especially when it comes to recount texts.This research concentrates on using the Cambridge Write and Improve website to help students write better, with a particular focus on choosing the appropriate terms for recount stories. The research population for this study consisted of grade 10 MA Mathla'ul Anwar Cijaku students. The Cambridge Write and Improve website was utilized in this study as a tool to provide students feedback and direction.

There isn't much data on how specifically students may utilize the Cambridge English Write and Improve website to improve their writing, especially when it comes to recount texts.It is unclear from this how students' writing abilities may be enhanced by using the Cambridge English Write and Improve website, particularly with regard to using the right words in recount texts. This study adds to the body of research by examining the potential of the Cambridge English Write and Improve website as a tool for improving students' writing abilities in recount texts. It also focuses on correct word usage in recount texts, which is a current area of study.In order to do this, the current study will examine how students used the Cambridge English Write and Improve website and assess how the platform affected their ability to write narratives.

The main conclusions of this study will give light on how well students can write recount narratives using the Cambridge English Write and Improve website, especially when it comes to using the right words.

In order to acquire the English language, grade 10 students at MA Mathla'ul Anwar Cijaku will participate in this research. The project will concentrate on improving the students' writing abilities, especially in recount narratives. As an additional resource for students to practice and get feedback on their writing, the study will make use of the Cambridge English Write and Improve website.

B. Identification of Problem

From the research background above, the identification of the problem are:

a. Student's writing skills to understand appropriate word usage in recount text still become the problem.

b. Implementation of Cambridge write and improve website as learning media in grade 10 MA Mathla'ul Anwar Cijaku to improve students' writing skills.

C. Scope and Limitation Problem

The primary problem as described in the research backdrop will be the researcher's major emphasis in this investigation. Using a focus on correct word usage, the study will look at how students may write better in recount texts by using the Cambridge English Write and Improve website. It will look into the website's use, the opinions of the instructor and students in grade 10 at MA Mathla'ul Anwar Sukamaju, and any problems or issues they may have encountered.

D. Formulation of problem

Based on the description in the background of research, the identification of problem and limitation of problem, the research problem can be formulated as follows:

1. How is the writing learning process for students through the Cambridge Assessment English website?

2. What are the difficulties that students face in writing ?

3. Does Cambridge Assessement English website Improve Student's Writing Skill?

E. Objective of study

i. To comprehensively analyze the learning process employed by the Cambridge Assessment English website and its impact on student writing development.

ii. To identify and categorize the various difficulties students encounter while writing, regardless of the specific platform or method used.

iii. To assess the success of the Cambridge Assessment English website in improving student writing skills, and whether further development or modifications are necessary.

F. Study significance

The benefits of this study can be categorized into theoretical, practical, and specific benefits for students, teachers, and researchers:

1. Theoretically

The study theoretically contributes to the corpus of knowledge about the use of technology in English language instruction, specifically with regard to writing skills and recount texts. The results of the study will make it easier to comprehend

how well online resources like the Cambridge English Write and Improve website may improve students' writing abilities.

2. Practically

Practically, the result of this study will be expected to provide significance for teacher, students, and researcher.

a. For Students

Through the website's features, students will be able to see the potential advantages of utilizing Cambridge English Write and Improve, which is anticipated to enhance their writing abilities, boost motivation, and make writing lessons more enjoyable.

b. For Teachers

In order to teach writing skills in recount texts, teachers will have a greater idea of how successful the Cambridge English Write and Improve website is. On how to integrate the internet into teaching methods, the study will offer helpful suggestions.

c. For Researchers

The chance for the researcher to advance professionally, academically, and personally makes this research significant. Furthermore, the purpose of this research is to assess interesting subjects and gain a deeper comprehension of the field. in order for students' writing abilities to be enhanced through the usage of Cambridge Write and Improve as a learning tool.

G. The Previous Study

Previous researchers looked through a number of confidential studies on technology-enhanced learning in schools.First, titled

Improving students' writing abilities with online feedback, by Vadia & Ciptaningrum, published in 2020. Aisyiyah University of Yogyakarta second-year female midwifery students' writing abilities are being evaluated in this study to see if online feedback is helpful in helping them. I employed different procedures in my own study than the journal uses for handling comments. I utilized online feedback tools as well as teacher input for my research. As per the study's results, peer input appears to be less effective than feedback from teachers. Students who receive online feedback from peers and teachers consistently outperform their classmates in writing assignments. The size of the peer feedback group and the type of training should be taken into account by teachers. The use of internet technology to provide students feedback on their writing in an attempt to help them become better writers is referred to as integrating online media in the classroom, according to the study. In this study, students were given instant feedback on their writing using internet media, enabling them to get ideas and edits in real time. Through personalized coaching, this method gives students the chance to take an active role in their education and enhance the caliber of their work.

Second, the study conducted in 2022 by Hoang & Hoang, T., titled Improving Academic Writing Skills of EFL Students in Online Learning via Google Docs-Based Collaboration mixed-methods investigation. aims to comprehend the effects of Google Docs collaboration on academic writing in EFL and its possibilities for online education. In order to better understand how utilizing Google Docs for group projects might enhance academic writing abilities in English, a study was carried out. The study discovered enhanced

academic writing abilities, task response and lexical resources, and differing views about the value of collaboration using Google Docs. It also highlighted the difficulties that pupils faced. This study demonstrates how utilizing Google Docs in online learning may greatly raise students' academic achievement. 24 English-language learners from SMA Vietnam participated in the study. Academic performance significantly improved from the pre-test to the post-test, but not in the areas of coherence, cohesion, distance, or grammatical precision. Consequently, the media-based feedback method is where my research and the publication vary; although the journal concentrated on feedback in online forums, my research looked at the feedback mechanisms in the media that I employed.

Third, an additional study conducted in 2019 with the title Improving Learners' Writing Performance via Blog-Assisted Language Learning by Sulistyo et al. This study aims to explore the potential benefits of blog-Assisted Language Learning (BALL) on the writing performance of EFL tertiary learners. It also looks for fresh information to help guide the use of BALL in a writing course. The study claims that BALL offers adaptable writing exercises that inspire students to compete and work together, pushing them to give it their all and enhance their writing abilities. It differs from mine since I just looked at ways to help my pupils become better writers. The study discovered that EFL students do better in writing and become more engaged in online classes where there is a collaborative and competitive environment.

In terms of the population, research objective, and research setting, the proposed study is not like any other prior studies. Using the Cambridge Write and Improve website, this research attempts to

enhance students' writing abilities in terms of selecting appropriate words for recount narratives at the MA Mathla'ul Anwar Cijaku level. In a study that was comparable to mine, the researchers employed the website as a tool to help students write better by offering advice and comments. However, this study adds something new to our knowledge of how to utilize the Cambridge Write and Improve website to help students write better in particular situations.

H. Writing Organization

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is including of Background of the research, Identification of The Problem, Scope and Limitation of problem, Formulation of problem, Objective of Study, Significance of Study and Writing Organization.

Chapter II Theoretical Framework, it is Theory of Writing, Theory of Assessment, Website Cambridge assessment English website.

Chapter III Research Methodology, it is including of Research Design, Research Instrument, Place, Participant, Data Collection Technique and Data Analysis Technique.

Chapter IV Research Finding and Discussion.

Chapter V Conclusion and Suggestion.