

# CHAPTER I INTRODUCTION

## 1.1 Background

Technology changes rapidly in the 21st century, which is used as a learning medium, especially language learning. For example, computer-assisted language learning, data-driven technology, online and blended learning approaches, and emerging technologies such as online games, virtual and augmented reality, immersive classroom, and telepresence are changing the landscape of second and foreign language (L2) teaching and learning (Zou & Wei, 2018). The use of technology as a medium in learning is very useful in improving learning. Kee & Samsudin (2014) stated that mobile phones served as a learning tool in the 21st century. It calls for teachers' creativity to tailor mobile phones for classroom activities (as cited in Yudhiantara & Nasir, 2017, p. 12). Students got benefit from mobile phone use to facilitate their learning process. They also seemed to enjoy the ease and portability of mobile phones that helped them learn in the classroom (Yudhiantara & Nasir, 2017). Those benefits become the central part of 21st-century education that should optimize to create sophisticated learning immersion and maximize students' quality in the future (Fatimah & Santiana, 2017).

Some researchers have explored the importance of research in mobile-assisted language learning (MALL), for instance, writing skill in language learning (Dastgeer, G, & Afzal, T, M, 2015), language learning media and technology (Ahmadi, 2018, Kacetl, J., & Klímová, B., 2019), EFL learners Motivations (Fitriani, V, F. 2020, Gamlo, N, 2019, & Riadil, 2020) and Effectiveness (Shadiev et al., 2018, Imelda, et al., 2019). However, when discussing mobile-assisted language learning in the research, some previous

research has less attention on the crucial things to maximize smartphone features for writing. The first is about what learners need for learning in the 21st century, and the second is learning media and technology. No research showed how mobile phones are used for learning writing skills in the 21st century. They only discussed the effectiveness of learning using technology in writing. Therefore, the researcher needs direction for EFL Learners' Needs in learning writing Using Mobile Phones.

Students' needs in learning English vary, and several possible problems identified in the learning process make needs analysis in ELT unavoidable to support learning competencies in students (Parnawati & Ulinuha, 2019). What is needed for students in the 21st century? Students need 21st-century skills. 21st-century skill or CS has twelve kinds and is divided into three sets: Learning and innovation, Digital literacies, life and career skills (Chu, Reynolds, Tavares, Notari, & Lee, 2017). 21st-century education highlights how learners can combine content knowledge, specific skills, expertise, and literacies necessary to succeed in work and life (Ledward & Hirata, 2011). The researcher concludes several studies in some countries that are similar to this study.

The researcher studied mobile technology incorporated into the traditional English class by using the genre approach in the writing skills. The results revealed that technology might generate positive results because the participant optimized the quality of the texts she produced quickly (Noriega, 2016). Then, some researchers research mobile web-based resources for learning writing skills. This research results from mobile web-based resources that need to develop because they can facilitate learning and offer more flexible learning opportunities for students (Bipinchandra, Shah, Puteh, Din, Rahamat, & Azizf, 2014). Besides, another researcher researched the use of the application technology for learning writing. The research results are that students have flexibility, internal motivation, motivated and writing

improvement (Ratnaningsih, 2018). Additionally, the researcher also has experienced writing using social media. It is more exciting and comfortable than writing in a book with a pen. When writing by hand, most of them are lazy, and only some learners do the assignment.

The explanation above shows that some studies examine learning writing skills and smartphones as the media for learning. However, certain aspects of the study were overlooked, such as writing skills and what students require in writing. Besides, there was not the researcher examined what the need is for students in the 21st century. Therefore the researcher conducted the research title in the form of a thesis by the title "EFL Learners' Requirements to Learning Writing Using Smartphone: A case at Senior High School".

## **1.2 Identification of the Issues/Phenomena**

The researcher summarized in the 21st century that technology is very much attached to humans and is needed in everyday life. One technology that often uses is smartphones, not only in everyday life but smartphones have also been widely used in education. The many features and smartphone applications can help the learning process as Baum and Weinberger (2012) said that mobile devices could support students in their independent learning. In this case, students are required to use smartphones and have skills in classroom learning, especially in the field of writing. However, sometimes students have obstacles and difficulties in terms of making ideas in writing, conveying information, and providing messages and usefulness for the reader notes. Therefore, the researcher is researching what skills students need in learning writing using the smartphone as a media to more easily face difficulties.

### **1.3 Delimitation and Focus of the Research**

The researcher will research EFL students' requirements in carrying out learning to write using smartphones as the medium. The research focuses on senior high school students in one of the city Centre's favorite schools. Senior high school students have studied writing skills before at the junior high school level. The aim of learning English writing skills for high school students is to improve their ability to communicate various meanings (Hamsina, 2020). Therefore, the researcher conducted this study to determine the extent of the mastery of writing skills after students entered high school to find out more about the needs that must be met to achieve learning objectives. Researchers chose schools in the middle of the city because this study involved technology as a medium of learning and the possibility of technological advancement facilities was good and adequate.

### **1.4 Research Question**

1. How do students engage the writing skills aspects with smartphones features?
2. What are the requirements for EFL learners in learning writing skills using a smartphones?

### **1.5 Aims of the Research**

1. To investigate how students engage the writing skills aspects with smartphones features.
2. To investigate the requirements for EFL learners in learning writing skills using smartphones.

## **1.6 Significances of the Research**

The finding of this research is supposed to give both theoretical and practical contribution.

Theoretically, the study is intended to broaden the writing skill's theoretical aspects and what is needed for EFL learners in writing skill. It is also expected to give a clear description of learners' needs in the 21st century.

Practically, this finding also hopes that it can enrich students' skill in writing. For the English teachers, it is expected that they know what is needed for the students in writing skills and especially for students in the 21st century. Also raised readers' awareness on the importance of knowing what the need is in writing skill.

## **1.7 Theoretical Foundation**

This theoretical foundation offers an overview of the related theoretical literature and Framework for this research. It starts with a discussion about technology in the twenty-first century and learning in the 21st century. Mobile learning is then discussed, accompanied by discussing what Mobile Assisted Language Learning (MALL) is, writing skill, what related research has found, and how EFL learners learn writing using a smartphone. By analyzing the void this study seeks to fill, the chapter concludes.

### **A. Technology in the 21<sup>st</sup> century**

The world in the 21st century has rapidly changed in every aspect of life, including in technology. The development of technology emerges, which is proven by the frequent use of technology in daily life by humans, including mobile phones that bring students into a different learning atmosphere, making English more fun (Dewi et al., 2020). 21st-century learning means

that students master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding of and respect for diverse cultures (Barnett Berry, 2010). While Prensky (2001) (as cited in Lee, 2012) describes 21st-century learners as interested in and comfortable playing with computers, video games, and the internet, the use of technology in classroom contexts can make their learning more enjoyable. Therefore, learning in the 21st century is that student's master material that is attractive, comfortable with technology, and can make their learning more exciting.

Education in the 21st century has a skill that can change the world. The term "21st-century skills" is generally used to refer to specific core competencies such as collaboration, digital literacy, critical thinking, problem-solving, adaptability, complex communication, and self-management, which advocates believe schools need to teach to help students thrive in today's world (Rich & Singer, 2010). Czerkawski & Berti (2020), 21st-century skills are a virtual currency for participation, competitiveness, and achievement in today's global economy, and proposals have been made to encourage such skills. Furthermore, education is also a human right where all children or students can get an education. A specialized agency set up to facilitate the advancement of that right, the United Nations Education, Culture and Science Organization (UNESCO), has played a crucial role in leading this global education movement through the strategic exercise of five functions: Going to generate and disseminating ideas, establishing and facilitating the implementation of standards for education, acting as a clearinghouse, institutional strengthening, and catalyzing global cooperation (Reimers, 2021).

## B. Mobile Learning

In general mobile, learning is not only about the mobile phone as a medium for learning, but mobile learning can also use the computer. Mobile learning is a new generation of e-learning. Mobile Learning (m-Learning) is part of electronic learning (e-Learning), as described by Darmawati (2018). It became a part of distance learning by itself (d-Learning). It is an educational provision where the sole or dominant technologies are handheld or palmtop devices (Traxler, 2005, p. 262). It can be defined as the mobility of personal, portable, and wireless devices such as smartphones, personal digital assistants (PDA), iPod, palmtop, tablet PCs, and laptop PCs (Gangaiamaran & Pasuphati, 2017). Utilizing cell phones or handheld computers can be used for mobile learning practices. A cell phone is used more developed than handheld computers. A handheld computer still has limited features, while cell phones have many features and are now still developed with new features.

There are some different characteristics of mobile learning that define mobile learning, namely (Ozdamlia & Cavus, 2011, p. 941):

1. *Spontaneous/discretion*. Spontaneously in mobile learning, these characteristics may be what most determine mobile learning. Discretion lies in the learner's hands to decide the place and time of language learning (Kukulaska-Hulme, 2012).
2. *Private*. Private. In this characteristic, the meaning is that students access learning or access information independently and do not need other people to know other than a companion (teacher) (p. 941).
3. *Portable*. Portable size of mobile tools, Students can practice mobile learning everywhere during their learning activities (p. 941).
4. *Blended*. Mixed learning, which combines classroom instruction with m-learning, can maximize the benefits of face-to-face and

online methods (Bonk & Graham, 2006; Ocak, 2010) (as cited in Ozdamlia & Cavus, 2011, p. 941).

5. *Instant information.* According to Cohen (2010) (as cited in Ozdamlia & Cavus, 2011, p. 941), specific questions require quick answers. Learning content must also reflect by providing the material that can quickly convert the material into information (p. 941).
6. *Collaborative.* With Collaborative, Mobile technology supports communication between students and teachers (p. 941).
7. *Interactive.* Interactive: M-learning utilizes the latest technology to bring interactive learning environments into teaching and learning activities, and its tools such as computers and cell phones serve as interactive agents in the process of knowing. Students will not be passive in learning in these characteristics because this tool can increase interactivity (p. 941).
8. *Connectivity.* The mobile system must connect and communicate with the learning website using the device's wireless network to access omnipresent learning content (Miangah & Nezarat, 2012, p. 310).
9. *Individuality.* Activities platform can be customized for the individual learner (Miangah & Nezarat, 2012, p. 310).

Gangaiamaran & Pasuphati (2017) succinctly define the concept of mobility in three significant areas: mobility of technology, mobility of learning, and mobility of learners. Mobility of technology includes smartphones, digital cameras, handheld computers (e.g., tablet PC, PDA), global positioning system (GPS) devices, or other mobile devices that are furnished with wireless application protocol (WAP) or Wi-Fi (Kim & Kwon, 2012, p. 32). Mobility of learning also generates new modes of educational



delivery: personalized, learner-centered, situated, collaborative, ubiquitous, and lifelong learning (Sharples, Taylor & Vavouloula, 2005) (as cited in Kim & Kwon, 2012, p. 32). Lastly, learners' mobility usually takes advantage of their learning to facilitate productivity and effectiveness, allowing them to be more flexible, accessible, and personalize their learning activities (Kim & Kwon, 2012, p. 34). The three types above all have a relationship with each other, including language learning. Mobile learning can help in language learning.

M-Learning provides the privilege for the students to utilize their smartphones in order to acquire writing skill more efficiently (Yusuf & Hamidun, 2015). As the mobile phones have integrated into youth's life and became a main part of their life, it is believed that the use of mobile phone in learning is convenient, fast, and brings high efficiency so it could be beneficial for the students (Linuwih & Winardi, 2020). Using mobile learning as a medium can help in the learning process and have two advantages. First, Mobile learning can easily carry community educational tools and programs into the classroom from the outside. Second, thanks to their portable and connective existence, mobile devices can also quickly provide tools for learners and new forms of educational activities outside the classroom and in the community. Mobile learning also refers to acquiring knowledge through mobile devices (Noriega, 2016, p. 183), and mobile learning devices are portability, social interactivity, context-sensitivity, and connectivity (Klopfer et al., as cited in Miangah & Nezarat, 2012). Numerous studies have reported using mobile devices to develop language skills in the last few decades (Kim & Kwon, 2012).

Park (2011) found a conceptual and pedagogical framework from the review of studies and classification. It is based on low versus high transactional distance and social versus individual activity. The four types of mobile learning are as follows:

1. *High transactional distance socialized m-learning* can replace class group activities with conventional technology intermediaries in which students perform assigned tasks in groups or pairs (p. 90).
2. *High transactional distance individualized m-learning*, this form reflects an e-learning extension that allows for greater versatility and portability. Individual learners tailor this adaptive learning to their mobile lifestyle. This form primarily influences the context of when and where to learn. It also involves mobile learning, enabling students in rural areas to have access to the education system (p. 91).
3. *Low transactional distance socialized m-learning*. In this way, when students use mobile devices, individual learners communicate with both the teacher and other learners, and it represents the most advanced form of flexibility for mobile devices and social networking between students (p. 93).
4. *Low transactional distance individualized m-learning*, In favor of blended or hybrid learning, this type has specific characteristics for mobile learning (p. 94).

### **C. Mobile-Assisted Language Learning (MALL)**

There has been an increasing interest in engaging in language learning in a more versatile way, with online and telecommunication technology availability and the introduction of mobile devices (Çakmak, 2019, p. 37). Mobile-Assisted Language Learning (MALL) deals with mobile technology in language learning activities (Miangah & Nezarat, 2012, p. 309). MALL is a relatively new field in language learning, and settled definitions have not yet been developed for terms frequently used in this field (Korkmaz, 2010). Chen (2013) describes MALL as formal and informal foreign language learning with mobile devices' aid.

Mobile-assisted language learning (MALL) is a language learning approach facilitated or improved by using portable mobile devices (Valarmathi, 2011, p. 2). The Mobile devices that support are notebooks, TabletPCs, PDAs, cell phones, smartphones (Georgieva, Smrikarov, & Georgiev, 2005), MP3 or MP4 players (e.g., iPods), and Personal Digital Assistants (PDAs) (e.g., Palm Pilot, Blackberry) (Valarmathi, 2011, p. 2). MALL makes it easier for students to get information related to learning materials and makes it easier to communicate with teachers and friends anywhere and anytime. Researchers and educators are encouraged to use mobile learning technology, specifically MALL, to help ESL students improve their writing skills to improve their 21st-century learning skills (Karim & Abu, 2017, p. 584).

The term smartphone refers to a handheld (portable) multimedia device that combines the functions of a phone and a fully portable computer (Darsih & Asikin, 2020). The smartphone is one of mobile device that is used for learning a language. Smartphones has no doubt to provide features such as texting, camera, audio, video, Google searching, etc (Thomas & Munoz, 2016; Liu, Scordio, Renata, Navarete, Yujung, & Lim, 2015; Oyewusi & Ayanlola, 2014). It gives benefits for lecturers or teachers to perform their learning materials and tasks (Haerazi, 2021). Khalid (2018) stated that students' writing skills is improved by writing correct English in messages via their phone and students also showed positive and favorable attitude about learning via Smartphone. For instance, student can discuss about one of the text through WhatsApp, or using U-Dictionary device to check their spelling and to translate difficult words. Students also practice reading and writing emails, formal or informal notes, messages, and comments in English language on their phone which helps them practice their written skills in routine life (Naz & Rasheed, 2019). In hence, from the statements above

stated that smartphones are portability media that helpful for learning writing in formal or informal class.

#### **D. Language Learning**

Language is a primary communication tool that is used to convey or express human thoughts and actions. That is why language is essential to humans. According to general linguistics, Kridalaksana (as cited in Chaer, 2014, p. 32) says that language is a system of sound symbols and change and is used by humans as social beings to work together, communicate, and identify themselves. Language learning is an active process that starts from birth and continues throughout life (Saxton, 2017). Holiday (2006) (as cited in Ortega, 2019) argues that language taught from birth will form a linguistic competence superior to competencies that develop through other means during life.

Traditionally, learning is often interpreted as transferring knowledge or skills (Zaini, 2017). According to Bull (2008), learning is knowledge gained by study. When people learn, they need language to deliver the material to get the knowledge (p. 250). However, in addition to the language being used as learning material, students indirectly learn the language by communicating with people around the school environment.

Mothers first apply language learning as babies, then after entering school, students learn the language when communicating with friends and teachers at school. Most likely, students will learn more than one language at school because each student sometimes comes from a different area. It will develop the first language and will help learn a new language. Language skills development functions in learning more than one language or variety, and It is called bilingual or multilingual (Ortega, 2019).

To sum up, language has many different characteristics, and each character is related. English has a variety in learning language, first is

language skills and language sub-skill. The four primary language learning skills, listening, speaking, reading, and writing, provide a platform for learners to improve their language skills (Durga, 2018). While there are also sub-skill of English that equally important in learning English, namely: vocabulary, grammar, and pronunciation. Jumrah (2019) said that Language competence stresses the concepts of grammar, vocabulary, and all the related elements (p. 24). However, the researchers will focus only on writing skills which are the object of the research.

### **E. Writing Skill**

As essential language ability, writing continues to be a neglected field in English teaching in schools. It because many studies state that writing is a difficult skill in language learning. Bruning (2005) (as cited in Karim & Abu, 2017, p. 2) stated that writing is perceived to be one of the most challenging skills to learn because many have difficulty expressing their feelings, ideas and persuade others. Writing also requires some mental efforts that need to be integrated and coordinated. Additionally, writing is the most challenging skill because writing skills are not directly applied in daily life, such as speaking skills, furthermore good grammar, language structure, and coherence in these skills are very important to be applied (Sağlam, & Arslan, 2018).

Writing can be defined as a message or communication practice, and writing is the way for its media or instrument. Choosing a subject, genre, and ideas are taken by brainstorming, ideas are laid out, the text contains the required grammar and terms, the text is structured, a draft text is created, content and grammar feedback is provided are (Scrivener, 2011), are looking like a simple process but complicated if practice. Writing ability does not come naturally; it takes daily study and practice, and it is often one of the students' most minor favorite skills. Progress in developing writing skills is

dependent on the success of other language skills (Anh, 2019). On the other hand, writing skills cannot be overlooked because they are valuable in everyday life and academic pursuits. Therefore, there have six characteristics inherent in good writing, and it offers a robust scaffold to help students improve the paper.

Peregoy and Boyle (2017) described six characteristics of good writing that can help students improve their skills (p. 296):

1. Content/Ideas: the writing's direct message or theme.
2. Organization: the way ideas are held together in writing; the structure of the writing.
3. Voice: a sense of who is writing the piece and what point of view they are bringing to it.
4. Vocabulary, such as exacting, even lively, vocabulary that piques the reader's attention.
5. Sentence fluency refers to the sounds, variety, and flow of sentences.
6. Grammar, pronunciation, and mechanics are also part of the conventions.

## **F. Learning Writing**

Learning writing is one of the materials for learners, although many learners avoid and feel difficulty. Writing skills often became a problem for individuals who study English as a foreign or second language. The lack of practice time allotted in class, tedious writing tasks, and a lack of sensitivity for critical thinking are all issues that ESL students face while learning to write (Aziz, 2020, p. 35). Writing skill is essential because writing is a tool for communication to express what will be delivered. Tekliye (2019) stated that writing is not only a skill that can be mastered in a classroom, but it is also a must-have because it allows you to interact with people from all over the

world. For effective writing in EFL/ESL classroom, ELT practitioners suggest three approaches: product, process, and genre (Hasan & Akhand, 2011). The written product is considered a social activity that can only occur within and for a specific context and audience (Gabrielatos, 2002, p. 4). It is focused on the form and generating grammatically correct structures, imitating the native model of composition, and generating higher-order composition skills such as writing paragraphs (Hasan & Akhand, 2011). In other words, the approach does not pay much attention to communication, audience, or composition skills. While a process approach tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion, and rewriting (Hasan & Akhand, 2011).

Maolida and Mustika (2018) claim five stages should be followed in learning writing process to structure and plan what the author would write: prewriting, drafting, revising, editing, and publishing. Prewriting is planning and organizing what they will write. Mogahed (2013) said that Prewriting activities help students plan and organize their stories and help reluctant writers find the motivation to write (p. 64). It also focuses on brainstorming and helps students to collect ideas, viewpoints, or ideas related to the topic being discussed (Miftah, 2015). Prewriting can be started from thinking about the topic will be written, making a list about ideas of the topics, asking question and answer (5W+1H), and drawing what the writer thinks about the topic (Miftah, 2015, p. 19 & Mogahed, 2013, p. 65-67).

The next stage is drafting. The drafting stage allows students to begin writing based on the mapped concept they created in the previous stage (Miftah, 2015, p. 19). However, drafting is regarded as a critical and complex collection of techniques, the mastering of which requires time, patience, and qualified instruction (Brown, 2001) (as cited in Miftah, 2015, p. 19). At this stage, the writer does not need to think about mechanism and spelling in

writing but instead emphasizes suitability to proceed to the next stage (Maolida and Mustika, 2018, p. 207), which is revising.

The revising stage focuses on allowing students to rewrite the first draft they created in the drafting stage, focusing on content and organization rather than methodology (Miftah, 2015, p. 20). The writer rewrites and rethinks the first writing to the second writing at this time. The next stage is editing to manipulate a text to create a product that is as accurate as possible and contains the fewest errors possible (DePoel et al., 2012, p. 6). This stage is the time to correct any grammar, pronunciation, or punctuation (Maolida and Mustika, 2018, p. 207). Editing has divided into two types: self-editing (editing by listener or editor) and peer editing (editing by the writer) (Al-Wasy, & Mahdi, 2016, p. 150).

The last is publishing. At this point, media can be used for publishing learners' writing products, such as a class book, collection of writings, school or class newspapers, school or class magazine, or even use ICT media on the World Wide Web as a students' blog (Akdağ & Özkan, 2017). It is asserted that publishing is a form of activity that is very important for students as it provides an opportunity for them to share their writing product with an authentic audience of their classmates and other students (Miftah, 2015, p. 21).

### **G. EFL Learners' Needs**

Sunengsih (2015) had divided the need into two types, namely: target needs" (what the learner needs to do in the target situation) and learning needs" (what the learner needs to do to learn). Brindley (1989) (as cited in Kossakowska-Pisarek, 2017) also identifies objective and subjective needs and suggests that students should be encouraged to reflect on their needs. The objective needs concern what learners or others may need them to do, and



personal needs are what learners want to do with the language. There are three concepts of Needs Analysis to include aspects of the approaches such as target situation analysis, present situation analysis, and learning situation analysis (Rahmadhoni, 2017). However, from all kinds of need analysis, the researcher should have the purpose of need analysis before doing the research.

Based on Richards (1990), there are three purposes of doing needs analysis. The first provides a mechanism for obtaining a more comprehensive range of input into the content, design, and implementation of language programs by involving such people as learners, teachers, administrators, and employers in the process. The second, identifying specific language needs that can be addressed in developing objectives and content for a language program, becomes the second purpose. The last is providing data that can serve as the basis for reviewing and evaluating an existing program (as cited in Basuki et al., 2018).

Learners' needs are an umbrella term, which refers to a wide variety of information about the learner, the teacher, the language being learned, or the context of language learning (Sadeghi, Hassani, and Hessari, 2013, p. 256). Richards (2001) (as cited in Sadeghi, Hassani, and Hessari, 2013) argues that learner needs are frequently described in terms of linguistic deficiency or the difference between a student's present ability to use the target language what she or he should be able to do. Identifying and evaluating students' needs, demand, want and necessities, is needs analysis (Rahmadhoni, 2017). Therefore, a learners' needs analysis helps students identify their knowledge, skills, and competencies versus where they wish to be and their learning goals (Yuana & Kurniasih, 2013).

## **H. EFL Learners Learning Writing Using Smartphone**

The researcher said that technology is an effective tool and method for learners and learning in the 21st century because students master material they

are interested in, comfortable with technology, and can make their learning more exciting. As smartphones advance, users can find that they can access more software, activities, and networking options (Kurtz, 2012). Kukulska-Hulme (2010) had summarized new activities emerging from using smartphones the past five years from 2005 to 2010, namely (as cited in Kurtz, 2012, p. 17):

- Social/community interaction: The use of social apps on the phone (e.g. Facebook) and Being part of microblogging communities (e.g. Twitter)
- Mobile Internet access: Browsing websites and Reading news
- Multimedia uses: Watching movies, TV shows, Listening to audiobooks, podcasts, and vodcasts
- Location-based activity: Using GPS to find places and Using location-based services
- User-created content: Filming an event to create a resource and Creating podcasts

Also, the English education movement has been profoundly affected by the emergence of the internet and the integration of modern technology that makes users easier to access information (Fitriani, 2020). To sum up, technology, especially mobile phones can increase students' motivations and learning process more effective for writing skill.

### **1.8 Previous Study**

Dastgeer and Afzal (2015) had researched improving English writing skills. This study examines the effect of problem-based learning on secondary level students' English writing skills in Pakistan. The analysis performs pre-test, and post-test techniques are used. The findings of this research are that when treating the participants, there is a substantial difference. It can therefore

be argued that PBL is a more productive pedagogy tool for teaching English essay writing to intermediate level students and developing their English writing skills than traditional lecture methods.

Ahmadi (2018) had researched the use of technology in English language learning. This study focuses on using modern technology as a second/foreign language in learning English. It discusses the different attitudes that benefit English language learners by using technology to enhance their learning skills. Researchers describe technology and technology integration concepts in this paper, clarify the use of technology in language classrooms, review previous studies on the use of technology to enhance language learning skills, and include some suggestions for better using these technologies to help students improve their learning skills. The results of this literature review show that technology provides teacher-student interaction, provides comprehensible input and performance, helps students develop thought skills, makes learning and teaching more student-centered, promotes student independence and helps them feel securer, and increases student motivation to learn foreign languages effectively.

Riadil (2020) had researched Identifying EFL students' motivation towards reading activity to enrich the classroom interaction in ELT context. This research aimed to evaluate the motivation for students to understand and inspire them to learn. With a questionnaire collection tool that includes student encouragement related to reading, this study uses a qualitative descriptive approach. This study showed that the ability of students to read depends on their inner state. They want to read whether it is interesting just for the content or book or description, and they get credit for reading it.

Shadiev, Hwang, & Liu (2018) had researched the effectiveness of the learning activity to enhance autonomous language learning. Researchers assess the prior experience of students by pre-testing and post-test learning achievement. Based on the learning resources and events, an accomplished

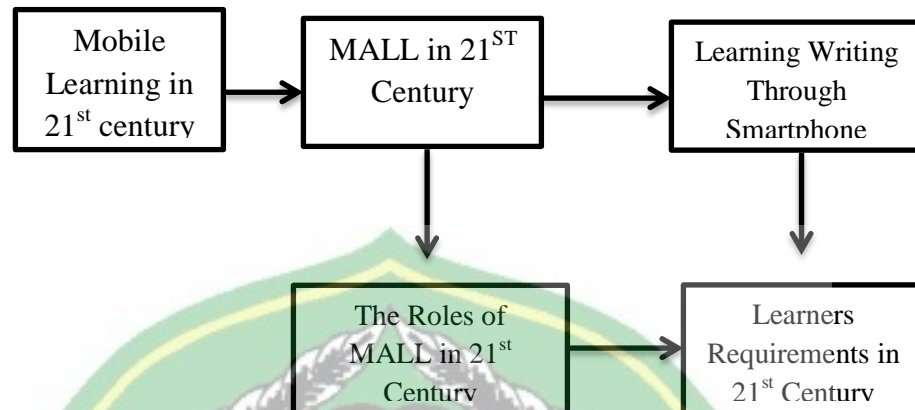
junior high school teacher designs the test objects. Learning output (i.e., speaking and writing) on the two tasks was assessed based on student-generated content; researchers coded verbal and written content as coding units using sentences. In this report, there are three main findings. Second, students who used MMLS outperformed those who used conventional post-test approaches. For students, MMLS is helpful to practice the language more, learn from other students, and prepare, track, and focus on their learning better. Second, when interacting with other students, students perform better than circumstances when they study individually. Students receive feedback from other students during collaborative work that helps them enhance their work quality and better represent and track their learning progress. Third, MMLS was received by experimental students, and they had strong expectations of it.

In conclusion, all the research above is about writing skills in language learning, Language learning media and technology, EFL learners' motivation, and effectiveness. However, those researches are not related to what student's requirements for writing skill and how writing learning is applied to school students to make it better and more effective. Therefore, the researcher is researching EFL learners' requirements to learn writing using a smartphone.

### **1.9 Frame of Thought**

The theme's keyword has made a frame for clarifying the relationship each other the researcher makes illustrate. Mobile-Assisted Language Learning (MALL), Learning Writing, and EFL Learners need in the 21st century.

**Figure 1.1**



Mobile learning in the 21st century is beneficial for education, and it can be called Mobile Assisted Language Learning (MALL). There have some roles for MALL in 21st Century. Koole (2009) said that The skills and previous knowledge and experience of students with mobile learning devices, as well as the attitudes of learners towards mobile learning, play an essential role in the quality of the performance of these mobile-based tasks (as cited in Miangah & Nezarat, 2012, p. 310). Besides, adopting technologies will influence how similar the technology's quality is to other technologies used in daily life (Darmawati, 2018). One of technology that is used in daily life is Smartphones, and iPads make a significant contribution to the learning process as students use the educational materials they provide in such a way that they can monitor their material, mainly when no laptops or desktops are available (Al-Mashhadani & Al-Rawe, 2018). The researcher will research writing skills using a smartphone as the media of MALL. Some studies state that MALL helps learn writing skills (Dewi et al., 2017). However, in the 21st century, teaching and learning writing through MALL still needs to be

developed. Therefore, the learner's requirements will be the object of the research.

## **1.10 Research Method**

### **A. Research Design and Steps of Research**

The method for the research uses the qualitative method. Qualitative research is the best suited to deal with a research problem in which the people do not know the variables and need to explore the problem (Creswell, 2012, p. 16). This study follows six steps to conduct the research, and it adapted the steps from Creswell (2012) and Nashrudin & Mustaqimah (2020).

#### **a. Identifying a Research Problem**

In the first step, the researcher has to identify the particular problem before doing a study. Identifying a research problem consists of identifying a problem to be studied, providing a rationale for studying it and indicating the relevance of the analysis for chosen audiences to read the paper (p. 8).

#### **b. Critical Literature Review (Nashrudin & Mustaqimah, 2020)**

In this study, the researcher adopts a critical literary review from Nashrudin and Mustaqimah (2020). A critical literature review employs a systematic review design (Nashrudin & Mustaqimah, 2020, p. 4). Only by focusing on a judgment structure can a critical literature review be completed, and its judgment of existing literature is created using appropriate language (Nashrudin & Mustaqimah, 2020, p. 5).

#### **c. Specifying a purpose for research**

The research aims to define a study's main intent or target and narrow it into specific research questions or hypotheses (p. 9). The purpose statement contains the major focus of the study is about writing, the participants in this study is the students of twelve-grade senior high school, and the location is in one of favourite school in Sumber. Then this purpose narrowed becomes a research question that will be answered in the study.

d. Data collection

Data collection involves identifying and choosing individuals for a study, gaining permission to study them, and collecting data by asking individuals or analyzing their behaviours (P. 10). At this point in the research process, the researcher will conduct the study of writing skill and the participants in the study are the students of twelve-grade senior high school.

e. Analyzing and interpreting the data

The data analysis and presentation involve concluding it, presenting it in tables, statistics, and photographs to summarize it and describing the conclusions in words to address the research questions (p. 10).

f. Reporting and evaluating research

Research reporting involves deciding on audiences, structuring the report in a manner that is appropriate to these audiences, and then writing the report in a sensitive way to all readers (p. 10). Analysis evaluation includes measuring the quality of a study using criteria advanced by people in education (p.11).

**B. Source and types of data**

**Table 1.1**

Resources	Web address
<b>Search Engine</b>	
Google	<a href="http://www.google.com">http://www.google.com</a>
Google Scholar	<a href="http://www.scholar.google.com">http://www.scholar.google.com</a>
<b>International electronic source of database</b>	
ERIC	<a href="https://www.eric.ed.gov">https://www.eric.ed.gov</a>
Research Gate	<a href="https://www.researchgate.net/">https://www.researchgate.net/</a>
Academia	<a href="https://www.academia.edu">https://www.academia.edu</a>

SAGE Knowledge	<a href="https://sk.sagepub.com">https://sk.sagepub.com</a>
Science Direct	<a href="https://www.sciencedirect.com">https://www.sciencedirect.com</a>
SemanticScholar	<a href="https://www.semanticscholar.org/">https://www.semanticscholar.org/</a>
ELSEVIER	<a href="https://www.elsevier.com/en-xs">https://www.elsevier.com/en-xs</a>
<b>Indonesia electronics source of database</b>	
Perpustakaan Nasional (Perpusnas)	<a href="http://e-resources.perpusnas.go.id">http://e-resources.perpusnas.go.id</a>

In stage 1, the searcher found the sources of data from some journal articles and articles such as Google, Google scholar, research gate, etc. the researcher use the possible keyword related to the topic.

This research's object is learners' explanation and behaviour in one of their favourite schools in Majalengka. Data sources were from questioner and interview, and this research analyzed two main points; the writing skills for senior high school students in the 21st century and the requirements for EFL learners in learning writing skills using technology or mobile phones.

### **C. Data collection techniques and instrument**

The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, and establishing the protocol for recording information (Cresswel, 2009, p. 179). To get the data, the researcher used three techniques of data collections. The researcher used an in-depth interview technique as the primary technique, and a questionnaire followed it to students for validity checking.



## **a) Critical Literary Review (CLR)**

There are four steps in conducting a critical literature review (Nashrudin & Mustaqimah, 2020).

### **1. Planning the Review**

Step 1: Selecting the keywords and database

Step 2: Google, Google Scholar, ERIC, Research Gate, Academia, SAGE Knowledge, Science Direct, SemanticScholar, and Perpustakaan Nasional (Perpusnas).

### **2. Conducting the Review**

Step 3: Reviewing the abstract.

Step 4: Sorting the journal, article and thesis.

Step 5: Conducting a detailed review of the journal.

The first step is selecting the keyword and database. It is for making sure, and the data that search relates to the theme, such as Mobile-Assisted Language Learning, writing learning, and education in the 21st century. The second step is searching the websites articles and journal; the researcher had conducted that website related to the theme, for example, Google, Google Scholar, ERIC, Research Gate, Academia, SAGE Knowledge, Science Direct, PDF DRIVE, SemanticScholar, and Perpustakaan Nasional (Perpusnas). Reviewing the abstract is the third step, the researcher review the abstract. The fourth step is sorting the journal, article and thesis. After reviewing some abstract, the researcher collects the journals, articles, and thesis for references. Lastly, conducting a detailed review of a journal to ensure it is suitable for the references.

**Table 1.2**

<b>Inclusion</b>	<b>Exclusion</b>
<ul style="list-style-type: none"> <li>a. It should be published between 2009 and 2021.</li> <li>b. Teaching writing in MALL research: Indonesia</li> <li>c. Learning English using technology.</li> <li>d. Journal indexed nationally or internationally.</li> <li>e. MALL research in English language learning</li> <li>f. 21<sup>st</sup> Century Skills in learning and teaching English</li> </ul>	<ul style="list-style-type: none"> <li>a. Journal which not involve a learning and teaching process toward 21<sup>st</sup> century skills</li> <li>b. Not indexed nationally (SINTA, IPI) or internationally (Scopus)</li> <li>c. General MALL research (not English language learning)</li> </ul>

In the data collection at stage 1, researchers go through the inclusion and exclusion stages first. According to Nashrudin and Mustaqimah (2020), inclusion refers to something that should exist in the journals, and exclusion refers to what is out of the journal's content.

**b) Interview**

The interview is used to collect the data about factor making students feel difficulty in writing English skills. In this research, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interviews with six to eight interviewees in each group (Creswell, 2009). The researcher studied the class before performing the interview to find the participating students as the participants. Students who used their mobile phones actively and wrote actively during the

learning process were invited to participate. The researcher explained the nature of the study and that the whole interview would be performed in English during the initial process with the students, but they were permitted to answer in Bahasa or English to express their opinions freely.

### **c) Questionnaire**

Sugiyono (2008) clarified that the questionnaire is a data collection tool that presents respondents with certain questions or claims (p. 142). The researcher makes a statement in this study of fifteen things related to beliefs in written learning. The researchers often use this questionnaire to assist and gain the interview's validity and can get useful information to support theories and concepts in the literature (Cresswel, 2009, p. 220). From this questionnaire, the researcher understands the opinion of the students about the problem of writing learning. The questionnaire is circulated before the researcher conducts interviews with the subject.

## **D. Data analysis techniques**

Analyzing qualitative data requires understanding how to make sense of text and images to form answers to the research questions (p. 236). In this chapter, six stages can be used in analyzing and interpreting qualitative data. According to Creswell (2012) there are several steps in analyzing data as follows:

### **1. Organize and Prepare Data**

Organization of data is critical in qualitative research because of the large amount of information gathered during a study (p. 238). This involves transcribing interviews, optically scanning material, typing up field notes, or sorting and arranging the data into different types depending on the sources of information (Cresswell, 2009, p. 185). The process applied at this step is a transcription of interviews, scanning

material, typing field data, or sorting and arranging the data into different types depending on the source of information.

## 2. Exploring And Coding The Database

Coding involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labelling those categories with a term, often a term based in the actual language of the participant (called an in vivo term) (as cited in Cresswell, 2009, p. 186). The coding process is applied to data obtained during interviews and questionnaire. The following is a discussion of the coding system used.

**Figure 1.3 (List of Codes)**

<b>Code</b>	<b>Initial Name</b>
RP1	Respondent 1
RP2	Respondent 2
RP3	Respondent 3
RP4	Respondent 4
RP5	Respondent 5
RP6	Respondent 6
RP7	Respondent 7
RP8	Respondent 8

## 3. Describing Findings And Forming Themes

Describing and developing themes from the data consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through the description and thematic development (p. 247). Description in some qualitative research design forms, such as in ethnography or case studies, the researcher provides a good picture. The

researcher analyzes data from all sources (e.g., interviews, observations, documents) to construct a portrait of an individual or event (p. 247).

#### **4. Representing And Reporting Findings**

This section will explain how to build a narrative to explain the research results. The main form for representing and reporting findings in qualitative research is a narrative discussion. A narrative discussion is a part written in qualitative research in which the author summarizes, in detail, the findings and analysis of the data.

#### **5. An Interpretation of The Meaning**

This interpretation study involves several important things in a study, namely in the form of 'discussion', 'conclusions', and 'implications' such as Flashback to the main findings and how the research question was answered, researcher's reflection on the meaning of the data, researcher's views are contrasted with (theoretical) literature reviews, Research limitations, Suggestions for further research (p. 257).

#### **6. Conducting Strategies To Validate The Accuracy of The Findings**

According to Creswell (2010), data validity strategies can be used (p. 259-260), triangulating different data sources by examining evidence from them and using it to construct a coherent justification for themes. In this study, triangulation was carried out by examining the evidence from data sources from observations, questionnaires, interviews and recordings.. This situation requires the researcher to conduct follow-up interviews with participants and provides an opportunity to comment on the research results.

**E. Research Timeline**

**Table 1.4**

no	Activities	Month														
		February				March				April						
		1	2	3	4	1	2	3	4	1	2	3	4	5		
1	Preparing research proposal															
2	Instrument development of research proposal															
3	Revision of research proposal															
4	Collecting data															
5	Analysis data															
6	Analysis the result															
7	Final research															