CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of research, formulation of the research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of The Research

Based on the 2013 Curriculum, the senior high school students are expected to be able to write text in the learning process especially in studying English. Writing has an important role in communication because it is used to express the thoughts, feelings, desires, and plans (Akkaya & Kirmiz 2013). Specifically, writing aims to deliver a writer's ideas and perspective in written form (Faraj, 2015). As Raymond states that writing is an unnatural form of speech. Moreover, writing should be learnt and mastered (Raymond: 1980). In fact, writing is a language skill that needs to be acquired by students. It's said so as it helps develop student's critical thinking skills and helps them understand and communicate complicated ideas (Allyn: 2015). According to Nurhayati (2016) the writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence. Those problems above should be solved in order to make a better writing for the students. Furthermore, there are so many ways that can be used to solve those problems. To help overcome these difficulties, information and communication technology (ICT) can be utilized as a

supplementary tool in teaching writing (Handayani et al, 2018). One of the learning models in developing countries and modern countries is active learning model and the use of online media development with the independent of teaching language (Pringgawidagda as cited in Nurhayati: 2019).

Nowadays, online social networks have been perceived by educators and language specialists as an alternative method for EFL teaching and learning (Bani-Hani, Al-Sobh & Abu-Melhim: 2014). One of current technologies that which can be implemented in the language learning is social media. Social media is Internet based applications and technologies Web 2.0 which allow users to create and exchange the content (Kaplan & Haenlein, 2010 as cited in Prestyawati, 2018). One of types Web 2.0 that the students are familiar with is an instagram as online social communities. Instagram is one of social network platforms in which the students usually use it to share their personal information, such as uploading their pictures or videos and writing instagram captions (Anggraeni, 2017).

Besides, Instagram is one of the most popular social media channels for teens and tweens today. It works as a unique way for teachers and students to connect and share information (Kessler, G: 2013). In fact, Instagram close with student's life because almost of them access it everyday (Prestyawati, 2018). There were 55.660.000 Instagram users in Indonesia in April 2019. By April 2019, Indonesia is ranked on the fourth position as the largest Instagram audiences worldwide with 56 million users (The Statistics Portal, 2019). Almost all people (especially youth) often use *Instagram* in order to interact with other

people and usually to express their own feelings through posting a single photo followed by a description. This could be used as an interactive tool to develop the ability of writing skills where they can learn from observing the writings of others (Nada and Salsabila: 2018). Therefore, this popularity can be adapted by the teacher to develop certain activities in language learning. Teachers can actively use such tools to keep in touch with students or to organize activities online (Zhang: 2013).

As the researcher knows, in teaching learning process, the students often find difficulties in digging their idea and imagination in writing descriptive text. Besides, most students feel bored with English language learning in the classroom because some English teachers only use media textbooks and LKS (*Lembar Kerja Siswa*). Therefore, they got difficulty in learning genre text (Alfiyatun and Muntaha: 2018). In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are passive, the interaction among them becomes dull, so it makes the learners get bored (Nurhayati: 2018). According to social learning theory, to get students interested in the lesson, the teacher should use creative media to make them enjoy the lesson such as using social media. In this modern era or digital era, students are using smartphone that can download a lot of application and social media such as facebook, twitter, snapchat, instagram, weibo, etc. In this case English teachers have to be creative to use any teaching media in teaching English skills. Teacher professional development has always been the most prominent aspect in any level

of education. Educator and teacher are responsibility to improve their ability and knowledge (Nurhayati: 2018).

In the reality, there are many problems in writing especially in writing descriptive text. The students face difficulty in figuring out the objects that could be described. Djuharie (2007: 24 as cited in Purwandari, 2017) explained "Descriptive text aims to describe someone or something specifically both visible things that can be seen and invisible things for example characteristics and attitudes." However, there are many students write descriptive texts only the visible things, they forget to write the invisible things, one of them is characteristic of the objects even they are important to be described. The boring of the subjects will lead the students become lazy and ignore to have the important knowledge and experience around the world (Harmer 2007: 113). So, from explanation above the teacher can teach descriptive writing by using instagram's photo content. From this media, perhaps the learning process more colorful, such as the teacher can post an interesting photo then asks the students to write a descriptive caption in the comments (Kessler, G: 2013). The researcher was choosen instagram as the media because this media is one of the most popular social media now. There are many social media, such as Blackberry Messenger, Whatsapp, Twitter, Facebook and Path. Instagram is flexible. Instagram can be accessed in anywhere and anytime. Instagram can also be accessed through cell phone and computer. This flexibility makes Instagram more special than other social media. Besides, students in senior high school may have this application in

their smartphone. So, it is interesting if instagram could be used to teach descriptive writing.

SMKN 1 Boyolangu is one of famous vocational high school in Tulungagung. This school located on Jl. Ki Mangunsarkoro VI/3 Tulungagung. SMKN 1 Boyolangu provides Wi-Fi hotspot access is free for both teachers and students can anyone reasonably priced hotspot network are free to use the internet even though access is restricted. Internet access was obtained connect all classes. In addition, nearly 90% of students of SMKN 1 Boyolangu have an android phone which has a quota of internet and have Instagram account. This school also has good achievement in academic matters. This year, this school was ranked 6th in national examinations throughout East Java

According to Harmer (2004), picture can help students develop students' creativity in doing writing. In line with Harmer, Purwandari (2017) states that by applying photograph, the students were encouraged to be active and creative. It gave them more motivation during the learning process. Photograph in instagram helps the students in learning English independently, especially writing skill. Furthermore, most of the students said that they were interested using photograph in instagram during learning writing descriptive text. They stated that photograph in instagram was effective to help them to improve their writing skill. The use of Instagram is also supported by Hyland (2004) that the new technology on ICT can affect the writing process, quality, and many other components of writing. On the other side, the media could also attract the students' interest to learn writing. It is

in line with the findings of the research conducted by Irawan (2015) that social medium can make a lesson become more interesting and more attractive.

Instagram can be a media for increasing students' writing skills. Hadiyanti and Simona (2016) state that Instagram can enhance students' writing skill by giving comments to the photos or videos and writing some captions and hastags which are uploaded by the students. Furthermore, the students also get the better inspiration to finish their writing project since Instagram provides spaces for pictures or videos which can help and support them to arrange a good writing (Muwafiqi, 2017). In other words, the students have more opportunity to develop their writing skill especially in improving the structure, coherence, and thematic development of their writing (Kelly, 2015). Therefore, Instagram can provide opportunity and assistance for the students to improve their skills in writing.

The previous studies that has already discussed about Instagram are (Handayani: 2016) with title "Instagram as a Teaching Tool? Really?". She gives an overview of the main advantages of using Instagram for EFL and offer a list of activities for which Instagram can be used. The result of her research is Instagram give beneficial effect in improving students' language skill. Besides, using instagram in foreign language learning can be an effective an innovative tool as it is used by students and teacher for educational aims appropriately. Novitasari and Alivi (2016) with title "Instagram: Social Media as an Instructional Tool to Teach Writing In Large Classes". They present some writing activities using Instagram as an instructional tool to attract students' interest and build ideas in large classes. The result of their research is that Instagram is an effective tool to improve the

writing skill of the students. Purwandari (2017) with title *"The use of photographs on instagram in teaching descriptive text to improve students' writing skill"*. Her research was an experimental study to find out whether there is any learning achievement of students who are taught writing descriptive text using photographs as media which is significantly different from those who are taught without photographs. The subjects of the study were the 8th year students of SMP Negeri 1 Ungaran. There were two groups involved in this research, the experimental and the control group. Based on the result of this study, it is concluded the application of photographs in Instagram can be effective for students' writing skill in writing descriptive text. It was effective and recommended for the English teacher as one of references in teaching and learning process.

Handayani (2017) with title *"Students' attitudes towards using Instagram in teaching writing activity"*. This study was descriptive research which was carried out at English Department UMMY Solok. The population of the research was first grade students of English Department UMMY Solok who took Writing I subject. The total number of 8 students enrolled at the closed group feature of Instagram, in which only group members can interact each other. To get the data of the research, the researcher used questionnaire and interviewed. The finding of the research showed that students had a very positive attitude towards the use of Instagram as an teaching writing activity in the classroom. Handayani et al (2018) with title *"The Use of Instagram in the Teaching of EFL Writing: Effect on Writing Ability and Students' Perceptions"* This study examined the effect of the use of Instagram on EFL students' writing ability. It involved 34 EFL students of

an Indonesian university. The students were taught to write opinion essays with Instagram as the instructional medium. The treatment was given in six meetings, excluding the writing pre-test and post-test. Based on the result of the data analysis, it can be concluded that there is a significant difference between the EFL students' ability before and after the implementation of Instagram. It means that the students get better writing ability after the implementation of Instagram.

Listiani (2016) in her research examined the effect of the use of Instagram on junior high school students' in writing class. The study revealed that Instagram promoted a better understanding for students with high and low motivation. Another study was conducted by Kelly (2015) who used Instagram to develop students' ability in writing descriptive texts. The study showed that Instagram is as an effective tool for developing students' vocabulary range and grammatical accuracy. Mansor and Rahim (2017) conducted a similar study using Instagram and indicated that Instagram was an effective tool for students' interactions while discussing task-related content.

Sirait and Marlina (2018) with title "using instagram as a tool for online peer-review activity in writing descriptive text for senior high school students" in their research examined the procedure in using Instagram for online peer-review activity tool in writing descriptive text for senior high school students (SMA) grade X. There are some advantages in using instagram as a tool for online peer-review activity in writing descriptive text. The first advantage is using this technique will motivate students in writing. Second, using instagram will give convenient and easy to use. Then, using instagram needs less paper. After that,

using instagram is more flexible in time. Using instagram allows for multimedia interaction. Last, the students will take responsibility for their works.

Nada and Salsabila (2018) with title "EFL students' perceptions in using *instagram* to improve descriptive writing skills" in their reseach examined to investigate EFL students' perceptions in using *Instagram* to improve their writing skills particularly in writing a descriptive text. The study employed a qualitative descriptive method focusing on four participants of second-year students of Sampoerna University. They were asked to answer a set of questionnaires with six close-ended questions and five open-ended questions about the use of *Instagram* as a tool for writing descriptive text learning. The result of this study indicated that *Instagram* is an effective tool for developing students' descriptive writing skills. This study also found that *Instagram* can be an effective pedagogical tool if used appropriately.

Alfiyatun and Muntaha (2018) with title "Examining the Effect of Instagram Captions as Media on Teaching Writing Skill for EFL Learners". The research design in this research was quasi experimental research with quantitative approach. Two classes were chosen as the samples by using cluster random sampling technique. X MIA 2 ICP class was the experimental group and X MIPA 1 ICT was the control group. The result in this research, the average of students' score of experimental group using Instagram captions was 85.88 and for the students' control group using picture was 76. Based on the result above, it can be concluded that students who are taught by using Instagram captions as teaching

media have better writing ability than those who are taught using picture as teaching media.

To date, however, there has been no research which examined the effectiveness of using Instagram's photo content towards students' descriptive writing ability in senior high school exactly in vocational high school. Therefore, this study is aimed at filling in this gap by investigating the effectiveness of using Instagram's photo content towards students' descriptive writing ability in vocational high school. This media was chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. The researcher expects that instagram's photo content will beneficial, especially for the teachers to use an interesting media to teach writing. By using media, it can help students to further increase their descriptive writing ability. It is not even certain, for example, is using instagram's photo content effective for teaching descriptive writing in vocational high school. The researcher was choose SMKN 1 Boyolangu because the school have never been use Instagram as a media for teaching students' writing ability. Therefore, the researcher decided to use this media because the researcher was curious to find out whether this learning tool was "really" effective or not to teach descriptive text.

Before the researcher done research in SMKN 1 Boyolangu, the class which researcher would use to do experimental research was an excellent class consist of students having better input. Moreover, students of excellent class are also better in terms understanding English material. Therefore, the researcher

wants to know whether instagram's photo content effective to increase students descriptive writing ability.

Based on the description above, the researcher was interested in conducting studies entitle **"The Effectiveness of Using Instagram's Photo Content towards Students' Descriptive Writing Ability at the First Grade of SMKN 1 Boyolangu".**

B. Research Problem

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

Is using instagram's photo content effective for teaching descriptive writing at the first grade of SMKN 1 Boyolangu?

C. Objective of The Research

Based on the research question above, the objective of the research is as follows:

To find out whether the use of instagram's photo content is effective or not towards students' descriptive writing ability at the first grade of SMKN 1 Boyolangu.

D. Research Hypothesis

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. In this case the null hypothesis (H0) and alternative hypothesis (Ha) as read follow:

1. Null Hypothesis (H0) $: \mu_1 \leq \mu_2$ or the mean of students' writing descriptive text ability after being taught using instagram's

photo content is less than or equal to their skill before being taught by using instagram's photo content.

2. Alternative Hypothesis (Ha) : $\mu_1 > \mu_2$ or the mean of students' writing descriptive text ability after being taught using instagram's photo content is higher than their skill before being taught by using instagram's photo content.

E. Significance of The Research

The researcher hopes that result of this study give contribution for:

1. The English teachers

   It is expected to inspire the English teachers to overview this media which can be applied when they will get similar problem in teaching English.

2. The readers

   This can be a new input for the readers which is effectively to tend their knowledge and new perspective in teaching and learning English.

3. The next researcher

   It is expected whether this research can be used as the source in their findings or inspires them to improve the new findings by this media.

F. Scope and Limitation of The Research

This research is only conducted to the first graders at SMK Negeri 1 Boyolangu on academic year 2018/2019, especially X-Chemical Engineering class as sample. The limitation of subject is English which focusses on writing on descriptive text. Besides, the researcher uses instagram's photo content to improve students' writing achievement. Instagram's photo content can help to

improve some skills and component of English. It effect vocabulary, speaking, and writing. However, the researcher limits the study only with the effect of using instagram's photo content for descriptive writing ability. The researcher also limits that the achievement of students' descriptive writing that is measured from what they write from instagram's photo content.

G. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is "The Effectiveness of Using Instagram's Photo Content towards Students' Descriptive Writing Ability in First Grade of SMKN 1 Boyolangu". The definitions of key terms are as follows:

1. Effectiveness

    Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means the significant improvement of students' score in writing descriptive text who taught by using Instagram's Photo Content.

2. Writing

    Writing is an activity in which the writers take their ideas or information that they get into acceptable written form.

3. Writing Descriptive text

    Writing Descriptive text is writing a text which says what person or thing is like. The way to describe, it can be gotten by moving senses such as looks, feels, smells, taste or even sounds. In addition, the writer can use the feeling to transfer the images from experience. Furthermore,

description should be so unique that description of one thing should be different from a description of another thing.

4. Instagram's Photo Content

The word instagram's photo content refers to one of feature in instagram which is viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have "liked" the photo, the photo's caption, and comments appended below the caption.