

CHAPTER I

INTRODUCTION

In this chapter, the writer presents some points related to this research. These points cover background of the study, research problems, objectives of the study, research hypothesis and significance, scope and limitation of the research and definition of key term.

A. Background of Study

As a globalisation era, studying English as a foreign language is getting more important. In Indonesia English being a compulsory subject to be taught from Junior High School. One of the aims of the teaching English is developing the ability to communicate. English ability consist of four skills such as listening, speaking, reading and writing. Among the four skills stated Jack C. Richards and Willy A. Renandya (2010). Writing is one of the language skills to share ideas, feelings, thoughts, desires, and experiences to others in written form. As one of the productive skills, writing is an important part in developing students' competence especially in comprehending any English texts. According to Harmer (2010: 79) writing is a form of communication to deliver thought or express feeling through written form. Moreover, (Nunan, 2003) said that writing is viewed as a means of communication which is commonly used to express and impress.

The researcher is mainly focused on writing skill, because writing needs hard thinking to produce idea, words, sentences, paragraph and composition that support each other being a unity. According to Brown (2010 : 335) that writing is the product of thinking, drafting and revising procedures that requires specialized skill. Writing is one of the most skill in English that the students must learn, because they have to have a good writing in terms of grammar, spelling, vocabulary, and punctuation.

In fact writing skill is not easy to be mastered. In writing they need to express their feeling in a good way. They need to express their ideas and emotion creatively, so the reader can understand their writing. According to Saraswathi (2005) writing is complex and difficult skill. In order to write well, students have to master the vocabulary, sentence structure and one should be aware of the convents, punctuations and spelling. According to Harmer (2001: 258) writing process is more complex than this of course, and the various stages of drafting, structuring, reviewing, focusing, and generating ideas and evaluation. Writing is also a instrument for communication and sharing with others.

In order to improve student's writing skill, the teacher teach writing based on the topic. According to Williams (2013: 119), teaching writing is a process to help students understand that writing is a social action and they work inherently is intended for others to read. It means that teaching writing guiding students toward achieving their highest potential in communicating in words. In order to get highest potential in communication in words, the teachers can not show it up in a short period. It needs process in which the students will learn to think about the

topic, making outline, setting the main idea, developing sentences into a good paragraph, until it is being a final project of their writing.

Teaching writing is not easy, because not only the teacher should be creative in the teaching process but also the students have to produce language by themselves as a form of productive skill (Harmer, 2007: 265). Teaching writing strategy or media are used in teaching writing process. So, the teacher should have a good strategy or media to make it easy for the students to start the learning writing in English. Based on the syllabus, for eight grade of junior high school, one basic competence it to have good ability in writing recount text, the student have to able to write text based on the material in recount text. Based on the result of investigation to the eight grade students at SMPN 1 Tulungagung, the teacher said that there are the students' problems in writing English text. There are three problems that they have, such as, The lack of vocabulary, can't use grammar correctly, and they consider writing was boring and difficult.

According to Elanneri Karani (2008), there are four problems encountered by the students when they are ordered to write a text. They are problems in content, organizing, vocabulary, and grammer. First is content. It means that the students can not produce an effective text because they can not construct the main idea and supporting detail into a paragraph. Second is organizing. In organizing, the students can not organize paragraph into a good text. Third is vocabulary, sometimes, the students lack of vocabulary for constructing a good paragraph, so the students can not convey their ideas and opinion smoothly. Fourth is grammar, a good text describe a sentence structure correctly, and the paragraph has a good order of the words in sentence sequence. In other word, the students face many

problems in writing English text. Their problems focus on the writing procedures, and they usually lack of vocabulary and grammar mastery to start writing English text.

Based on the explanation above, the problems comes from the students' side, but while the teaching process, the students have low motivation and not interested in their assignment. Besides the reason above, usually the students feel fed up with the media used in teaching writing process. It means that the students need effective media to help them in learning writing.

Media is important in teaching process by the teacher in the classroom. According to Brown (2001: 257) revealed that instruction media are utilized in learning activities will affect the effectiveness of learning. The media often used by the teacher as learning tools to help students get the learning objectives. Many media have been used in teaching learning writing for the students in order to make it more motivated to write when given a variety media. Such us social networking application, movie, picture or magazine.

Based on the important of media in teaching writing process, In this study, the reseacher use instagram application as a medium of instruction in teaching writing to be more effective. There are some reasons why using this application. Instagram application is really effective for students to write. It is a familiar application in this era, it will provide several supporting aspects to enhance student's writing ability. This application is a social network based on sharing pictures and video which can be posted to other social media sites. The student can upload the picture or video, fill the caption (a description of the picture or video) in unlimited provided spaces, and give comment to others picture or video.

In addition there will be a written communication between one students and the others in a limited topic based on the picture uploaded. The students can upload their own experience picture and make a caption based on their experience, their friends can also take a look and give some arguments or comments to each other. Their vocabulary items will increase if they write it in English. By using peer feedback, the students learn how to correct their friend's work. Starting from this point hopefully the combination between instagram and new teaching media can lead students to the development of their motivation and their ability in writing recount text.

Many previous studies shows about teaching media in writing recount text used by the teacher to give more motivation to the students, such as, a thesis entitled "The Effectiveness of Teaching Writing Recount Text by Using Facebook" Putri Aisyah (2015), using facebook application for teaching writing media, not the same as the previous study above that it used a social network application, it is more wide and common user. The result of this study shows that teaching writing recount text by using pictures series is effective.

Second, a journal entitled, "The Effectiveness of Instagram Writing Compared to Teacher Centered Writing to Teach Recount Text to Students with High and Low Motivation" this research was done by Gisty Listiani from Universitas Negeri Semarang. This study aimed to find out the effectiveness of instagram used by the teacher to teach writing.

Third, previous study come from Dina Septi from IAIN Salatiga entitle "The Effectiveness of Using Instagram to Teach Writing Descriptive Text at MAN Salatiga in the Academic Year of 2019/2020". Here the researcher used the same

media as a teaching media but in a different topic of writing. The result of this study showed that there is a significant difference of the students score before and after being taught by using isntagram application in teaching writing descriptive text.

The previous studies above used as references for the writer in conducting this study and also as the comparison between those relevant studies with the study conducted by the researcher this time. The research was The Effectiveness Of Using Social Networking Site In Teaching Writing Recount Text that foccus on Instagram application. The difference between this study and the previous study was the media of the teaching process, the subject of the research and also the topic of the writing. The method of this study was quantitative method and the design of this study was pre- experimental design. The effectiveness of instagram application can be seen from the increasing of the students' pre test to the post test scores in writing test.

The different of this research and those previous study is the method of the research, previous study used picture and facebook can be effective to increase the students' motivation and score and also the use instagram application in teaching writing descriptive text. Here the researcher use instagram application as a teaching media of teaching writing recount text in order to know is it effective to the teaching process or not.

Based on explanation above, the writer interested in conducting a research, entitled THE EFFECTIVENESS OF USING INSTAGRAM APPLICATION IN TEACHING WRITING RECOUNT TEXT OF SMPN 1 TULUNGAGUNG.

B. Research Problems

Based on the background of the study, the problems of this study are formulated as follows :

1. How is the students' achievement in writing recount text before being taught by using Instagram application?
2. How is the students' achievement in writing recount text after being taught by using Instagram application?
3. Is there any significant difference of the students' achievement in writing recount text between before and after being taught by using Instagram application?

C. The purpose of the Study

Based on the research problems, the study is intended to :

1. Find out the students' achievement before being taught by using Instagram application.
2. Find out the students' achievement after being taught by using Instagram application.
3. Find out if there is any significant different achievement of study between before and after being taught by using Instagram application.

D. The Significance of the Study

The findings of this study are expected to give contribution for :

1. Teacher

Teacher know the level of students's mastery in writing ability. It is as information in using instagram application to improve the quality of

teaching writing. The result can become an input to determine the step and media for teaching learning writing.

2. Other researcher

Other researcher who are interested in teaching writing recount text using instagram application at Junior High School level can get basic information from this study, this study could be useful to provide scientific reference for further in contributing the effective media in teaching writing.

E. Research Hypothesis

The hypothesis of this research are :

1. Null Hypothesis (Ho)

“There is no significant difference on the students’ writing achievement of recount text when they were taught before and after using instagram application”

2. Alternative Hypothesis (Ha)

“There is significant difference on the students’ writing achievement of recount text when they were taught before and after using instagram application”

F. Scope and Limitation of the Study

Scope is the area covered in a study. The scope of this study is teaching writing focuss on instagram application. In teaching writing there are many

kinds of text in English such as : narrative, descriptive, recount, news and many others. Therefore, in order to be more focused on the effectiveness of using instagram application toward students writing ability in recount text, this research is limited only on recount text and instagram application as a teaching media of writing recount text.

G. Definition of Key Terms

Definition of key term are important to be given in order to avoid misunderstanding. Referring to the topic discussed in the present study some terms used need to be defined. The title “The Effectiveness Of Using instagram application In Teaching Writing Recount Text”.

The definition of key term are bellows :

1. Teaching writing

Teaching writing used to produce recount text correctly. It is by using generic structure and linguistic feature. Based on Nunan (2003 : 88) states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Teaching writing is how the teacher share the material and explain the general material about writing.

2. Instagram application

Social Networking Site (instagram application) is one of the social media of communication based on internet that can show picture, video and

definition based on the picture or video. Everyone can post their own experience picture or videos and everyone can look it.

3. Recount Text

A recount text is text that retells experiences in the past. A recount text present the past experience in the series of events in detail. The generic of the structures of recount text should consist of the following : Orientation (introducing the participants, place and time), event (describing series of event that happened in the past), reorientation (it is optional, stating personal comment of the writer to the story).