CHAPTER I

INTRODUCTION

A. Background of The Study

Education occurs in diverse circumstances, formal, informal, or non-formal. Education is an important aspect of life. A nation will not develop well without being supported by a qualitytable education. It is crucial for an educational academy to concern the quality education, as it will the nation to shape a good generation including in learning language (Nurhayati,et al, 2020:1). As a global language, English is often used as a way of international communication in almost every country in the world. Language is a system of communication that allows one person to communicate their thoughts to another. According to Delahunty and Gavey (2015), stated that Language is a device that uses sounds, letters, manual signs, or tactile symbols to link feelings that cannot be seen or touched. English plays a role especially in International communication and in the development of education, politics, economy and tourism (Nurhayati, 2018).

Public awareness of the importance of English as the main means of communication in this global era has been increasing. In Indonesia, using and learning two or three languages among students and English lecturers, with English as a foreign language (FL), Javanese as a mother tongue (L1), and Indonesian as a second language or national language (L2) have received considerable

attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop communicative competence, that is, to gain substantial ability to communicate in a variety of communication situation (Nurhayati, 2018). English has been included to Indonesian Educational System Curriculum. The English curriculum requires each English lesson include four skills, such as listening, speaking, reading, and writing. Writing is an important skill that students should be learn and practice. Murcia (2000) said that writing skills require a higher level of productive language command than other skills, writing is often viewed as the most complicated.

Many companies that offer jobs require applicants to take an English language proficiency test, which usually includes speaking test and writing test (Nurhayati, 2020:221). As compared to many other language skills, many students consider writing to be most difficult to learn. When presented with a writing task in language class, most students who have learned writing skills face numerous challenges. Writing is often difficult in terms of generating ideas, because it takes a lot of time to create product writing. It requires a creative thinking to create words, phrases, and paragraphs. In general, good writing gives more detail.If a student needs to publish a good paragraph, they must have vast experience. According Nurhayati (2020: 1) Creative writing is not a new thing since it has been organized as the element of the curriculum in higher

education. Most universities in countries such as the UK, Australia, Ireland, Canada, Korea, Mexico, Spain, Norway, and Philippines as well organize this course as one the courses that can be taken by students.

In organizing ideas into a text, students should be more imaginative during the writing process. Writing allows students to engage their feelings. They can express their ideas and experiences. According to Harmer (2016), many people who study English consider that they do not know how to write the topic, so they cannot make a good paragraph.

Based on the K13 Curriculum that is used by the government, there are some types of writing which have to be taught in Senior high school at the tenth grade. Based on the K13 curriculum, in Senior High School there are five genres that should be taught, namely narrative, recount, procedure, descriptive and report. In the learning genre, the students will learn the particular style of text which has different purposes. For Senior High School students, one of the texts that they learn is recount which belongs to story genres in which it functions to enable people to retell a series of events or experiences in the past for the purposes of informing or entertaining.

Actually recount text not only can be found in school but also in the real life. According Jayanti Windasari (2017) many students face difficulty in starting to write about their experience, event or

something that happened in their past. They feel it is so difficult to find an representative word for starting their stories or they are confused to build a hook of a story. It is also found that writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence. It is necessary to create an inspiring and supporting situation of speaking and writing class (Nurhayati, 2016:54).

Nurhayati (2021:11) mentions that development has a very large role in the world of education, especially in the field of digital libraries. The development of reading interest and reading habits is an achievement used to upgrade the virtue of human resources, it could be internet access. Based on problems lying in the rapid growth of science and technology as well as the low quality of education, interactive educational technology is worth developing. Educational technology is defined as the use of modern tools which are actually produced not for educational purposes, yet they can be used in education such as radio, TV, online media and etc (Nurhayati, 2020:176). According Newby, Stepich, Lehman, Russell (2000: 100) media can serve or facilitate students learning process. There are many ways and media to teach the writing skill, such as jumble picture, computer, video games, series picture, etc. In this case, the writer tries to make different media which has been related to new technology in this era. According to Nurhayati (2019), online media is the new media that use modern way to share

the information. Students of this 21st century grew up in the internet era, use smartphones to access a variety of applications and social networking sites such as facebook, twitter, weibo, WhatsApp, SnapChat, twitter, Instagram and others.

The world of schooling needs improvent of educational institution, academy, senior high schools, junior schools as well as preschools. Most of them should be provided with appropriate accesses, strategies, activities that is implemented in the process of cultivating speech, dialect and style to the pupils (Nurhayati, 2008:1)**.** In this situation, English teachers must be creative in their use of any teaching tool to teach English skill. Instagram can be a helpful solution for enhancing student's writing skills. It proved from (Fitri Handayani:2014) many scholars agree instagram can proposed activities in language learning. In addition, instagram is a commonly used social media outlet that young learner are now almost fully immersed in and accustomed to; including it in their learning process can be seen as a form of applying topics learned in class in real life environment. Kessler (2013) stated that, Instagram is a unique way for teachers and students to communicate and share the information. In addition, instagram has become popular in classrooms around the world, and teachers are experimenting with new ways to use it.

The researcher used SMAN 1 KARANGAN TRENGGALEK to be subject of the research because the students

are allowed brought smartphone to the class. In the addition the facilities at the school are very good such as wifi provides in each class.

So in this research, the researcher tries to make different media which related to new technology in this era. That is using caption on Instagram Application to improve writing skill in recount text. By using caption on instagram application, the students can improve their writing' abilities.

The researcher found some previous studies. The first previous studies come from a journal, "The Effectiveness of Using Instagram in Developing Students' Desciptive Text Writting" Ari Ilham (205). This study investigates the effectiveness of Instagram on students' descriptive text writing of Islamic Senior High School students as wess as to find out their perceptions of using Instagram for learning descriptive text writing.

The second, joulnal "The Effectiveness of Teaching Writting Descriptive Text by Using Sosial Media Instagram to Imporve Students' Writing Ability at Junior High School Students" this research was done by Wardah and Wijaya (2019). This study aimed to identify the effectiveness of teaching writing descriptive text by using sosial media "Instagram" to improve student's writing ability.

The third previous study is an article from Siti Febry Wahyuni (2019), "The Use of Instagram in Teaching Writing Descriptive Text". This study was aimed to investigate the result

whether implementing instagram as a teaching media was effective in teaching students writing descriptive text or not.

Based on the explanation above, the researcher wants to apply Instagram for teaching writing especially in recount text. The researcher chose an Instagram as the media is one the popular in social media. This media is appropriate to teach recount text in Senior High School because recount text also retells the past experience and the benefit of Instagram is to show the personal feeling.

The difference of this research from those previous studies is determining recount text as a topic which be discussed. The researcher chose a recount text as a main topic, because it has relation between Instagram and recount text. When people post photos in Instagram, actually they have some stories from it. So, the researcher try to guide their creativities of writing past stories in Instagram and relate them in structure of recount text. So the writer was interested in carried out research entitled *"The Effectiveness of Using Instagram Application in Teaching Recount Text at SMAN 1 KARANGAN TRENGGALEK".*

B. **Statement of Research Problem**

Based on the background above, the research formulated research question that conducted in this study as follow:

1. How is the students' achievement in writing recount text before being taught by using Instagram?

2. How is the students' achievement in writing recount text after being taught by using Instagram?

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

C. Objectives of the Research

From the research question, the aim of the study can be stated on follows:

1. Find out the students' achievement in writing recount text before being taught by using Instagram.

2. Find out the students' achievement in writing recount text after being taught by using Instagram.

3. Find out if there is any significant difference of the students' achievement in writing recount text between before and after being taught by using Instagram.

D. Significance of the Study

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

1. Student

The students are able to build the idea of writing recount text by using the Instagram Application also the students can feel interested because they can learn recount text by modern applications which were popular in this era.

2. Teacher

The teacher is able to use this media to develop students' skill in writing and also the teacher can apply this media in the classroom to make the students interested in the learning process.

3. Future Research

The researcher intends to achieve the following aim to find out The Effectiveness of Using Instagram Application in Teaching Writing Recount Text at SMAN 1 KARANGAN TRENGGALEK. The researcher hopes this study can be used to one reference in conducting study in similar problems for the future research.

E. Research Hypothesis

1. Null Hypothesis (H_0)

"There is no significant difference on the students' writing achievement of recount text when they were taught before and after using Instagram"

2. Alternative Hypothesis (H_a)

"There is significant difference on the students' writing achievement of recount text when they were taught before and after using Instagram"

F. Scope and Limitation of the Study

This study is limited to find out how the Instagram application can help students' writing improvement in school.

The limitation of the subject is English which focused on the effectiveness of using instagram towards students writing ability on recount text.

G. Definition of Key Terms

The definition of key terms is to avoid misunderstanding of the reader about the term used. Then the research provides some of the definition of the key term related to the topic as follows:

1. Teaching Writing

   According to Nunan (2003: 88), stated that writing is the process of thinking to invest ideas, thinking about how to express good writing, and arranging the ideas into statements and paragraphs clearly.

2. Instagram

   Instagram is a mobile, desktop, and Internet-based photo-sharing application and service that allows users to share pictures and videos either publicly or privately. Instagram allows users to edit and upload photos and short videos through a mobile application.

3. Recount Text

   Recount text is a text which tells about something that happened in the past. The generic structure of the recount text, are: Orientation, event, and reorientation.