CHAPTER I

INTRODUCTION

This chapter presents the components why this research must be conducted. It consists of the background of the research, the formulation of the research problem, objective of the research, hypothesis of the research, scope and limitation of the research, significance of the research, and definition of key terms.

A. Background of the Research

One of the forms of communication that being used in our daily life is writing. According to Brown (2001:331) writing is a thinking process, which means the process of conveying ideas, opinions, feelings and then organizing them into written form. Writing is an important factor in language learning, it shows a person's language skills in terms of expressing their thoughts or feelings in written form which arranged coherently and logically that can be understand by many people. In learning English, writing is one of the language skills that must be mastered besides listening, reading, and speaking. Writing and speaking are the most important of all basic skills since they are the productive skills, those output are the progress of learning language that helps us to communicate and sharing the information to others.

In studying language especially English, writing can't be separated from the learning process. Writing has always been part of the English teaching syllabus in schools. According to Hafiz (2020) writing is unique and complex one, by writing it helps people to convey their ideas to obtain their purposes.

Furthermore, in writing we should be knowledgeable to express our ideas into the logical and coherent paragraph. Although writing is complex, writing is very important to be taught to students at school. Writing can show the students' understanding and knowledge in literature. Writing can help the students to synthesize the information they acquired in lessons and apply it to concepts and ideas. With writing activities, students can make information connections between before and after they learn and communicate it in written form. Writing also helps students and teachers to evaluate the learning process.

The teaching of English writing begins at the junior high school level. According to Lauder (2008) students are demanded to study English for three years at junior high school. Thus, teaching writing in Junior high School level is necessary for providing students the linguistic proficiency. The latest curriculum that being used for teaching at the Junior High School level namely *Kurikulum Merdeka*. In this curriculum, English language learning in terms of writing is taught by several types of texts such as descriptive text, narrative text, procedure text, recount text, and so on. One of the texts that students demanded to master at the junior high school level is descriptive text. Descriptive text refers to the text that provides a detailed description about features or characteristic of something. Seventh graders are required to be able to write basic descriptive text and understand the structure and language features of the text. The aim of teaching descriptive text to students is providing the students the ability to describe thing, person, place, situation, or so on.

Teaching writing is kind of challenging for teachers, it because the students have difficulties in writing and producing text. Also, the students' writing achievement in writing descriptive text still beyond the expectation. According to Nakkash (1978:130) students' difficulties in writing come from several factors namely the necessary information, the ability to arrange the information in a coherent order, and the ability to express it clearly, effectively, and pleasingly. The seventh graders at SMPN 1 Sumbergempol still experiencing difficulties in writing descriptive text. Many of them have difficulties are getting the ideas and arranging sentences into the logical and coherent paragraph. Those difficulties mainly due to their lack of knowledge in language components that involve in writing. Students still don't know how to use the punctuation, spelling, vocabulary, and grammar properly. Moreover, teachers only explain the material of descriptive text in class without using any method, technique, media. when instructing students to write descriptive text. This makes students disinterested and tend not to have motivation to learn descriptive text.

Because of those difficulties that students experienced, the English teachers need to aware of their students' difficulties in learning writing especially descriptive text. To overcome those difficulties, English teachers have to make some efforts for choosing the suitable materials, techniques, methods, and media that related to teaching descriptive text. Teachers also should be more creative when choosing the suitable materials for students in order to create an exciting and enjoyable class to encourage students for

learning in the class. Regarding about the materials, there are two types of materials that can be used for teaching in the class, namely visual and non-visual material. One of the materials that popular being used by teacher in the class is visual material. There are several things that considered as the visual material such as picture, video, movies, and so on. The visual material can help teachers to establish, explain, linking, and associate ideas and concepts, enhancing the learning experience in class by making it more engaging, enjoyable, and efficient.

With the advancement of technology, teachers now can easily find the visual material on the internet. Internet nowadays plays pivotal role in today's society including education. Recently, there is new internet culture that emerged on the internet called "Internet Memes". The term of memes was originally invented by Dawkins (2006) he said that memes can be defined as ideas and information that can be transmitted to others by particular carries. Internet memes are widely acknowledged as some kind of humorous and entertaining pictures, texts, or videos with containing a trendy or relatable information which are often spread through social media platforms (Purnama, 2017). Memes are usually created and enjoyed by youth especially Gen Z and become part of online media culture because those are humorous content on social media. According to Martin (2021) it has been highly suggested that creating a humorous atmosphere in class is beneficial to teach learning material for students. Teachers can utilize internet memes as the media to teach writing descriptive text in the class. In addition, Purnama (2017) stated about creating

original memes in the form of pictures can help the students to put a word into the descriptive text. Here, the researcher concluded that there is a correlation between memes and descriptive text. Descriptive text mainly use the pictures to trigger the ideas of describe something, and the majority of internet memes are mainly in the form of pictures which can be the suitable media for students to help them gain the ideas and enhance their creativity to write. Moreover, internet memes can be the attractive media for students due to its humorous that will entertain and encourage them for learning writing descriptive text in the classroom.

There are several studies that have been conducted and relevant with this present study. The first study was conducted by Inderawati *et al*. (2018) with the title "Enhancing Descriptive Writing Achievement of Tenth Graders by Using Internet Meme Picture." This study was intended to find out if there was a significant difference in writing descriptive text achievement at the tenth grade. This study was conducted with quantitative research and quasi-experimental research design. The result of this study proved that there was significant difference in writing descriptive text achievement who were taught by using internet memes and those who were not. The second previous study was conducted by Nasution *et al*. (2019) entitled "Development of Writing Anecdote Text Based on Meme Comic Using Interactive Multimedia on Students in Grade 10th of MAS Islamiyah YPI Batangkuis." The aimed of this study was to determine the development in writing anecdote by using meme comic. The researchers conducted this study with using Research and

Development (R & D). The result of this study showed that the use of modul for teaching anecdote text based on meme comic was more effective than using the regular textbook.

The third previous study was conducted by Mahardika (2020) with the title "The Use of Memes Pictures to Improve Writing Creativity". This study was aimed to improve the students' writing creativity by using meme pictures at the eleventh grade of SMAN 1 Temanggung. This study was mixed method research by using Classroom Action Research with two cycle and interview. The result of this study indicated that there was the improvement of students' writing ability which displayed by the increasing of their mean scores from 62.96 in the pre-test to 79.54 in the post-test. Another previous study was conducted by Jimenez (2020) entitled "Implementing Memes as a Tool to Boost Writing Skills with the Seventh Graders at Villareal High School." This study conducted under the quantitative investigation approach with non-experimental design. The result of this study displayed that the students' score improved from 40.16 in the pre-test and 49.69 in the post-test. Based on the result of this study it can be concluded that internet memes can improve the students writing skills.

Then, previous study conducted by Salma *et al*. (2021) entitled "COVID 19 Memes as a Teaching Tool: Its Implementation Teaching Descriptive Text." This study intended to reveal the implementation of using COVID 19 memes in teaching descriptive text at the eighth grade of SMPN 1 Tahunan Jepara. The researchers were conducted this study with qualitative approach and using case

study design. The result of this study revealed that by implementing meme pictures as the media for teaching descriptive text can pique students' interest to learn descriptive text. And the last previous study conducted by Adha *et al.* (2023) entitled "Students' Attitudes Towards Internet Meme Picture in Writing Descriptive Text." This study aimed to investigate the students' attitudes in writing descriptive text by using the meme picture as the media. The researchers conducted this study with qualitative approach with qualitative descriprive design. The researchers found out that the students have positive attitudes towards the task of writing descriptive text by using internet meme. The students were enjoyed to write descriptive text especially it can help them to describe something better.

Based on those previous studies, the internet memes have positive impact to help students in learning writing especially writing descriptive text. Moreover, the media of internet memes are trendy and many students are familiar with it. Internet memes can also help the teachers come up with new ways of teaching writing and help them to be more creative. It's not difficult to find the source of internet memes since they are widely spread across social media platforms. Moreover, because the internet memes contain humour, it will be motivated students in learning to write descriptive text and they will not get bored easily. They also find it easy to gather the ideas and describing into text. Because of this, it is expected that learning writing descriptive text based on internet memes will help both students and teachers to understand the literature and language of English.

Comparing from those studies, this study has both similarities and differences. The similarities of this study are the researcher will use Internet Memes as the media and will more focusing to improve students' writing achievement in writing descriptive text that similar with the previous studies. Meanwhile, the difference are lies on the sample that being used and the research location, which the students of the seventh grade at SMPN 1 Sumbergempol. The reason why the researcher interested to conduct this study because writing descriptive text requires lots of practice and creativity and students will be encourage to learn with the media that they liked. Internet memes can be the fresh media for students to help them learning writing text. Therefore, the researcher will conduct this study by the title "*The Effectiveness of Using Internet Memes Towards Students' Writing Achievement in Descriptive Text at the Seventh Grade of SMPN 1 Sumbergempol.*"

B. Formulation of Research Problem

Based on the background study that has been discussed above, the research problem can be formulates as the following:

"Is there any significant difference score on students' writing achievement in descriptive text with and without being taught by using Internet Memes at the seventh grade of SMPN 1 Sumbergempol?"

C. Objective of the Research

According to the formulation of research problem above, the objective of the research is "To find out if there any significant difference score on students' writing achievement in descriptive text with and without being taught by using Internet Memes at the seventh grade of SMPN 1 Sumbergempol."

D. Formulation of Hypothesis

There are two formulated hypotheses of this study as follows:

1. Null Hypothesis (H_o):

   There is no significant difference score on students' writing achievement in descriptive text with and without being taught by using Internet Memes at the seventh grade of SMPN 1 Sumbergempol.

2. Alternative Hypothesis (H_a):

   There is significant difference score on students' writing achievement in descriptive text with and without being taught by using Internet Memes at the seventh grade of SMPN 1 Sumbergempol.

E. Significance of the Research

1. Teacher

   The result of this study hopefully can be used as the reference for the English teacher for implementing Internet Memes as the media to teach students in writing descriptive text in the class.

2. Students

   The result of this study hopefully can encourage students to practice and increase their creativities for learning writing descriptive text.

3. Future Researcher

   The researcher hopes that this study can be useful and can used as the reference for further research.

F. Scope and Limitation of the Research

Based on the discussion in the background of the research, it is impossible to investigate all the factors that deal with the students' writing achievement in descriptive text. This study intended to improve the students' writing achievement writing in descriptive text by using Internet Memes as the media to teach writing. The problem that will be discussed on this research is also limited, only in the use of Internet Memes in teaching writing descriptive text at the seventh grade of SMPN 1 Sumbergempol.

G. Definition of Key Terms

In order to avoid misunderstanding of the key terms that being used in this current study, these are several definitions of key terms that need to be explained:

1. Effectiveness

   Effectiveness is the ability of producing the desired result and also test the success of the strategy whether is effective or not.

2. Internet Memes

Internet Memes belong to online culture that contain jokes and usually in the form of images, videos, and GIFs that are spread quickly and become viral on the internet.

3. Descriptive Text

Descriptive text aims to provide information by describing people, location, object, or event using specific details. This kind of text is to create a vivid representation of a person, location, object, or event.