

CHAPTER I

INTRODUCTION

This chapter presents the background of the study that describes the reason why the writer conducts the study. It also contains the problem of the study, objective of the study, scope, and limitation of the study and significance of the study. Next, significance of this study is provided. Finally, the definitions of the key term are given to avoid misunderstanding of those terms.

A. Background of Study

English has the important role because it is international language. According to McKay as an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.¹ Many countries are using English as their second language. We cannot deny those fact, moreover in globalization era, the ability in English becomes one of a necessity to make one still be exist to confront the high of global competition among the countries. Considering the important of English ability, so English becomes one of subject must be taught to the students.

“Based on Standard Competence” stated in Peraturan Pemerintah No. 22 Tahun 2006, the goal of English teaching and learning in Indonesia is to develop students’ discourse competence. It concerns on producing both oral and written texts conveying in four integrated skills, consisting of listening, speaking, reading, and writing”². In the teaching and learning of English in secondary schools in Indonesia, all the four language skills are included in the national curriculum. Writing is one competence in English besides reading, speaking, and

¹Michael Clyne and Farzad Sharifian, *English As an International Language*, (monash university epress: 2008), 28.3

²Febriyanti Nurcahyasari and Enny Irawati, *Using Music Videos to Improve The Ability in Writing Narrative Texts of The Eleventh Graders in Sma Negeri 4 Malang*, (State University of Malang),1.

listening. Writing is also a part of the language learning process.³ Because it needs some processes, the students need other competences in English before they can produce some English writings; such as the English vocabulary in both the meaning and the form.⁴ In addition, writing is said as difficult skill because the main causes is lacking of time used to teach and practice writing. Moreover, less of practice raises another problem. Another problem are students face difficulties in exploring their ideas or even finding the appropriate words to what they want to write about. Consequently, teacher is forced to overcome this problem. They have to find out a way to motivate their students to write. It is supported by Byrne in his book who states that writing is regarded as the most difficult activity. The teacher has to give assignment to create the teaching of writing in such a way that students can see the goal of it and make measurable progress through the performance of realistic and relevant task.⁵ Teacher should know that the most important factor in writing is student's involvement. The students need to be personally involved to make the learning process has lasting value, interesting and fun to make the learning process be fun and interesting, it should be supported by good and interesting teaching style and media used in the learning process.

There are so many kinds of media that can be used to improve student's motivation and less students' boredom. It is supported by Cahyono in his book he states that media is the carrier of message or information between source and the receiver of information.⁶ Good media can help the teacher transfer the goals of teaching to the students effectively. On the other hand, in this new era of technology, Social Network Sites has become a fashionable tool in teaching and

³Cora Lindsay and Paul Knight, *Learning and Teaching English Course for Teacher*, (Oxford:

Oxford University Press, 2006), p.87

⁴Nancy Arapoff Cramer, *The Writing Process 20 Project for Group*, (USA: Newbury House Publisher Inc, 1985), p.i

⁵DonnBryne, teaching writing skill, (Hongkong : Longman Group Ltd, 1988), p. 47.

⁶Cahyono, Yudibambang, *technique in teaching EFL writing*, (Malang: State University of Malang Press, 2009), p.22.

learning for example, Students are interacting in such social media with or without their teachers' consent or knowledge through study groups.⁷ Discussions between friends are carried out heavily among adolescents and resources are shared through online social networks.⁸ These networking sites are also a means for student's opportunity for shy students to Interact more with each other.

However, Instagram is currently one of the most popular SNSs in the world with over 300 million active users.⁹ The focus of Instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily. Almost every student uses this kind of Social Network Sites. They are extremely post everything, every moment that are interesting according to them in their Instagram. Therefore, Instagram seems to provide an ideal environment for students to produce descriptive writing.

In this research, the researcher will focus on the use of Instagram as one of the media to motivate the students' writing ability especially in writing descriptive text. In teaching descriptive text, Instagram is considered as an appropriate media, because by using Instagram it is supposed that students will more enthusiast and more motivate in writing about descriptive text. Moreover, the teacher has to be creative in developing and using the Instagram itself. The teacher can minimize student's difficulty by leading them to write descriptive text using Instagram. Therefore, students will feel that it is something new in learning English. Moreover, using Instagram seems like student's favourite daily activity in this era. In addition, the condition of having no idea or getting bored of what students have to write will become the most difficult problem anymore. According to Ferlazzo, by having students create photo essays based on a list of themes or concepts from the curriculum, using photos to engage students in writing responses

⁷Kasse, Daniel, Insap Santosa, dan Ridi Ferdiana. (2014). *Pengembangan E learning berbasis Technology Acceptance Model (Studi Kasus: Bahasa Inggris)*. Jurnal Nasional Pendidikan Teknik Informatika (JANAPATI), Vol.3, Nomor.3, hal 88-92.

⁸Lomicka, L. and Lord, G. (2009) *The Next generation: Social Networking and Online Collaboration in Foreign Language Learning*. San Marcos, TX: CALICO.

⁹Instagram Press. (2015) *www.instagram.com*. Accessed: 11/02/2017.

or captions based on photo.¹⁰ As Laponsie said that the way Instagram is integrated into course content can provide a medium for students to connect and engage with the concept of the course.¹¹

SMAN 1 Gresik is one of school in Gresik that the school was international school (RSBI) in 2007. This school has adopted a program to learn self-development of each student, or often called Building Learning Power (BLP). Each class in SMAN 1 Gresik has had AC, LCD, projectors, and other supporting tools. SMAN 1 Gresik also provides Wi-Fi hotspot access is free for both teachers and students can anyone reasonably priced hotspot network will be free to use the internet even though access is restricted. Internet access was obtained from WAN installed by the Education Ministry and connect all schools.¹² In addition, nearly 90% of students of SMAN 1 Gresik especially for second grade has an android phone which has a quota of internet and have Instagram account.

Based on the conversation writer with English teacher of SMAN 1 Gresik, some students have less interest in writing. Then, English teacher of SMAN 1 Gresik said that some students of SMAN 1 Gresik less motivate in writing skill and they always use their smartphone in learning process. 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 (descriptive).

Finally, the writer decides to choose SMAN 1 Gresik as the setting for his research because students of SMAN 1 Gresik have low motivation in writing ability. And the writer focuses on 8-7 class of second grade of SMAN 1 Gresik because they got difficulties in writing descriptive text.

¹⁰Ferlazzo, *Integration of Education: Using Social Network to Engage Students*, pp. 3.

¹¹Laponsie, *Using Instagram to Connect with Undergraduates and Engage in Teaching and Learning*, pp. 2.

¹²(https://id.wikipedia.org/wiki/SMA_Negeri_1_Gresik, accessed on February 28, 2017)

B. Research Question

Based on the background of the study above, questions of this study are formulated below.

1. How does the use of Instagram to motivate students' writing descriptive text?
2. What are students' responses to the use of Instagram as a media of teaching writing descriptive text?

C. Objectives

According to the questions mentioned above, the objectives of this study are as follows.

1. To describe the use of Instagram to motivate students' writing descriptive text.
2. To know student's responses to the use of Instagram as a media of teaching writing descriptive text.

D. Significant of The Study

The research results are expected to give significant input to the following people:

1. *For the students:*
 - a. To provide an input for understanding how to compose the ideas in a good descriptive writing.
 - b. To make a contribution for students to realize their writing level of descriptive text through instagram.
2. *For the teachers:*
 - a. To contribute to the discourse of learning by using Social Network Sites to English teaching programs, especially in investigating the students' writing ability.
 - b. To provide deeper information and knowledge about the use Instagram as one of the social media that aims to engage students' interest in writing course.
 - c. To create a classroom atmosphere that is more effective to use the good and interesting media. Additionally it can determine the level of student writing with honest student responses, teachers can analyze it to make assessment records.

3. *For educational practitioners and researchers:*

- a. Hopefully this research will be useful as an input for other researchers to conduct further research dealing with writing skill using a different instructional learning tool.

E. Scope and Limitation

This study focuses on the use of Instagram as medium to teach students writing descriptive text to ten grade students of SMAN 1 Gresik in 2016-2017 academic year. There are 8 classes in ten grade; X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5, X MIPA 6, X MIPA 7, and X MIPA 8, with different teachers. The researcher will only analyze Instagram post in one class, the class in X MIPA 3 class. Among the four English skills such as listening, speaking, reading and writing. The researcher taught more in writing skill, especially in descriptive text. The researcher will introduce and use technique in which Instagram is used as medium in teaching writing. The topics of using Instagram are limited into: describing favourite idol, describing favourite tourism places, and describing favourite movie.

F. Definition about the Key Term

The definition of key terms is intended to avoid misunderstanding and misinterpretation. So, the researcher would like to describe some terms used in this research as follows:

- 1. Instagram** Instagram is a mobile app (iOS and Android) that allows users to instantly share their photos moment or short videos into visually appealing image by adding caption and can edit our images, which is then shared with others on the network. Instagram is currently the third most popular social network used by U.S. college students' pictures and videos.¹³ In this research, Instagram means one of the social media that can be used by teacher as a medium of learning in the classroom or outside the classroom because almost all students in contemporary times have android phone and

¹³Salomon Danielle (2013), *Moving on from facebook: Using Instagram to connect with undergraduates and engage in teaching and learning*. p.

Instagram account. Besides, Instagram has provided an ideal environment for L2 learners to produce descriptive writing. We can download Instagram application in play store and app store.

2. Motivation

According to Williams and Burden showed that each individual L2 learner motivation is influenced by external factors related to socio-cultural background of students and contextual and internal factors relating to the individual learner. Internal factors include the attitude of students to the activity, intrinsic interest, the perceived relevance and value of the activity.¹⁴ In this research, the term motivation is a driving power of the individuals to do certain activities to achieve goals. Students' motivation is same like students' desire participate in the learning process. But in this research, the researcher will know students' motivation from internal factor of the students. According to Muhibbin internal factor include intelligence, attitude, interest, attention and aptitude. Motivation is also influenced by a sense of learners, feelings of mastery and control of the learning activities and their interest in it.¹⁵

3. Response

According to Hamalik, "responses are coordinated movements by one's perception of outside events in the immediate environment".¹⁶ Meanwhile Harvey and Smith define that response is a form of readiness in determining good attitude in positive form or negative to an object or situation. So, in this study student response is defined as the

¹⁴ Lo Julia, *Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong*. Journal of Second Language Writing 16 (Hong Kong, 2007), pp. 3-4

¹⁵ Muhibbin Syah, M.Ed, "Psikologi Pendidikan", (Bandung: PT. Remaja Rosda Karya, 2005) 139

¹⁶ Kelly, Ronan. *An Exploration of Instagram to Develop ESL Learner's Writing Proficiency*, (England: British Council 2015), P. 1.

response of students at the time of teaching and learning activities after following the learning of English by using media instagram.

4. Writing

Writing is one of language skills which are used for medium of communication, especially indirect communication.¹⁷ Writing is one way to express human's ideas, opinion, and thought about everything in mind and around them. In other words, writing is activity of composing ideas in sentences which have to be well organized in order to be understood by the readers. The writing collected is the Instagram post which the students had to finish by the end of the learning in one chapter. In this research, the writing activity involved many steps to produce a comprehensive writing.

5. Descriptive

Text According to Wyrick "The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader."¹⁸ From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

¹⁷Donn Ryne, *Teaching Writing Skill*, (Hongkong: Longman Group Ltd, 1988), P. 47.

¹⁸Wyrick, Peter and Megan Watkins. *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*. (Sydney: University of New South Wales, 2005), pp. 23-24