

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher will explain six main sub chapters. They are background of the research, research question, research objective, limitation of the research, definition of key terms. Background of the research tells about the reason why the researcher choose the research. Research question aim to ask what needs to know when doing the research. The last is definition of key terms contain definition each term that is important.

#### **1.1 Background of the Study**

Everyone must have a hobby, especially using social media. They have hobby to doing that because every day they need to always update news, viral content and etc. They often update about what they have been doing every day, including responding to things that are viral on social media, or things that have been broadcast by television media and then they upload again through their ideas or writings.

In this era, social media users are increasing, starting from children, teenagers, and even adults. They are free to use social media to stay connected with anyone, anytime, and anywhere. Social media provide many features to users for using what do they need. They can use it for chatting message, video calling, writing status, discussion in group, online shopping, promoting product, and etc.

Before using the Facebook service, the user must have an email account or smartphone number first, then enter the <http://facebook.com> page and then follow the registration steps provided by Facebook. After registering, the user must verify the Facebook account and fill in the biodata according to the user's identity.

Facebook can also synchronize contacts in email so that users can search for people who already have Facebook and can add to the list of friends listed in it. When finished adding friends, users can search for groups or communities provided in the searching

column provided by Facebook and join in it to add relationships and can discuss in it. Not only that, users can also make their own posts via status updates on Facebook. From here, Facebook can be used to increase writing creativity among everyone.

Writing is basically an activity that is good for everyone. By writing, creativity can be increased and students like to immerse themselves in the creative process, which means children create something which also means asking, doubting and confused until finally finding a solution. And when the creative process is trained, it will be easier for children to transfer skills to other fields that also require creative solutions, such as school or other activities (Sidiq et al., 2013)

The essential component which has to be learnt in communication activity. Learning a language is a must because language is the main tool used to communicate is an Language. One of the most important languages is English. There are many benefits of learning English (Harmer, 2007). English is an international language, it will be used more often to communicate with many people in the world. The rapid development of technology requires us to compete globally by mastering foreign languages, especially English. Currently, English has an important role as one of the languages that must be mastered by students, with the hope that they will be able to compete in the world ([Kemdikbud.go.id](http://Kemdikbud.go.id), 2020). The students at senior high school should be mastered English for one of their main subjects to study.

There are some subject in English, there are : English text such as recount text, descriptive text, narrative text, procedure text, etc. This study focuses on narrative text, where narrative text is included in the basic competencies of class XI Senior High School. Teachers and students can utilize the beneficial of Facebook education. They can share pictures or etc, and also add the caption in order to improve their writing skills. It will be better to do because teaching-learning process has an interesting and unique process.

Based on my observations during internship 3, many students have the potential for creative writing so that researchers want to increase their creativity intensively. The reason

the author uses facebook is that there is no e-learning in this school and many students are constrained from devices, internet data packages, software cannot be updated because the device has low specifications so they can access [free.facebook.com](https://www.free.facebook.com) as an alternative to developing and submit writing assignments at school.

**1.2 Research Question:**

1. Do students who are taught by using Facebook status which better ability in writing narrative text than those who are not taught by using Facebook status ?

**1.3 Research Objective**

Considering the problem of the study above, the researcher has the objective of the study: To know the effectiveness of using Facebook status to teach writing narrative text at senior high school.

**1.4 Limitation of the Research:**

The scope of this study focused on the research focus, participants and research design.

**A. Hypothesis of the Study**

Null Hypothesis ( $H_0$ ) : There is no significant difference between students who are taught by writing at Facebook caption and writing at the paper on students' writing skills.

Alternative Hypothesis ( $H_i$ ) : There is significant difference between students who are taught by writing at Facebook caption and writing at the paper on students' writing skills.

## **1.5 Definition of Key Terms:**

### **1. Writing**

Writing is an activity to perpetuate something that is obtained through the senses, as well as the experience of using words.

### **2. Facebook**

Facebook or social media is a conversation on the internet and is supported by in-app tools or software. In contrast to communication on the internet in the past which tended to be unidirectional, communication on social media is now interactive, open and allows everyone to participate (Kaso et al., 2021)

### **3. Narrative Text**

#### **1. Definition**

In general, narrative texts could be categorized into the fictional narrative or imaginary, the non-fictional narrative, or combination of both. A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions. On the other hand, a non-fictional narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience. The generic structure of narrative text focuses on a series of stages that propose to build a story (Fakeye, 2016). According to Jhon, Narration is storytelling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened. A person might say, for example, "I was really embarrassed the day I took my driver's test," and then go on to develop that statement with an account of the experience. If the story is sharply detailed, we will be able to see and understand just why the speaker felt that way (Langan, 2008)

## 2. Generic Structure of Narrative Text

Based on Sulisty (Sulisty, 2013) Generic structure of narrative is divided into five element, they are:

### 1. Orientation (introduction)

The Orientation contains the thesis of the text. In this level, the character of the story, introduce the students. In the story happened and who is involved on the story. In this level also used to produce atmosphere so that makes the student are persuaded to follow the story. In the other words orientation of narrative text tells who the character was / where, where it happened, when it happened.

### 2. Sequence of Events (complication)

Sequence of Events tells the sequence of the story. The problem faced by the character. The complication makes they story more interesting because the Character is prevented to reach his or her wants. It is in the middle of story.

### 3. Resolution It tells the reader (students).

How the problem was solved it also called solving problem. A satisfying narrative we well give the resolution of the problem.

### 4. Re-orientation.

Re-orientation tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But sometimes the students find more than one complication and resolution. It can be seen in the following example.

### 5. Evaluation.

In this activity can be joined in orientation part. It contains the narrative begin. Evolution tells about the time and place of the event being storied. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable. But

sometimes the students (readers) find more than one complication and resolution. It can happen when the problem (complication) was still arisen or unsolved in scheme.