

CHAPTER 1

INTRODUCTION

This chapter contains the research's general explanations. There are background of study, research problem, objective of study, research hypothesis, scope and limitation of the study, the significance of the study, the definition of key terms.

A. Background of study

Writing is a part of the language learning process. The key aspect is that information from the sense of sight will be sent for processing afterward. The procedure is referred to as the language acquisition process for writing abilities. In order to make their ideas and thoughts that have been gathered from the sense of sight as creative as possible, students use the endurance of their brain thinking. It relates to El Shami's (2011:13) assertion that writing involves a mind and a lot of effort to reorganize concepts and thoughts.

Writing is one of the most important skills in learning English. Students must also effectively communicate their thoughts on paper using proper grammar and organization. Students acknowledge that writing is challenging as a result. Teachers must adopt a more creative and enjoyable teaching style so that students enjoy what they are studying.

According to Rao (2014), students' comprehension improves after reading newspapers, periodicals, journals, essays, and other printed materials provided by the teacher.

Therefore, many teachers use media as teaching aids according to their subjects affairs. Rao (2014) also stated that teachers think print media, particularly textbooks, aids in the development of students' reading and writing skills. It is easier for teachers and pupils to learn when there is media available, especially for foreign language teachers. The use of media will improve and increase the effectiveness of teaching English. It can aid in language comprehension for students. To sum up, using media in the classroom can assist teachers teach more effectively and get students interested in and understanding learning English.

In writing skill, surely there are troubles in writing descriptive text. The difficulties when the students writing descriptive text that are the lack of motivation, the frequency practice is not enough and learning method is not correct (Ikhsan, 2012). In addition, Sholihah (2011) said that the general structure and linguistic characteristics are to blame for the problems in composing descriptive texts. Teacher should be aware that student participation in writing is crucial. To ensure that the learning process has long-lasting value and is enjoyable for the students, engaging teaching methods and learning materials must be used in conjunction with personal involvement from the students.

Based on the preliminary study that has been done by researcher at SMAN 1 Kandat, the main problem that needs to be considered is students' writing skills. Most students have not mastered writing skills. Because the mindset of some students writing activities is very boring and very difficult to get out or express their ideas. This is because they are not used to read. One alternative that can be done so that students want to write well is that the teacher provides fun learning so that students are interested in the lesson and do not get bored quickly. Teachers can use learning models with the help of social media, one of which is using Instagram, because students are used to using or playing with Instagram. Instagram is an alternative and innovative way for teachers when learning to improve students' writing skills.

Students like to post everything, every moment that are interesting according to them to their Instagram. Using Instagram as a learning tool is a simple method to teach students about descriptive text. Instagram is used for sharing moments such as photographs and videos, whereas descriptive text consists of factual descriptions of an object. By allowing instructors to use Instagram as a learning tool, it becomes excessively simple to teach descriptive text. Additionally, more students will be enthusiastic about learning English.

Therefore, Instagram appears to be an ideal platform for students to compose evocative writing. In this study, the researcher examines the use of Instagram as a medium to improve students' writing ability especially in writing descriptive text. In

teaching descriptive text, Instagram is considered a suitable media because, by utilizing Instagram, students will be more enthusiastic and motivated to write descriptive texts. In addition, the instructor must be creative in developing and utilizing Instagram. The instructor can reduce student difficulty by directing them to use Instagram to write descriptive texts. Therefore, students would feel that it is something new in learning English.

There are some previous studies about teaching by using media in writing descriptive text to motivate the students, such as, a thesis entitled “The Influence Of Using Facebook Profile Towards Students’ writing Ability In Descriptive Text At The First Semester of The Eighth Grade At Smp Negeri 8 Pesawaran” by Octavia (2019). Based on the study, Facebook can facilitate the teaching and learning process and inspire students to write. This study demonstrated that using Facebook to teach descriptive writing is effective.

Second, a thesis entitled “The Effect of Using Facebook on Students’ Writing Skill by Etriani, E (2022). The purpose of this study was to determine the effectiveness of using Facebook to teach writing. The study demonstrated that instructing descriptive writing using Facebook is effective.

The previous studies above are used as references by the writer in conducting this study and also as the researcher's comparison of the results of those pertinent studies and the current study. The research focused on the role of using social

networking site especially an Instagram application in increasing the ability of writing descriptive text. The difference between this study and previous study is the type of media employed in both the research and the teaching procedure.

Based on explanation above, the writer carried out a research by a title “The Effectiveness of Instagram as Media Teaching in Writing Descriptive Text of Tenth Grade at SMAN 1 Kandat”.

B. Research problem

Based on the background above, the problem of the study was “Is there any significant difference in writing skill between students taught using Instagram and students taught using Power point?”

C. Objective of study

Based on the formulation of the problem above, the aims of the study was to determine the significant difference in writing skill between students taught using Instagram and students taught using Power point.

D. Research hypothesis

This research hypothesis exists as an uncertain answer or the answer can still be changeable for the research problem stated earlier. In this study the null hypothesis (HO) and alternative hypothesis (Ha) as follows:

Ho : There is no significant difference in writing skill between students taught using Instagram and students taught using Power point.

Ha : There is significant difference in writing skill between students taught using Instagram and students taught using Power point.

E. The significance of the study

The results of this study are expected to provide the following benefits:

1. For students

Hopefully ,this research will make a contribution for students to realize their writing level of descriptive text through instagram.

2. For the teacher

Hopefully, this research will contribute to the discourse of learning by using Social Network Sites to English teaching programs, especially in improving the students' writing abilities.

3. For Researchers

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

F. Scope and limitation of the study

This research is limited to the effectiveness of using Instagram to teach descriptive writing. Interestingly, learning how to write descriptive text can be learned by using at Instagram. Therefore, students can be interested and motivated to write

better every day by using Instagram. With reference to the above reasons, this study focuses on the effectiveness of using Instagram to learn writing of tenth grade at SMAN 1 Kandat in the academic year 2022/2023.

G. The definition of key terms

1. Writing

Writing is a language ability that is utilized as a means of communication, particularly indirect communication. And writing is an activity in which ideas or information obtained in written form are accepted.

2. Media

Media refers to any device that is used to send data or messages from one place to another. To increase effectiveness and interest, media are used in the teaching and learning process. Students are taught English through a variety of media, including images, slide presentations, audio, charts, and others. All of these are used to aid the teacher in delivering the subject and to help pupils grasp it.

3. Instagram

Instagram is a fascinating platform. Those who follow a user on Instagram can view their feed and interact with posts by like and commenting on photographs. As a result, Instagram users should concentrate on uploading photos and videos to their profiles.

4. Descriptive Text

Descriptive text is writing text by describing it through the senses like appearance, taste, smell, taste, or even sound. The author can use feelings to transfer images from experience. Furthermore, the description must be so unique that one thing's description should be different from descriptions about other things.