

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

To be deemed fluent in a language, students must be able to study and master all parts of a language's skills, including the ability to write. This is an important core ability that must be taught in order to fully comprehend a foreign language, notably English. Having effective writing skills can help people convey their thoughts, views, ideas, and feelings regarding particular events.<sup>1</sup> Writing is also required in many parts of life. For example, in the academic fields, pupils will be needed to compose academic writing as well as a variety of text types. According to Sulisworo et al, students' ability to write is an important determinant in their academic and future success.<sup>2</sup> Therefore, students must learn and grasp the aspects of writing.

Students' will be required to write various of text types. One of the texts that can help students practice writing is writing personal experiences in the form of recount text. Recount text becomes an

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<sup>1</sup> Uliana Sara Marpaung, "Teaching Writing Recount Texts Through Blog," 2019, p.1.

<sup>2</sup> Dwi Sulisworo, Triwati Rahayu, and Rifai Nur Akhsan, "The Students' Academic Writing Skill After Implementing Blended Learning Using Facebook," *Information Technologies and Learning Tools* 56, no. 6 (2016): 176, <https://doi.org/10.33407/itlt.v56i6.1477>.

intriguing and beloved text for students since it is closer to their actual life and retells their prior experiences. This can be seen when students post personal experiences on social media such as Twitter, Instagram, WhatsApp and others. According to Knapp, the recount text is made up of a set of events that are retold in order.<sup>3</sup> The use of generic language features is very important in writing recount text.

However, based on the writer's cursory observations many student errors were found when they wrote in every general pattern of recount text known as the generic structure, namely, Orientation, Events, Reorientation. The ability of students to write sentences is not the same from one person to another, some students have difficulty applying grammar and linguistic features, therefore students need to know writing errors in order to use the correct language. Limited time and lack of practice in writing for students are also problematic in learning to write recount text at school so that students have difficulty communicating their intentions through good writing.

Another cause that causes a lack of writing skills in students is the teacher's lack of effectiveness in choosing learning tools or media. Learning media should not always use conventional media. This can lead

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<sup>3</sup> Peter Knapp and Megan Watkins, "Genre, Text and Grammar," (*Sydney: University of South Wales Press Ltd, 2005*) 21, no. 1 (n.d.): 223, <http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203>.

to boredom of students when learning to write recount text. The use of technology based learning media can help teachers to convey learning material to students. Students will better understand the material provided and easy to apply it. On the other hand, social media can be accessed by anyone at any time. One of the media that can be utilized in writing recount text skills is Twitter media.

Twitter is a messaging service that shares various characteristics with the communication tools it already uses. Twitter is utilized in practically every aspect of life. Radio, television, businesses, celebrities and politicians virtually all have Twitter accounts and utilize them to engage with their audiences.<sup>4</sup> The same is true for education. Twitter is one of the most well known social networking sites. It can be seen from the results of observations at SMKN 3 Kota Serang that all students know the Twitter social media application, but doesn't all students use Twitter social media. in tenth grade Visual Communication Design (DKV) of 37 students, 16.2% of students used the search feature only to find trending topics, 5.4% of students used the DM feature, 2.7% used the Tweet feature and 13.5% used thread feature to write his personal experiences.

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<sup>4</sup> Latifah Rakhma Romadhon, Emma Dwi Indriani, and Kunrat Nur Setiawan, "Writing Short Stories Using Twitter as a Media for Student's Writing Skills," *ETERNAL (English Teaching Journal)* 11, no. 1 (2020): 50–62, <https://doi.org/10.26877/eternal.v11i1.6065>.

On Twitter, students may practice writing freely in a pleasant and entertaining manner without having to think too hard about the complexities of the writing process. For example writing personal experiences on twitter. In writing personal experiences on Twitter, students' can use the thread feature where this feature presents sequential text and can write at length about a series of stories. This can be used by students in developing writing so that it helps students write recount text well on Twitter using the thread feature. In Haryanti's research the threads feature on Twitter is said to be of good quality and effective so that it can be utilized in writing skills.<sup>5</sup> Students can express their thoughts or stories of their experiences in the form of threads so that their works can be seen by Twitter users.

However, in writing personal experiences in the form of recount text thread on Twitter, Students must attention to the general structure and language features. The reason behind this is that each short text has a different structure and language features. On the other hand, errors in forming English words are common and cannot be avoided by students since they occur naturally and normally. According to John Norrish, it is

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<sup>5</sup> Rera Sarah Rizky Haryanti, "Pemanfaatan Media Thread Twitter Dalam Keterampilan Menulis Cerpen Siswa SMA Muhammadiyah 25 Pamulang Tahun Pelajaran 2021 / 2022," 2022.

natural for a human or learner to make mistakes.<sup>6</sup> Therefore, it is necessary to know how to avoid these mistakes. Thus, students will know and correct mistakes and not repeat them and produce quality writing.

Within the case above, the researcher wants to conduct a study entitled "An Analysis Of Students Writing On Personal Experiences On Twitter" at the tenth grade Visual Communication Design of SMKN 3 Kota Serang.

## **B. Identification of Problem**

This following are some issues regarding to the background of this study:

1. There are difficulties experienced by students when practicing writing recount text.
2. There are difficulties students in applying linguistic features.
3. The Twitter thread section is considered to help students develop students' writing recount text.

## **C. Focus of Study**

Based on the background of this problem, the focus of this research is on "Analysis of student writing about writing personal experiences in the form of recount text using Twitter threads to determine the quality of writing and the suitability of structure and use of language".

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<sup>6</sup> John Norrish, "Language Learners and Their Errors," (*London: MacMillan Press Limited, 1983*) 65 (n.d.): 192–94.

#### **D. Statement of Problem**

Based on the background of study above, the researcher formulates the following goals of the research:

1. How is students' quality recount text?
2. How can thread Twitter help students' writing recount text better?

#### **E. Purpose of the Problem**

The purpose of this problem is to analyze students' writing about recount text threads on Twitter.

1. To find out how is students' quality recount text.
2. To find out how can thread Twitter help students' writing recount text better.

#### **F. Significance of Study**

##### **1. The Writer**

This research is expected to provide insight and fresh information regarding an analysis of students writing on personal experiences on Twitter, as well as respond to inquiries regarding does the student's writing on the Twitter thread suitable the structure and language of the recount text.

## **2. The English Teacher**

This study is intended to offer instructors with information to assist them become more flexible to technology, particularly Twitter, in order to improve students' writing skills.

## **3. The Further Researcher**

This work is likely to bring new insights for future research, increasing the depth and reliability of future research.

## **4. The Students**

This research is intended to broaden students' writing horizons to increase their enjoyment of writing through Twitter and to find out the structure and use of language in recount text.

## **G. Previous Study**

In this study, the researcher used several previous studies that are related to this research. It can be found in the following statements:

First study, entitled "*An Analysis Students' Writing Recount Text*" by Angga Framana (2019) Department of English Education . Faculty of Tarbiyah and Tadris at State Institute for Islamic Studies (IAIN) Bengkulu. Based on the results of observations, interviews and writing tests of English that the author did, it can be concluded that the ability of students at the SMP Negeri 22 Bengkulu Selatan is still low and it can be seen from the results of the research conducted.

The second study, entitled *"The Effect of Peer Assessment Via Twitter on Students' Ability to Write Analytical Exposition Text"* by Habiburrohman (2019) Department of English Education. Faculty of Education at UIN Syarif Hidayatullah Jakarta. Based on the results of the research, it was concluded that learning by utilizing peer assessment via Twitter on the skills of writing analytical exposition texts for class XI students of Dramaga 1 Public High School in the 2019/2020 academic year is beneficial. Moreover, the magnitude of the treatment effect is significant. Furthermore, the results of the Cohen's d effect size test showed that this therapy had a significant effect. The results of this test show a score of 1.138 or higher than 1 as Cohen's d criterion for a strong level of effect size.

The next study entitled, *"The Effect of Using the Twitter Application on the Ability to Write Descriptive Text in Second Semester Students of Class X MAN 1 Pringsewu for the 2020/2021 Academic Year"* by Cindy Qadry Azizah (2020) Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung. This study conducted a study on the effect of the Twitter application on students' writing abilities at MAN 1 Pringsewu and analyzed the data. The researcher concluded that there was a significant influence from the Twitter application on students' writing abilities. As a result, the Twitter Application may have an

influence on students' writing abilities. It can be seen clearly from the scores of students before and after therapy. The Twitter application is useful for students in strengthening their writing skills, especially when studying from home without feeling bored. It also requires kids to write whatever they want.

This research is different from a previous study because the research aims to focus on analyzing how is students' quality recount text and how can thread Twitter help students' writing recount text better. This study uses Qualitative Descriptive Methods to investigate of the problem in this research. A documentation and rubric were used to collect data.

Many studies on Twitter and recount text have been conducted, but unfortunately no one has analyzed in depth of personal experiences on Twitter with thread feature. as well as analyzing the structure and language use of recount text through Twitter media. Thus, the researcher has a firm belief that this study will provide new novelties and fulfill the gap of previous studies

## **H. The Organization of Writing**

Chapter I is Introduction. In this chapter, the researcher put some points including Background of study, Identification of Problem, Focus of Study, Statement of the Problem, Purpose of the Problem, Significance of Study,

Previous Study and The Organization of Writing.

**Chapter II is Theoretical Framework.** This part consists of some theories from some experts who have conducted the research related to this research.

**Chapter III is Research Methodology.** This chapter consists of Research Method, Place and Time of Research, Subject of the Research, Data Collection Technique and Data Analysis Technique.

**Chapter IV is The Finding and Discussion.** This chapter consist of description of the data and discussion of finding.

**Chapter V is Conclusion and Suggestion.** It consist conclusion for suggestion.