

CHAPTER I

INTRODUCTION

A. Background of the Study

English as one of the subjects in schools has an important role because English is a foreign language, an international language which is widely used in communication by people in most countries in the world. Furthermore, English is often used in writing science books, journals, or articles about knowledge and technology.

Discussing about the meaning of writing, Rohman says that “Writing is usefully described as a process, something which shows continuous change in time like growth in organic nature. Different things happen at different stages in the process of putting thoughts into words and words onto paper.”¹ So writing is very complex process. Writing is interpreted as a process or an activity that expresses ideas, thoughts, experiences and knowledge into the form of notes using signs or symbols that are made systematically.

Considering writing here is in the context of foreign language, then the meaning of writing here is not only restricted by organizing words and

¹ D. Gordon Rohman, “Pre-Writing: The Stage of Discovery in the Writing Process” in *Teaching Writing Landmarks and Horizons*, (US: the Board of Trustees, 2002), 7.

ideas into sentences, but also understanding of how to translate words and sentences from L1 into foreign language well, making sentences well grammatically, and transferring ideas into readable texts.

Meanwhile, in the English learning syllabus especially for Senior High School, students have been required to be able to make various writing products. Students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive, recount, narrative, procedure and report texts.

To produce those writing products, especially monologs, students have to follow the writing steps. According Seow on journal Carolan and Kyppö has stated as “Process Writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting), and editing – and three other stages externally imposed on students by the teacher, namely responding (sharing), evaluating and post-writing. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage.”²

However, the need of writing is unavoidable. The demanded globalization era toward global knowledge is increased quickly. There have been obstacles faced by students especially in writing factual report either from internal or external factors. All of these obstacles are addressed to teacher ability to resolve. So teachers are required (in the context of writing

² Fergal Carolan and Anna Kyppö, *Teaching process writing in an online environment*, France: Bibliothèque Nationale de France - Dépôt légal: September 2015.

skill improvement) to teach writing creatively and effectively by using up-to-date teaching methods.

Some students were rarely taught to write in English. They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students did not have any ideas to write. In other words, they had blank minds when they were asked to write a text, for example a writing text. Therefore, some media were needed to bring out their ideas. Some media here could be picture series, comics, movies, and animated stories. Of course each medium has its advantages and disadvantages. One medium might be appropriate for teaching a certain skill and it might be inappropriate for teaching other skills.

One of the factors coming from the students was concerning with students' low motivation. It could be seen from the situation in the classroom. Many of them did not do the homework, some of them looked sleepy, doodling, day-dreaming, yawning, and did not pay attention to the teaching and learning process. Besides, students' ability in writing was low. It could be seen from their writing products. Some students even asked the

teacher in Javanese about what they should write and what language they should use. In writing, they often lacked vocabularies, had a lot of mistakes of spelling and choice of words, and lacked ideas. Moreover, they were reluctant to bring dictionaries. In the class which contains 40 students, there are only about 5 male students who brought dictionaries. When observation was being done, there was an announcement from the loudspeaker in the class about the school activities, and the students became noisy and talked about the announcement. They ignored the teacher and this needed more time to lead the students into the lesson again. So, it could be seen that the students' attention was easily distracted.

Meanwhile, the factors coming from the teacher were that the teacher used a conventional media such as textbooks and student worksheets, and the teacher used techniques which were not quite interesting for the students. He just gave tasks and students were asked to do the tasks. So, it looked like only testing activities. Actually, the teacher is humorous, but the students often paid attention on the jokes only, not the lesson. Even the students made jokes with their friends.

Furthermore, the writing skill has small portion in the teaching learning process. The most taught skill is reading. So, the students had less practice in writing.

Wattpad e-learning products are expected to make students learn independently as well as able to master the science and technology that

continues to grow. In addition, information technology is also a tool for learning. Advances in information technology can help create learning media in various forms. Media can be a multimedia device for simulation, electronic book, e-learning and so forth. In this study, the concept of information technology through learning aids is realized on writing descriptive text.

Finally, based on the backgrounds above, the researcher would like to conduct an experimental research in students' descriptive text writing ability. And the researcher would like to carry out the study under the title "The Effectiveness of Wattpad Media on Students' Writing Descriptive Text" (*An Experimental Research at the Tenth Grade of MA Al-Hasyimiyah*).

B. Identification of the Problem

Based on the background of the study above and the observation in the field, it could be found that there were some problems in English teaching and learning. Especially, in teaching and learning writing skill at the Tenth Grade of MA Al-Hasyimiyah, Cilegon City. They came from students and teacher's factor. They were the students' low motivation, so the teacher used a conventional media and techniques which were not quite interesting for the students.

C. Limitation of the Problem

From the identification of the problems that occurred in Grade X of MA Al-Hasyimiyah above, it can be seen that there were many problems related to the students' achievement in learning writing. So, it is impossible to solve all the problems. Therefore, this research limited the problems in the media used to improve students' ability in writing skill. The media used Wattpad. The writing products were limited in the descriptive text. The limitation was based on the discussion between the researcher and the English teacher of the class, because writing was the most difficult in English lesson, especially writing descriptive texts.

D. Formulation of the Problem

Based on the background and identification of the problem, the researcher would like to formulate the problem in this study as follows: "How is the effectiveness of Wattpad Media for students' ability in writing descriptive text at the Tenth Grade of MA Al-Hasyimiyah, Cilegon City in the academic years of 2019/2020 period?"

E. Object of the Study

Based on the formulation of the problem above, this study was aimed at improving students' ability in writing descriptive texts using

Wattpad Media at the Tenth Grade of MA Al-Hasyimyah, Cilegon City in the academic years of 2019/2020 period.

F. Significance of the Research Findings

1. For students, this study was expected to be a motivation to improve their ability in writing descriptive text. Besides, the teacher implementation of this study can ease them in writing descriptive text, so that their ability in writing will be improved.
2. For teachers, this study is expected to be one input to improve their teaching strategies especially in teaching writing.
3. For the researcher, this study is expected to be a great experience to face the future when he becomes a real teacher.

G. Previous Study

There are some researchers relate to this study they are:

1. Talat Aytan has conducted on her journal *Evaluation of Electronic Writing Experiences of Turkish Teacher Candidates at Wattpad Environment*. The purpose of this study is to analyze Turkish teacher candidates' electronic writing experiences at wattpad.com environment. The study group of this research consisted of 53 Turkish teacher candidates who were studying at a state university in Istanbul. Teacher

candidates in the study group joined Wattpad.com and wrote at least one narrative text and informative text within a month. A structured interview form was used to receive the opinions of 15 teacher candidates who experienced writing in electronic environment. The data obtained using the interview form were subjected to content analysis. The electronic writing experiences of Turkish teacher candidates were interpreted in the framework of the themes which were formed on the basis of advantages and disadvantages. Prospective Turkish teachers evaluated the writing in electronic environment as advantageous in terms of legibility and spelling check, reader and writer interaction and visual appeal, time saving and convenience, affordability, quick feedback and constructive criticism, encouragement, archiving possibilities and socialization. On the other hand, they considered the writing in electronic environment as disadvantageous in terms of unreliability of virtual world, distractibility, severe criticisms, not comparable to handwriting, character limitation, health concerns, wording concerns, asociality, copyright and plagiarism concerns, using profanity.³

2. Mazhar Bal has conducted on her journal *Reading and Writing Experiences of Middle School Students in the Digital Age: Wattpad Sample*. This study aimed to determine the in-school and out-of-school

³ Talat Aytan, "Evaluation of Electronic Writing Experiences of Turkish Teacher Candidates at Wattpad Environment", *Higher Education Studies*, Vol. 7, No. 4, (July-September, 2017), 1.

reading and writing experiences of middle school students. This study used phenomenology from qualitative research methods. All 12 participants (8 female, 4 male) were middle school grade 6 students. Various data collection techniques were employed: a survey and a semi-structured interview about the use of Wattpad, a semi-structured interview about the Turkish language subject, a semi-structured interview about the relationship between in-school and out-of-school reading and writing experiences, a diary of the students' Wattpad reading list, a diary of the students' Wattpad writing list, and the texts written by the students on Wattpad. Data collection lasted 16 weeks. The data collected from the survey questionnaire were analyzed descriptively. The data from the semi-structured interviews and diaries were analyzed using content analysis. The results indicated that most of the participants had a negative perception of in-school reading. Similar conclusions were drawn from the results in-school writing because most of the participants felt restricted and under pressure during the in-school writing process. Wattpad was considered a venue where participants can express themselves comfortably. The participants shared positive experiences characterized by willingness, diversity, meaningfulness, and entertainment. By contrast, in-school reading evoked negative experiences, such as feeling obliged, bored, and restricted, and perceiving the activity as meaningless. Out-of-school

writing experiences were determined to promote internal motivation, to develop self-expression of one's anxiety and enjoyment alike, and to develop digital writing skills in out-of-school writing experiences. Overall, no relationship was found between in-school and out-of-school reading and writing experiences.⁴

3. Isti Rokha *Using Wattpad Application to Improve The Recount Text Writing Skill of the Tenth Graders of SMA N 3 Temanggung In The School Year Of 2018/2019*. The study conducted a classroom action research. The subject of this research is X IPA 3 of SMA N 3 Temanggung in the school year of 2018/2019 involving 15 males and 21 females. This research was divided into Pre-Cycle and two-Cycles, they are: Cycle I and Cycle II. The writer used observation sheet, questionnaire, and documentation to collect the data. In analyzing data, the writer used qualitative and quantitative measurement to find out the result. The use of Wattpad application as media can increase the students' learning motivation. The observation and questionnaire results indicate the students' have better motivation in learning writing of recount text. The observation percentage in Pre-Cycle is 44.16%, in Cycle I 61.38%, is and it becomes 76.38% in Cycle II. The total improvement is 32.22%. In Pre-Cycle test, the average score of writing

⁴ Mazhar Bal, "Reading and Writing Experiences of Middle School Students in the Digital Age: Wattpad Sample", *International Journal of Education & Literacy Studies*, Vol. 6, No. 2, (March-April, 2018), 89.

recount text is 63.27. After the writer using Wattpad application as media, the students average score in Cycle I is 66.55 while in Cycle II is 73.36. The improvement from Pre-Cycle to Cycle I test is 3.28 points, and from Cycle I test to Cycle II test is 6.81 points. Overall the total improvement from Pre-Cycle test to Cycle II test is 10.9 points. Conclusion that the use of Wattpad application as media in writing recount text can improve the students' learning motivation in writing recount text and the recount text writing skill of the tenth graders of SMA N 3 Temanggung in the school year of 2018/2019.⁵

Based on the previous Studies above, the researcher separated the similarity and the difference between this research and those previous studies. The similarity of those previous researches and this research is quite same, did the research with the same method (Wattpad Media). Meanwhile, the differences of those previous researches and this research are:

1. Previous study aims to link theory to practice, and to help English teachers maximize the full potential of wattpad media and project work.
2. Previous study aims to acquire various writing skills through wattpad media and self-assessment of writing skills compared with learning outcome.

⁵ Isti Rokha, "Using Wattpad Application to Improve The Recount Text Writing Skill of the Tenth Graders of SMA N 3 Temanggung In The School Year Of 2018/2019", *Journal of Research on Applied Linguistics*, Vol. 2, No. 1, (Mei, 2019), 1.

Previous researches above only discuss theoretically about the practice of wattpad media itself and don't focus on improving students' writing skill. These are what distinguish between previous studies with research will be conducted by researcher which is to improve students' writing descriptive text using wattpad media.