CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language spoken in most countries in the world. It is used as a mean of communication. Many countries use English for many occasions such as diplomatic, social, education, etc. some countries consider English as their native language, but in Indonesia English is considered as a foreign language. As a foreign language, English is not normally used as a medium of instruction, but English is used in formal setting, such as school and university. It means that English in Indonesia is not used for daily interactions, and it is learned in school as one of subjects in school.

Studying English as a foreign language is gradually getting more important. In Indonesia, English is considered as a first foreign language and compulsory subject to be taught in high school. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing.

The writer is mainly focused on writing skill, because writing

needs hard thinking to produce idea, words, sentences, paragraph, and composition. Unfortunately, most of the students have difficulty in writing texts well correctly because of lack of vocabulary, lack of grammar, less practicing, boring teachers' media, understanding difficulties, low interest, and many more problem they face in writing in the class. Of course, those problems will make some mistakes in producing written text and make students hard to pass the National Examination.

"Writing is the most difficult language skills, because writing has many important component to analyze such as content, use of language, organization, vocabulary, spelling, punctuation, and mechanics"[1]. Good writing is not something easy and perhaps there will be many challenges. Such as Vocabulary and Grammar comprehension are the most important aspects to create good writing. In the writing process, students always require thinking skill and creative skill. Students must use appropriate diction to arrange words to be sentenced and develop it to be a paragraph. Not only that but also writing is supported by the writing rules. It is also considered the most complicated language skills to be learned.

Based on the observation at Nasyrul Ulum Islamic Senior High

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[1] Nada Raudhotul Muthoharoh, Anita, "Using feedback in teaching writing descriptive text", *Loquen: English Studies Journal*, Vol. XI, No. 01, (June 2018), 41.

School Cilegon, students have difficulties in writing a recount text. "Recount text is a kind of text that tells past events. Recount text has a purpose to give the description of what happened and when it happened."[2] In creating a recount text, students usually face some problems. Students are confused about using English language, grammar and hard to writing even the first words. Students seem not interested and bored when learning in the classroom. Some of them are noisy and do other activities. Besides that, students are passively involved in the learning process.

In other hand, students often write much text on social media like on Facebook. "Facebook is one social networking for connecting people with those around them, such as friends, family coworkers, or simply others with similar interest."[3] They feel free to express their idea by posting their photos, giving comment to other users' posting so they can do peer feedback. "Peer feedback is considered as an important dominant tool in enhancing the process of learning of English writing."[4] Students do those things everyday smartly and enjoy without having difficulties and questions. It means they are freer to express their feeling and idea through social media than

[2] Mark Anderson, Kathy Anderson, *Text Types in English 1-2* (South Yarra: McPhee Gribble Publisher,1990), 48.
[3] Aman Sibley, *An introductory guide: how to use Facebook for business* (New York: Hubspot, 2014) 9.
[4] Ila Amalia, "Fostering students' writing skill through peer feedback activity", *Loquen: English Studies Journal,* Vol. XI, No. 01 (June 2018), 2.

write on the book.

Based on the fact, the writer tries to use Facebook in developing students' writing skill at Nasyrul Ulum Islamic Senior High School Cilegon. The Reasons why the writer uses Facebook are as follows, first, both teacher and students have same chance to access internet easily whenever and wherever, second both teacher and students have a smartphone to access Facebook, third Facebook is the most popular social media that most used by students at Nasyrul Ulum Islamic Senior School Cilegon. The fourth, they can save their money to not use paper the teacher can use media to present the material and students can submit their assignment directly and quickly.

As the most popular sites in Indonesia, Facebook can be a meaningful environment for improving students' writing skill. If some student can make a new post on Facebook for a day, so it will be effective if they write their post in English in order to practice English writing. According to Yosra Faggosa, Facebook can have a positive influence in improving students' writing skill[5]. He states in her journal that the students can comment and get good feedback from others.

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[5] Yosra Faggosa, "The contribution of Facebook groups in improving English as a foreign language writing skill of 9th-grade female students at public schools in Jordan", *Research on humanities and social sciences*, Vol. V, No.24, (2015), 97

He describes that comment and peer feedback can be a positive influence for students to learn English. It can be concluded that Facebook can be a positive influence to improve students' writing skill on recount text when the students can comment to each other, they can take a good response and feel more open to be a better writer.

Based on the background of this research, the writer would like to conduct research under the title **THE USE OF FACEBOOK IN ENHANCING STUDENTS' WRITING RECOUNT TEXT**, (An Experimental Research on the tenth grade of Nasyrul Ulum Islamic Senior High School located at Tegal Bunder, Cilegon in Academic 2019/2020)

B. Identification of the Problem

Based on the classroom observation, there were some problems found on the tenth grade of Nasyrul Ulum Islamic Senior High School. The students' writing problems were related to the processes of developing idea and constructing a coherent and cohesive paragraph, grammatical errors, the preference of suitable words in writing and insufficient use of teaching media.

First problem, the students could not develop the idea in

writing. It could be seen in the class when they asked by the teacher to write a text. They looked very confused to write a text. Then, some students looked not enthusiastic to write a text based on the teacher's instruction. They looked not enthusiastic because they had no idea on what they want to write in their worksheet. In addition, it could be seen in the result of the lesson when the teacher shown the students' work to the researcher.

Second, the students could not construct a coherent and cohesive paragraph. It could be seen in the result of the students' work. They did not understand how to construct a coherent and cohesive paragraph. Then, they did not construct the paragraph into coherence and cohesive because they could not develop the idea in writing a text. Therefore, students had difficulties in writing a text.

Third, grammatical errors always became a problem for the students who still learn English. In this case, grammatical errors were happened in writing. Students still had difficulties in writing a text. It was proved by the grammatical errors which were found in the students writing. They still used a simple present tense in writing a recount text. Moreover, students were confused when choosing the verb II in writing text. They put -ed in all verb which have to be changed into verb II. For example, for the verb "build" the students

wrote "builded" whereas the correct verb is "built." It seems that grammatical errors were happened in their writing.

The last problem was related to the media. The researcher found that the teacher did not provide the interesting media for the students in teaching writing. The students felt bored because the teacher rarely used an interesting media. In addition, it did not help the students to learning English especially in writing. The media can support the students' motivation and encourage students in teaching and learning process.

Based on the problems which were found when the researcher conducted an observation, the researcher observed that the students had difficulties in writing a text. Then, students seemed not enthusiastic when the teacher taught writing. They did not pay attention to the teacher instructions. Besides that, some of the students were not brave to ask a question or explanation from the teacher when they found the difficulties in writing. It means that students need some treatment in teaching and learning writing in the class. Then, teacher should have a strategy to make students motivated in learning writing.

C. The Limitation of the Study

This research is limited by focusing this research on tenth-grade students of the senior high school in the first semester of Nasyrul Ulum Tegal Bunder Cilegon in Academic year 2019/2020.

This research is also focused on teaching writing skill especially in teaching writing recount text about personal recount. The writer intends to identify the effectiveness of Facebook in enhancing students' writing recount text.

D. Statements of the Problem

Base on the background of the study above the writer proposed as follows:

1. How is students' writing skill at the tenth grade of MA Nasyrul Ulum Cilegon?

2. How is Facebook applied in teaching writing skill?

3. How the impact of Facebook in teaching writing skill?

E. The Objectives of the Study

The main aim of this research are:

1. To describe the students' writing skill at the tenth grade of MA Nasyrul Ulum Cilegon.

2. To describe Facebook applied in teaching writing skill.

3. To know the impact of Facebook in teaching writing skill.

F. The Significant of the Study

1. Theoretically

   The result of this research hopefully will bring many benefits. For myself, it is supposed to be a good provision which will help me as a teacher in the future. By using this technique, I hope that I will be able to teach more effectively, and the students will enjoy their learning. For my junior in State Islamic University "Sultan Maulana Hasanudin Banten", especially the students of English Education Program, the result of this research is supposed to be a good material to increase their knowledge.

   I hope the result of this research can be useful as a reference and empirical evidence for future researches. Furthermore, I hope this research will inspire other researchers to do further research about the implementation of Facebook in teaching English in other specification or other genres.

2. Practically

This research is expected to give significant contribution to the teaching of writing skill. It is expected that this research can offer alternative in teaching recount text all at once with attracting, engaging and motivating students to do the writing activity. I also hope that this study can encourage teachers to take benefit from any tools around them by using it as a medium to teach English. It can help students in enhancing writing recount text. Because it will give them a lot of new experiences in order that they will be more interested and enjoy writing, to be a good writer. Furthermore, it will give positive influence to students in their English writing skill directly.

G. Hypothesis of the Research

Based on the research question above, the hypotheses of this research are as follow:

1. Null Hypothesis (H_0): There is no significant impact in the writing skill of recount text at tenth-grade students of the Islamic senior high school by using Facebook.

2. Alternative hypothesis (H_1): There is significant impact in the writing skill of recount text at tenth-grade students of the Islamic senior high school by using Facebook.

H. The Organization of Writing

To make this research easy to understand, the writer will divide this research into five chapters:

Chapter 1 is an introduction. In this chapter, the writer puts some points such as the background of the study, the statement of the problem, the objective of the study, the limitation of the study, the significance of the study, the hypotheses, and the writing organization.

Chapter 2 is the theoretical frameworks. This chapter consists of definition of writing, the writing process, purpose of writing, definition of recount text, kind of recount text, generic structure of recount text, the language features of recount text, definition of Facebook, the features of Facebook, Facebook as a media of language learning, teaching recount text through Facebook, advantages and disadvantages of using Facebook in teaching recount text.

Chapter 3 is a research methodology which consists of research

design, place and time of the research, the population and sample, instrument and technique of data collecting, and technique of data analyze.

Chapter 4 is a result of the research which consist of description of the data research and test hypothesis effect of teaching learning Facebook on writing skill.

Chapter 5 is Conclusion which consist conclusion and suggestion.