CHAPTER I
INTRODUCTION

In this chapter, the researcher presents the background of the research, the statement of the problems, objective of the research, the significance of the research, the scope of the research, and the operational definition.

1.1. Background of the Research

Writing is one of the language skills in learning English. It plays an important role in human life. Through writing, people can communicate and convey ideas without using their mouths to speak. Besides its benefits, writing is difficult. Writing in a foreign language is not easy because students must consider the content, vocabulary, grammar, and mechanics (Saputra et al., 2021). Teaching writing to Indonesian students is challenging. Writing skills put as a subject to complete the process of teaching and learning English (Salawazo et al., 2020). Because of this, many students struggle to acquire writing skills that consist of the rules of English writing, the grammatical structure of English writing, and the choice of words used in writing.

There are several kinds of text that should be mastered by students, some of them are narrative, descriptive, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, anecdote, review, procedure and recount text. Based on this paper, the focus of the text is recount text.

Recount text is a text that retells past events or experiences, usually in the order in which they occurred. The purpose is to describe to the readers and listeners what happened, when, where, and who is involved. Syafi'i said that there are several problems in learning recount text such as inactive students in writing class, low students' attitude and motivation in writing, and passive students in questioning about writing to their teacher. He also stated that those problem may cause by the lack of media variation in teaching recount text and the classroom activity mostly done by writing (Syafi'i, 2017).

In English language teaching process, media is an important thing. Asemota stated that the media establish a link between the human resources and the non-human resources in the English language development. In addition, they help to bridge the communication gap between the teachers and learners by assisting the teachers to explain concepts better (Asemota, 2015). Today English learners use social media to learn and improve their English as a foreign language (EFL). According to Kadwa & Alshenqeeti (2020), social media has become part of students' lives. These learners are motivated to use social media tools to learn English language skills. He stated that during texting, chatting, and socializing with friends, family, and global society on social media apps such as Facebook, Instagram, etc, social media facilitates and enhances the process for both teachers and learners worldwide (Kadwa & Alshenqeeti, 2020).

According to Listiyani (2016), Instagram is becoming the most social media used by the students. Instagram is a social media based on sharing pictures and fifteen-second videos which can be posted to other social media sites. Through Instagram the students can post photos or videos that can be commented by their followers (Handayani, 2015). There are five main features on Instagram namely the home page, comment, explorer, profile, and news feed. Besides that, there are also several support features such as captions (a description of the picture), hashtag, and location. Moreover, Listiyani stated students can upload a picture, fill the caption in unlimited provided spaces, also give to others' pictures. It indicated that there will be a written communication between each other students in a limited topic based on the picture uploaded.

All of Instagram's support features are suitable for teaching recount text. It is because recount text conveys past experience by retelling events that occurred. To solve the above problem, the researcher proposes Instagram as a media in teaching writing recount text. Crowley argued some reasons to use social media in the classroom (1) social media provides students to share and hear the opinions among students in and out of the classroom (2) social media helps students realize the power of their voice (Crowley, 2015). For that reason, Instagram is a good

media for English lessons. Teachers can use these media to creatively develop specific activities.

Based on the description above, it is important to engage students with media that attracts interested students. One way to deal with this is to use Instagram as media in teaching writing recount text for tenth grade students of senior high school.

1.2. Statement of the Problem

Based on the background of the research above, the statement of the problem can be concluded as "Is there any significant difference between students' writing ability before and after being taught by using Instagram as media to teach writing recount textof the tenth-grade students of SMA N 1 Mayong Jepara Academic year 2023/2024?"

1.3. Objective of the Research

Based on the statement of the problem above, the objective of the research is to investigate the effectiveness of Instagram as media in teaching writing recount text for tenth grade students of SMA N 1 Mayong Academic year 2023/2024.

1.4. Significance of the Research

From conducting this research, the writer hopes that the result will be useful as follow:

1. Theoretical advantage

   This research aims to provide insight to the first grade students of SMA N 1 Mayong Jepara to improve their writing skill in learning English.

2. Practical advantage

   a. For the researcher, the research can give practice in developing her knowledge and skill in using writing media.

b. For English teachers at SMA N 1 Mayong, this research can be used as a source of information to improve students' writing skill.

c. For the principal of SMA N 1 Mayong, this research will help him better understand the EFL learning process. This will encourage him to facilitate any efforts to improve the EFL learning process in the school.

d. For the students of SMA N 1 Mayong, the research will make them more interested and motivated to learn and to write English. So that, their writing skill will be better.

e. For other researchers, the research can give a general knowledge on how to improve students' writing skills. The research also can be used as a references for the next research.

1.5. Scope of the Research

This research take place in SMA N 1 Mayong, particularly in tenth grade students in academic year 2023/2024.

In this research, the research discuss about is there any significant difference before and after applying Instagram post as media in writing recount text. The researcher limit the problem and focuses on significant differences to the students before and after applying Instagram post as a media in writing recount text to make the students easier in writing recount text based on the photo in Instagram post.

1.6. Operational Definition

There are some terms used by researchers in conducting this research. The researchers explain the definitions taken from these keywords include:

a. Instagram

Instagram is a social media platform that focuses on photo and video sharing. It allows the users to upload, edit, and share videos with their followers or wider audience. This platform has many feature to discover new content and connect people worldwide.

b. Writing skill

Writing skill is an activity of expressing ideas and information obtained from many sources in written form so that other people who read can understand the contents of the writing.

c. Teaching writing

Teaching writing is an effort made by teachers to students in preparing students' learning experiences, by emphasizing how to write as the most important part of the learning process.

d. Recount text

Recount text is a text that retells past events or experiences that have occurred. According to Anggia, the purpose of the text are to inform and entertain the readers. There are no conflict in recount text. (Anggia, 2019)

e. Tenth grade students of SMA N 1 Mayong

SMA N 1 Mayong is one of the senior high school in Jepara which is included as *"Sekolah Penggerak"* in Merdeka curriculum. According to the regulation of education minister number 56 of 2022, there is no specific subject matter such as science and social studies. All tenth-grade students in academic year 2023/2024 have the same subject. In SMA N 1 Mayong itself, there are 10 classes of tenth-grade students. In this research, the researcher will take one classes randomly.