

## **CHAPTER I**

### **INTRODUCTION**

This chapter consisted of the introduction that contained of the background of the study, problem of the study, objective of the study, assumption, significance of the study, variable of the study, hypothesis, the scope and limitation of the study, definition of key terms, and framework discussion.

#### **A. Background of the Study**

According to Jozsef, writing is among the most complex human activities. It involved the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects. The ability of effective writing in English is becoming increasingly important in our global community as communication across language becomes ever more essential.<sup>1</sup> Based on the explanation above that good English writing competence is widely recognized as an important skill for educational reasons. English writing instruction is becoming a crucial ability in role of foreign language education.

Alderson stated that writing is an important part in curriculum at school that should be taught from the earliest year in the school from the basic level. Many elements that must exist in teaching writing skill are for the development, learning style and most importantly, writing as skill in its own right. Writing as a skill, the most important reason for teaching writing, of course that it is a basic of

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<sup>1</sup>Horvath Jozsef, *Advanced Writing In English as a Foreign Language*, Pe'cs : Lingua Franca Csoport, 2001, P 5

language skill, as important as speaking, listening, and reading.<sup>2</sup> As the writer known from the Aldersons' statement that teaching writing is important in teaching language skill at school in every grade because it helps students in delivering some messages and also integrating with other skill.

The writer chose the students' media in composing descriptive writing because the writer felt when taught micro teaching subject especially in the writing descriptive text. In this case, the students had difficulties in composing the descriptive writing. Some of the students got difficulties in composing descriptive writing such as: in grammatical structure and spelling problem the difficulties were different. This ability or skill is important in academic and professional writing, so that is the way the writer chose the descriptive text than other text.

SMAN 2 Pahandut Palangka Raya is a senior high school that would be the place of this research has same characteristics with the other senior high school in Palangka Raya, that is included the subjects of general knowledge without expect English subject. English subject as one of the general subject that is taught in SMAN 2 Pahandut Palangka Raya made students to study about it energetically. So it is needed a good cooperation between teacher and learners to achieve it. This research related with ICT as a media in the classroom, and almost of the students at the SMAN 2 Palangka Raya could access the social network of Facebook through their gadget in or out of the class.

Writer's experience during the teaching practice at SMAN 2 Pahandut Palangka Raya, there were many factors that the students did not like writing

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<sup>2</sup> Jeremy Harmer, *How to Teach English "An Introduction to the Practice in English Language teaching*, Malaysia: England and Associated Company, p 7

subject. First, number of hours to communicate the students' progress in writing face to face was limited. Second, most of students were not interest in writing. Then, students had problem in difficulty with sentence structure. Last, the students did not know the language on writing assessment.

In this early part of the 21<sup>st</sup> century the range of technologies available for use in language learning and teaching has become very diverse and the ways that they are being used in classroom all over the world. Technology has become a natural part of everyday life and is now language education sector. There are numerous technology tools which can be integrated into the classroom and used outside class, such as chat, email, blogging, micro blogging and social networking, to name a few. Social networking has Increase in popularity in recent years and sites such as MySpace and Facebook can be a very useful tool in the classroom as they promote both target language used while also promoting learner autonomy among language students.<sup>3</sup>

Introducing social networking sites such as Facebook can help students increase own language learning in a fun and motivating way. Facebook is one of the social media that have used of the people around the world. It is a media that have used by the people to share the written text, upload photos or videos. In addition, it is one of the ways to expand Facebook as a media in learning English. It can help to keep topics grouped together in one place, which is easier for students to read and they have more control over the length of their posts.<sup>4</sup>

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<sup>3</sup>David Symonds, *Online Social Networking to Extend Classroom Learning*, University of British Colombia, P 2

<sup>4</sup>Louis Dare and Coleg Sir Gar, *Facebook SVEA Learning Moduls*, Public Innovation Agency for ICT and Media, German, P 6

The term of learning English was descriptive text. Students at the tenth grade had a course of descriptive text. This study will be given the new thing that could implement of the students' discussion understanding of how describe thing around their environment.

Based on the the explanation above, the writer was interested in doing a study entitle: **The Effect of Facebook in Writing Descriptive at the Tenth Graders of SMAN 2 Pahandut Palangka Raya.**

### **B. Problem of the Study**

Based on the background of the study above, the problem of the study is as follow:

Is there any significant effect of Facebook in writing descriptive text at tenth graders of SMAN 2 Pahandut Palangka Raya?

### **C. Objective of the Study**

Based on the background of the study above, the objective of the study is to measure the significant effect of Facebook to increase students' writing descriptive text score at tenth graders of SMAN 2 Pahandut Palangka Raya.

### **D. Assumption**

The writer formulated some assumptions related to the study. Those were:

1. Facebook is one of the effective media in writing descriptive text.
2. The students' score in writing increased if Facebook was used in writing.

### **E. Significance of the Study**

The study had two significance, those were:

1. Theoretically, it was expected that the result of the study gave contribution to support the theory on teaching English as foreign language, especially for the writing skill.
2. Practically, the study was as the alternative way to improve the students' writing descriptive text at SMAN 2 Pahandut Palangka Raya, as one of the alternative media that can be used by English teachers in teaching writing descriptive text, and as contribution for those who want to use Facebook as a media in learning process.

### **F. Variable of the Study**

Variable is the object of the study which indicates variations.<sup>5</sup> There were two variables in the study, as follows:

1. The first variable of the study is using Facebook in writing descriptive text. It is independent variable (X)
2. The second variable of the study is the students' writing score. It is dependent variable (Y)

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<sup>5</sup>SutrisnoHadi, *Metodologi Research*, Yogyakarta:Garaha Ilmu, 2004. P 250

## **G. Hypothesis**

The hypothesis was divided into two categories; they were alternative hypothesis and null hypothesis.

### **1. Alternative hypothesis ( $H_a$ )**

There was significance effect of Facebook in writing descriptive text at tenth graders of SMAN 2 Pahandut Palangka Raya

### **2. Null hypothesis ( $H_o$ )**

There was no significance effect of Facebook in writing descriptive text at tenth graders of SMAN 2 Pahandut Palangka Raya.

## **H. The Scope and Limitation of the Study**

The scope in this study was only done to investigate the effect of Facebook in writing descriptive text. Here, the writer also used picture as supporting media.

The limitation of the study belongs to quantitative quasi-experimental research. The focus of the study was the effect of Facebook in writing descriptive text. The subject of the study was tenth graders of SMAN 2 Pahandut Palangka Raya with the sample are X MIPA 1 consisted of 36 students and X MIPA 2 consisted of 36 students.

## I. Definition of Key Terms

1. **Quasi Experimental Design** is similar to true experiments in every respect except that does not use random assignment to create the comparisons from which treatment-caused change inferred.<sup>6</sup>
2. **The effect** is a change caused by something.<sup>7</sup> That also means a change of something because treatment.
3. **Descriptive text** is the text that gives information and describes a particular place or thing. There are two parts of generic structure of descriptive text are identification and description.<sup>8</sup>
4. **Writing** is a tool to produce language in written form. And also it is as a way of sharing personal meanings and it emphasize on the individual to create his or her views on the topics.
5. **Facebook** is a social networking website where people can meet and interact online. Facebook users can communicate about common interests, share photos, music and videos, make new friends and generally socialize online.<sup>9</sup>

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<sup>6</sup>Zoltan Dornyei, *Research Method In Applied Linguistics Quantitative, Qualitative A Mixed Methodologies*, P 24

<sup>7</sup>Karen E Patzelt, *Principle of WL and implications for ESL learners*, Pall, 1995 p 3.

<sup>8</sup>Gerot, Linda and Peter Wignel, *Making Sense of Functional Grammar*, Antipodean Educational Enterprises, Sydney, 1995, p 208

<sup>9</sup>Louis Dare, Coleg Sir gar, *Facebook SVEA Learning Modul*, Germany: Public Innovation Agency for ICT and Media, p 7

## **J. Framework Discussion**

This research divided into five chapters that can be presented as follows.

1. Chapter I presented the introduction which discussed the background of the study, problem of the study, objective of the study, significance of the study, variable of the study, hypothesis, the scope and limitation of the study, definition of key terms, and framework discussion.
2. Chapter II presented review of related literature which discussed English language teaching and consists of the nature of writing, the importance of writing, teaching descriptive text , using Facebook, teaching writing in Senior High School, and teaching writing through Facebook, and previous study.
3. Chapter III presented the research method which discussed of time and place of the study, research design, approach, population and sample, source the data, data collection procedure, instrument of the study, instrument try out, and data analysis procedure.
4. Chapter IV presented the research findings, result data analysis and discussion.
5. Chapter V presented the conclusion and suggestion