CHAPTER I
INTRODUCTION

A. Background of the Research

English as foreign language in our country, teaching English in Indonesia has many challenge, furthermore English is not our mother tongue language. It is commonly taught firstly at school, which is starting at elementary school or junior high school. In this case, of course we rely on the role of teacher in teaching that language to the students.

Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001:199, 246). All of the skills are important. However, one of language skills that encourage students to be more productive and creative is writing skill.

Writing is not merely about write something on blank paper; it is more complex yet meticulous. Writing is a combination of process and product. We need a quite long process starting from planning, drafting, editing, and final drafting to produce a piece of writing (Harmer, 2004:4). Moreover, in writing, a writer will need to express his or her ideas, experiences, thoughts, and feelings so that he or she has to be supported by sufficient language components such as grammar, vocabulary, and spelling (Harmer, 2001:255).

The students find it hard to start writing because they have no idea about what to write. This is in line with Harmer’s (2004:61) statement: “a common response of many students when they are asked to write is that they
have nothing to say”. On the other hand, there are also students who have million thoughts and feelings to be written; however, they can’t write it because they do not know how to start it.

The students’ problem in writing is also caused by the difficulty of expressing ideas. It is caused by their insufficient knowledge of language components such as vocabulary and grammar. They also found difficulties in organizing their ideas and sentences in writing. Besides the difficulties in writing itself, writing problems also exist because of the students’ reluctance in writing. Harmer (2004:61) states that “students are reluctant to write because they rarely write, even in their own language”. The lack of writing practice makes students perform poorly in writing. Many of them were also too lazy to write because they are bored and uninterested with the use of conventional media in the learning process.

Dealing with those problems, the teacher should motivate the students to write. Moreover, it is one of teacher’s roles to motivate the students. As stated by Harmer (2001: 261), “One of our (teachers’) principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.”

One of the ways to motivate the students is by creating enjoyable and comfortable learning atmosphere so that students feel fun to write. The feeling of fun in writing can motivate students to write more and more so that their writing skill improves. Moreover, practice writing regularly will build the
students’ writing habit. This writing habit is very important because when it has been built, students will get used to write without spending many efforts either thinking writing as a burdensome activity. According to Competence Standard (Depdiknas:2006:23), “the students must be able to express themselves in written text in the form of simple transactional and interpersonal in formal or informal way in the form of recount, narrative, procedure, descriptive and report in the daily life.

Actually, in everyday life, the writing habit has been built by the students themselves through social media such as Facebook, Twitter, Google+, etc. www.socialbakers.com reported that Indonesia was placed a country with the fourth highest number of Facebook users in the world with the number of users reached 47,165,080. It shows that Indonesian are quite active in Facebook. In that social media, they feel free and enjoy writing their thoughts, feeling, and opinions in an informal way.

This writing habit on Facebook can motivate students to write more not only in informal situation but also in formal one such as for academic purposes. Students can construct new knowledge after they interact with other people on Facebook. When students receive comments and suggestions, they can use the information given to improve their language skills.

Apart from this, when students have discussion on Facebook, they do not have to use their real names. They can avoid face-to-face interaction thus lowering the level of anxiety (The Facebook team, 2013). Other than the benefits given to students, Facebook can also provide many pedagogically
advantages to teachers. It helps teachers make a connection with students about assignments, upcoming events, useful links, and samples of work originating from both inside and outside of classrooms. ‘Facebook groups’ is a feature that is available on the social media site Facebook. This feature allows for an unlimited number of members to participate, communicate and interact via post and chatting style for a specific purpose. For this study, a Facebook groups create specifically for the purpose of providing students with a space where they were in control of the content and the direction of their learning, as well as providing more opportunities for students to write. The writer merely acted as a facilitator for the group. Facebook groups also allowed for almost immediate feedback and fun interaction, that the writer hope will motivate students in improving their writing. The writer hypothesizes that Facebook groups will give benefit students in the brainstorming stage of the writing process the most. However, the writer is also open to investigate how Facebook groups might impact other aspects of writing and motivation as a whole.

B. Reasons Choosing the Topic

The reasons why the topic was chosen are as follows:

1. Many teenagers students in Indonesia have Facebook account.

2. Teenagers at school age used Facebook for chatting and posting personal feelings and retelling story.

3. Facebook Group offers interesting way to practice writing, especially recount writing to tell past experiences.
4. Chatting room, wall, status in Facebook represent a recount text.

C. Problems of the Research

The key point in this research focused on the correlation study between students’ writing skill in recount texts and the use of social media (Facebook). Based on that key point, the problems in this research are formulated as follows:

1. To know the students habit of using social media Facebook.
2. To know students writing skill in recount text.
3. Is there any correlation between writing skill in recount text and the use of social media Facebook?

D. Aims of the Research

The general objective of the study is to prove that Facebook used as recount text tools, the objectives are then specified into the following goals:

1. To find out how often social media Facebook used on the second grade students of SMP 1 Muhammadiyah.
2. To find out how often the second grade students of SMP 1 Muhammadiyah write a recount text using Facebook wall.
3. To find out any correlation between students writing skill competence in recount texts and using Facebook.
E. Contribution of the research

The result of this study can provide useful information:
1. Theoretically

The result of this study will give an option that a social media Facebook is an alternative media for improving writing.

2. Practically

The result of this study may be able change students’s point of view of Facebook as a medium in improving their writing skill on recount text.

3. Pedagogically

The writer hoped that Facebook as social media can give teachers a variety of instructional tools for teaching.