

**USING INSTAGRAM TO IMPROVE WRITING ACHIEVEMENT OF
RECOUNT TEXT TO THE TENTH GRADE STUDENTS OF MADRASAH
ALIYAH NEGERI 2 PALEMBANG**

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FACULTY OF TEACHER TRAINING AND EDUCATION

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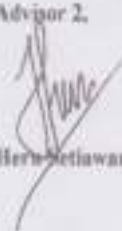
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "Using Instagram to Improve Writing Achievement of Recount Text to the Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang" adalah hasil karya sendiri. Apabila ternyata terbukti bukan hasil kerja saya, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan serta diberikan sanksi yang berlaku sesuai dengan pasal 70, (UU) No. 20 Tahun 2003.

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ABSTRACT

The objective of this study were to find out: a) whether or not there was a significant improvement on writing achievement of recount text of the tenth grade students of Madrasah Aliyah Negeri 2 Palembang by using Instagram. b) whether or not there was a significant difference on writing achievement to the tenth grade students of Madrasah Aliyah Negeri 2 Palembang who were taught by using instagram and those who were not. In this study used a quasi experimental design, there were experimental group and control group. Both of them were given a pre-test and post-test (before and after treatment). The population of the study was tenth grade students of Madrasah Aliyah Negeri 2 Palembang in the academic year of 2019/2020. In this study, the writer used purposive sampling consisting of forty two for each group. To analyze the hypotheses, the data from pre-test and post-test from the experimental and control group were analyzed by using paired sample and independent sample t-test. Based on the result of paired sample t-test with $t_{\text{obtained}} > t_{\text{table}}$ and with the mean of pre-test was 53.90 to 74.74 in post-test, it means that the students writing achievement of recount text was significantly improved. Then the independent sample t-test of post-test result of both experimental and control group, the output sig. level 0.05 in two tailed testing with degree of freedom was 82 and the critical value of t_{table} was 1.663 since the value of t_{obtained} 28.66 was higher than the critical value of t_{table} . It means that there was significant difference on writing achievement of recount text to the tenth grade students of Madrasah Aliyah Negeri 2 Palembang who were taught by using instagram and those who were not.

Keywords: *instagram, writing achievement, recount text.*

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CHAPTER I

INTRODUCTION

This chapter discusses (1) background, (2) the problem of study, (3) the limitation of problem, (4) formulation of the study, (5) the objectives of the study, (6) the significances of the study.

1.1 Background

Language is an important role in human's life because it is the medium of communication, thought, and learning. According to Brown (2000, p. 5) language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibility with one another. By using language, human can speak with other human beings to explicit the ideas, to facilitate the questioning process, and to recollect the information. One of languages that has an critical role within the world is. According to Clyne (2008), English is used both in a global sense for international communication between countries and in a local sense as a language wider communication within multilingual societies.

In Indonesia, English has been studied as a foreign language which is taught in formal education starting from elementary school to college. Aulia et al (2013) states that English is taught as a compulsory subject from the Junior High School up to the Senior High School. Based on the 2004 Curriculum, teaching English as a foreign language (TEFL) should include for English language skills, namely speaking, listening, reading and writing. Mulyasa (2004, p. 39) states the

2004 curriculum can be interpreted as a curriculum concept that emphasizes the development of the ability to perform (competency) tasks with certain performance standards, so that the results can be felt by students in the form of mastery of a certain set of competencies.

In contrary, in curriculum 2013, the approach uses in teaching and learning process is scientific approach, in which the students become the subject of the learning process and the teachers role play as a facilitator (Permendikbud 81A, 2013). According to Mulyasa (2013, p. 41), the main factor to decide the successful of curriculum implementation is teacher's creativity. The teacher should have competence and higher responsibility to try and do the planned program. In this case, the teacher was demanded to create the students to be productive, creative, innovative in realizing the aim of national education. In curriculum 2013 has some changes, as follow:

a. SKL (Standard of Passing)

In curriculum 2013 graduate competence standard could be damaged all the way down to core skills, basic competencies and indicators. Graduate competence standard a base of subjects to create core competencies, basic competencies and indicators. In the past, graduate competence standard could be damaged down after competency standards, basic competency and indicators.

b. Standard of Process

The method of teaching and learning will be guided by the scientific approach. There are five scientific approach item or we call it, five M. It consists of observing, questioning, collecting information, association and communication.

c. Assessment In curriculum 2013

Assessment of k-13 is not most effective the knowledge (cognitive) but additionally affective and psychomotor. So the evaluation in k-13 shows the attention of the entire aspects.

Assessment of Curriculum 2013 is not only the knowledge (cognitive) but also affective and psychomotor. So the assessment in Curriculum 2013 shows the attention of the whole aspects. English teaching in Curriculum 2013 still demands the four language skills. But, speaking, writing, listening and are in genre. They are still about thirteen genres. Each genre has four language skills. So English curriculum 2013 can be stated as genre based curriculum because the teachers teach English supported the genres. The previous curriculum also demanded these four language skills but the genres do not show particularly.

Writing is one of the important skills which has to be mastered by the students in learning English. Writing has always taken part of the syllabus in teaching English, (Harmer, 2004, p. 33). Writing is a combination of a process and product so it's assumed as the most difficult skill. The technique is a stage in which the students make a product (text) and when they begin to write. The product is the text because of the method of writing. Before generating a text, students need a long procedure starting from planning until producing.. Before producing a text, students need a long process starting from planning until producing. It's important to master language components such as grammar, vocabulary, and etc in the process of writing.

Based on the observation done by the writer during the teaching practice of Madrasah Aliyah Negeri 2 Palembang on July 2019, writing was difficult subject. The students of Madrasah Aliyah Negeri 2 Palembang found some problems in writing, they did not know how to write a good paragraph and they were afraid to make mistakes when they start to writing. On the other hand, the

writer founds the other factors that cause difficulty in writing, they were as follow: (1) the students did not have any idea to write, (2) the students had no motivation to express themselves, (3) the students felt bored with the lecturing method that has been taught in the classroom.

Based on the explanation about difficulties of writing, these problems come from the teaching technique that was applied by teacher. Sometimes, the English teacher uses an ordinary teaching technique in teaching writing. The teacher just gave explanations and exercise from the textbook. It made the students less comprehended the material, and the students can considered English subject as a boring class because of the teaching technique that was used by the teacher.

For those above reasons, the writer used social media such as instagram as a medium of instruction in teaching writing to be more effective. There were some reasons why using instagram was really effective for students to write, the first reason was because instagram was flexible. Instagram can be accessed in anywhere and anytime, and instagram can also be accessed through cell phone and computer. The other reason was that the students can show and tell what they will talk about. They can showed some pictures and share them on instagram, so do the others.

As the most popular sites in Indonesia, instagram is a meaningful environment for improving students' writing skill. Instagram can also be a helpful tool. Instead of writing recount text, descriptive text or narrative essays, students

can share the results of their stories through photos. Kelly (2015, p. 89) states that photo essays can be created in nearly every subject area, with students posting photos to show their understanding of a subject and adding captions to include key facts or other pieces of information. They can give comment and feedback to friends so that it can be a positive influence for them to learn English.

In order to support this study, some investigations were put forward. First, Listiani (2016) suggested about “The Effectiveness of Instagram Writing Compared to Teacher Centered to Teach Recount Text to Student with High and Low Motivation”. Second, Mubarokah (2017) focused on how to use Instagram in motivating students to write descriptive texts in second grade students of SMAN 1 Gresik. Both results reveal that there was a positive effect of using Instagram to improve students' writing skills.

Based on the above fact, the writer was interested in conducting the study in Madrasah Aliyah Negeri 2 Palembang, the writer focused on the use of Instagram as one of the media to improve the students in writing achievement of recount text. The writer conducted a research entitled “Using Instagram to Improve Writing Achievement of Recount Text to the Tenth Grade Students of Madrasah Aliyah Negeri 2 Palembang”.

1.2 Problems of Study

1.2.1 Limitation of the Problem

The problems of this study were limited into:

1. The use of instagram in teaching writing skill at Madrasah Aliyah Negeri 2 Palembang.
2. The use of recount text related to historical events to the tenth grade students of Madrasah Aliyah Negeri 2 Palembang.

1.2.2 Formulation of the Problems

The writer formulated the problems as follows:

1. Was there any significant improvement on writing achievement of recount text of the tenth grade students of Madrasah Aliyah Negeri 2 Palembang by using Instagram?
2. Was there any significant difference on writing achievement of recount text to the tenth grade students of Madrasah Aliyah Negeri 2 Palembang who were taught by using instagramand those who were not?

1.3 Objectives of the Study

The objectives of this study were as follows:

1. To find out whether or not there was a significant improvement on writing achievement of recount text of the tenth grade students of Madrasah Aliyah Negeri 2 Palembang by using Instagram.

2. To find out whether or not there was a significant difference on writing achievement to the tenth grade students of Madrasah Aliyah Negeri 2 Palembang who were taught by using instagram and those who were not.

1.4 Significances of the Study

The significances of this study were as follows:

1. The students

The process of the study would be useful for the students to increase their writing achievement. By using instagram as teaching media, students could be more confident in expressing their ideas. The students would also be more motivated, active and effective in their writing achievement.

2. The teachers

Hopefully, this study can give some advantages for the English teacher. The teachers could apply some media such as instagram for teaching language skills, especially writing skill.

3. The writer and other researchers

This study could help the writer herself to develop her knowledge and experience in conducting educational research. For other researchers, this study could enlarge the information of educational research as a reference for further research.

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