

CHAPTER 1

INTRODUCTION

1.1 Background of Study

Language is very important, using language someone can communicate with another. English is one of foreign language in Indonesia. Teaching a foreign language is considered one of the most challenging teaching practices. Students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Teacher, in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners reengaged actively in every activity lead to a better performance of their language skills, listening, speaking, writing, and reading.

Writing is one of the four language skills that can be measurement of literacy development in a country, it is also has not become entrenched yet, especially in Indonesia. The writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Disabilities in writing convince by the most people caused by failure of teaching writing. A large number of research show that all this time teaching writing only focuses on the theory of grammar or writing concept, it does not support the students to write as much as possible. The result is although the students get the teaching writing, but they only master the theory, on the principle how to write.

The researcher finds some problems in teaching writing. Some of the teachers still did not model how to write a in front of the students. Instead, they used the interesting strategy, which is only by giving the example of a writing that they have prepared at home. As a result, the students only learn from the example without witnessing the process of how a recount text is written. In fact, the students must be able to experience the process of writing. They have to know that mistake is a part of processes in writing; therefore, they will not be afraid of making mistakes while writing.

Based on the reason above, we can see that students need motivation to write English and focus step by step in process. It can be done by giving variation of teaching learning process. The teacher is especially to be able to create teaching learning situation which is fun, enjoyable, and exciting. Shared writing strategy in one method that can make the teaching learning process became fun, enjoyable, and interesting.

Using shared writing strategy enables teachers to make the writing process concrete and visible to students. In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process. By using this strategy, the students will experience the process of writing a recount text because this strategy emphasizes on modeling the text.

This strategy can be implemented in the classroom to teach writing a recount text to Senior High School student. This strategy will be very interesting for the students because they can compose text together on their activity. In addition, it

can motivate the students to write and express their idea. They can also share their ideas with their friends in a group. As Graves (1994: 35) says that a shared writing strategy is a strategy that enables teachers to make the writing process concrete and visible to students.

Similar to writing aloud, shared writing can cover a wide variety of forms, purposes, and genres. The text can serve a specific purpose governed by what is going on currently in the classroom, or the teacher and students can brainstorm and negotiate these decisions together. Gibson (2012: 17) says that shared writing is a strategy in which the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed.

Besides using shared writing strategy the researcher combine with media Facebook. Facebook is a social networking site founded by Mark Zuckerberg in 2004. Social networking is where people place information about themselves on a personalized webpage to keep in contact with friends, family and meet new people. Facebook is essentially a personalized profile of which users have complete control over its content

White (2009: 1) studied the use of Facebook to improve motivation and academic writing. He found that using Facebook as a homework activity increased the amount of homework submitted, reduced the level of mistakes and increased the level of effort of the students. Students became more motivated in terms of in-class discussion and offered opinions in ways that were atypical for this level of learner. By creating a discussion group in Facebook and providing students with weekly questions to answer a high level of motivation and inspiration above what is

normally observed can be achieved. This five-week study showed some very positive improvements in grammar and spelling as well grammatical complexity. Students became involved in their own learning and began to use English for informal communication. He concluded that Facebook can be a good platform for students writing activities. There are a lot of positive effects of using these tools for second language learning such collaboration and making students to get the audiences to read and respond to their writings.

Based on the reason above, the researcher would like to study “ The Implementation of shared writing strategy with Facebook to improve students writing skill at tenth grade of MAN 2 Ponorogo in the academic year of 2017/2018. The researcher wants to make an effort to improve the student’s writing. Writing activities can actually play a role in increasing student motivation and overall language proficiency. It also aimed to change the situation in classroom, so that the students will feel more interested in having lesson, and it will be easier for them to understand the lesson.

1.2 Research Problem

Based on the problem that has been stated above, there are some problems that will be investigated through this study. The problems are:

- 1) Does the implementation shared writing strategy with Facebook improve the ability of students in writing at the tenth grade of MAN 2 Ponorogo in the academic year of 2017/2018 ?”

- 2) How can Shared writing strategy with Facebook improve the ability of students in writing at the tenth grade of MAN 2 Ponorogo in the academic year of 2017/2018 ?

1.3 Purposes of Study

Based on the research problem above, the purpose of the study is:

- 1) To find out whether the implementation of Shared Writing Strategy with Facebook to improve the ability of students in writing at tenth grade of MAN 2 Ponorogo in the academic year of 2017/2018.
- 2) How can the implementation of Shared Writing Strategy with Facebook to improve the ability of students in writing at tenth grade of MAN 2 Ponorogo in the academic year of 2017/2018.

1.4 The Significance of Study

By doing this research, the researcher hopes that this study can gives advantage and useful as follow:

- 1) For English Teacher

The result of study will give contribution and information for successful in teaching and learning English. The researcher hopes that the thesis will be useful for teacher that have the competence in teaching learning writing especially using shared writing strategy with Facebook. It can make teaching learning very fun for the students and the material will be easy to

catch. So the teacher will be easily to increase student is achievement, especially in writing skill.

2) For the Students

This study will help students to get fun, motivation, and able to take much knowledge and improve their writing achievement.

3) For Researcher

This study gives benefit for the researcher as new experience and experiment to implement the knowledge in English learning. And to know how to teach writing by shared writing strategy with Facebook.

4) For the Institution

The researcher hopes that the thesis will be useful for the institution that becomes a source of consideration for the institution as an effort to produce better outcomes especially improving students writing skill using shared writing strategy with Facebook.

1.5 Scope and Limitation

To simply this study the writer gives limitation and scope as follow:

- 1) The study focused on improving writing through shared writing strategy with Facebook.

- 2) The study is conducted only with the students at tenth grade of MAN 2 Ponorogo in the academic year of 2015/2016.

1.6 Definition of Key Terms

To make easier in understanding this research, the writer defines the key terms as follows:

- *Writing is* a way of looking at writing instruction in which emphasis is on what students think and do as they write. The process includes several elements. They are planning (considering purpose, audience, and the content structure), drafting, editing (reflecting and revising), and producing final version (Tompkins; 2000: 144)
- shared writing is a Strategy in which the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed (Gibson ; 2012)
- Facebook is social networking website founded in 2014 which has quickly become one of the leading social networking website in the world (White; 2009: 1)