

CHAPTER I

INTRODUCTION

This chapter presents the Introduction. It contains nine sub topics, they are: the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses, the significance of the study, the limitation of the study, the definition of key terms, and the outline of the study.

1.1 Background of the Study

Language plays an essential role in human life; therefore, people can make an interaction and a communication. It means that people use language in expressing their feelings and usually in sharing their experiences. Therefore, language becomes an important thing in our life. English has become an international language. It means that English plays an essential role in the world to communicate each other. In the view of the language essential, Indonesia has decided English as a foreign language that should be mastered by students from elementary level up to college level.

In Indonesia, English teaching is aimed for mastering four basic skills of language; they are listening, speaking, reading, and writing. Writing is different from speaking where it needs be consciously learned and cannot be practiced immediately. When people are writing, it is the process of ability about what they think and how they can develop it in written form. Whereas in conversation,

people respond their interlocutors verbally to get information that is gained naturally as a result of being exposed to it (Harmer, 2004: 3-4). In the communication, people do not only speak what they want to say, but sometimes they need to express their thought in written form. Basically, writing is important in education field. Almost all of the ideas and information are revealed in written form. Therefore, the students have to improve their writing skill.

In addition, Brown (2001) claims that writing is a thinking process. Therefore, he describes that writing needs a good planning and numerous number of revising before releasing. Then, he explains further that writing consists of two-step process. They are: first is understanding its meaning and second is spotting its meaning through language. In line with this, Urquhart & McIver (2005) also explain that writing is a recursive process. It clearly indicates that the students need to make some revisions during its process and oftentimes moving contradictory among phases. Furthermore, it also crucial for the students to learn the strategies in creation and finding out a purpose. Writing skill is a continuous process. It means that before the students write, they have to read. However, most students are lazy to read, so the teacher should have strategies to make the students love to read and to write, for example by using the learning media as a tool to deliver material during teaching and learning process.

According to Murcia (2001:461), to motivate the students learning, the teacher can bring out a part of real life into the classroom and present it in more complete communication context by using media or any physical things. Therefore, media are necessary in the process of teaching and learning English. It

can help both of the teacher and the students. Media help teacher in delivering material which is being taught easier and more expressive. Hence, media is good way to engage the students in learning English to make them understand the material easily.

In this new era, the modern teacher is assigned with new challenges and duties in the teaching technique. Teaching English in traditional way begins replaced gradually with the some incredible kinds of technology. They offer numerous opportunities in creating teaching more interesting and making more productive of progression. That is why the technology becomes one of the most important promoter in both social and linguistic changes. According to Graddol (1997), technology stands in the center of the globalization process which affects the field of education and culture. It means that technology can be one of the media to deliver materials in the process of teaching and learning English. In line with that, Padlet is one kind of the technology that is used as a media to support a process of learning.

Padlet is a simple web-application which enables the creation of virtual walls which the user can add images, link, video, and more. The walls can be private or open to public; it is moderated by the users, so the user needs to approve all the contributions before its show. The user can design the walls around certain project themes and include multimedia elements to enhance their words. In the part of class activity, Padlet walls can be used as a place to collect information on various topics. Fuchs (2014) states that Padlet is an application where students can collaborate and share their writing. He explains that Padlet

does not only allow the students to post video, picture, and short essay related with the topic or theme, but also it allows the students to participate in discussion and activities by asking some questions and give comments. Then based on Septina (2015), there are some benefits by using Padlet both for teacher and students. For teacher, Padlet accomodates students to check, to evaluate, to review, and to score their post easily. Next, the benefits for students, they can do assignments everywhere; Padlet is simple, effective, paperless, and it can motivate students to do the task because they can see their friends' post.

In this background there are two important points. They are writing and Padlet. As we know, writing becomes one of the hardest skills that students should be mastered in learning English so it is important for teachers to introduce media in helping students' difficulties while learning writing. The function of the media is a tool to deliver materials to the students. Here, the media was Padlet. Nowadays, Padlet is used in classroom activity to help both teacher and student in process of teaching and learning language. So, this study was about examined the effectiveness of using Padlet as learning media in improving students' writing skill in recount text.

1.2 Reasons for Choosing the Topic

Teaching English as foreign language is not as simple as our thought, especially writing skill. The students are often stuck with a blank paper for a long time to find inspiration to write. Using Padlet as media tool in English learning may help the students to get motivation on writing skill.

In this study, the writer had chosen a title “The Effectiveness of Using Padlet as Learning Media to Improve Students’ Writing Skill in Recount Text”. There were some reasons which became the writer’s concern while choosing the topic; they were as follows:

1. The students of senior high school have problems in writing, because they have low motivation and response when they learn a lesson which is not interesting.
2. Most of senior high school students are afraid to expressing their ideas into written form, so it is a must for the teacher to give a strategy in which it can make the students write easily.
3. This study wants to contribute one of the good ways in teaching writing. It is hoped that teaching writing is not so hard, and the students are going to be interested in and are able to apply what they have studied.
4. Using Padlet as a learning media is one of the recommended ways to make a teaching and learning process more interesting.

1.3 Research Question

The study was conducted to answer the following main question: “Is using Padlet as learning media effective to improve students’ writing skill in recount text of the tenth grade students of SMAN 2 Semarang in the academic year 2018/2019?”

1.4 Objective of the Study

Referring to the reasearch queastion above, the objective of this study is to find out whether the use of Padlet as learning media effective to improve students' writing skill in recount text of the tenth grade students of SMAN 2 Semarang in the academic year 2018/2019.

1.5 Hypotheses

The hypotheses of this study were as follows:

H₀: There is no a significant difference in students' writing skill achievement between students who use Padlet and those who do not use Padlet as learning media.

H_a: There is a significant difference in students' writing skill achievement between students who use Padlet and those who do not use Padlet as learning media.

1.6 Significance of the Study

The significance of this study highlights on the practical significance. The result of this study is expected to give contribution to the teachers and to the students in process of teaching and learning writing English.

a. For the teachers

This study presents an alternative media. Hopefully, it can give some ways for the teachers to develop their English teaching quality by using Padlet as learning media to improve students' writing skill.

b. For the students

Hopefully, this study's result can help the students in improving their writing skill by using Padlet. Padlet has features to post, which are pictures, videos, links, writing prompts, etc. It can make the students easily to combine some aspects for their better writing.

1.7 Limitation of the Study

This study limited the scope and the set problem to make the problem was not too broad and the study would be effective. Therefore, this study focused on three main points. They were: first, the skill and element of language investigated was writing skill in recount text, second was using Padlet as the learning media, and the last was the participants of this study were the two classes of the tenth grade students of SMAN 2 Semarang in the academic year 2018/2019.

1.8 Definition of Key Terms

In avoiding the ambiguity on the terminology used in this study, each term are clarified as follows:

1. Writing

According to Harmer (2001:79), writing is a form of communication in delivering thought or to expressing feeling through written form. In addition, Rivers (1981) also states that writing aims to present information or expression of original ideas in chronological order to the new language.

2. Recount Text

According to Anderson & Anderson (1997:50), recount is a piece of text that retells past events, usually in the order which they happened. It could be by speaking or writing context.

3. Learning Media

According to Smaldino, Lowther, and Russel (2008:6), media brings information between a sourcer and a receiver. When media brings information that contains learning purpose, it can be called as learning media.

4. Padlet

According to Jaganathan (2016), Padlet is a virtual wall that enables people to show their thoughts on a common topic easily. It works like an online sheet of paper where people can post any contents (for example images, videos, documents, text) anywhere on the page, together with anyone, from any device.

1.9 Outline of the Study

This final project consists of five chapters. Chapter I is introduction. It contains nine sub topics, they are the background of the study, the reasons for choosing the topic, the research question, the objective of the study, the hypotheses, the significance of the study, the limitation of the study, the definition of key terms, and the outline of the study.

Chapter II is review of related literature. It briefly presents essential theories through study-related elaboration. This chapter explains four main sub

topics. Those are writing skill, recount text, learning media, and Padlet. This chapter also completed with the review of previous studies.

Chapter III is method of the research. It comprises of research design, subject of the study, variables of the study, instruments of the study, procedure of the study, scoring technique, tryout, pre-test, treatment, and post-test.

Chapter IV is the data analysis and discussion. It deals with the analysis and interpretation of the data. It consists of the school profile, the subject of the study, the instrument validity and reliability, the pre-test analysis, the treatment, the post-test analysis and the discussion of research finding.

Chapter V is conclusion and suggestion of what had been discussed in the previous chapters.