

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing was one of the four language skills. Writing was an important lesson to learn and a communication tool that people used to share information. As stated by Harmer (2007), writing was very helpful for students to make the difference between writing to study and writing to write. Writing was very important as a tool or practice to help students practice and work with the language they have learned. In other words, writing was a way of constructing written texts that were used to communicate. In the process of writing, writers have to dig their minds to find good ideas to make meaningful writing. Writing was the ability to create words and ideas that were worth reading, so that writing becomes an important skill for students to master. Therefore, students needed to improve their ability in writing skills that were good for their academic grades, then students understood how to communicate in written texts and how to organize the text. Then, according to Isjoni (2007), future teachers were, teachers who have the ability and skills and how to create optimal learning outcomes. Furthermore, he has sensitivity in reading the signs of the times, and has intellectual insight and was forward-thinking, never being satisfied with the knowledge he has.

Various problems that arise from teaching experience require educators to find solutions. Among these problems was the problem of learning media. A

teacher was required to be smart in choosing the right learning media to be applied in the learning process in the classroom, which could activate student learning activities, and so that students could understand and master every concept of the subject matter. Nowadays, many conventional approaches have been abandoned and switched to computer-based learning or commonly known as online learning Thorne (2003). According to Castle and McGuire in (Syarif, 2012), e-learning could improved the learning experience because students could learn anywhere and under any conditions as long as they were connected to the internet without taking face-to-face learning.

Based on a preliminary study at SMK Negeri 1 Karimun which was carried out in the second semester of class X for the academic year 2021/2022 on April 3th, 2022 interviews with english teacher at SMK Negeri 1 Karimun, the researcher found some information about the problems that in the process learning and teaching students in class X, especially in class X TJKT (Computer Network and Telecommunication Engineering). The problem was related to the students' learning motivation, writing achievement, and the used of learning media.

The first problem related to writing achievement. Students' writing achievement were still low. The problems were supported by the students' achievement data in the first semester of X TJKT of SMK Negeri 1 Karimun which the researcher got it from an English teacher. The Minimum Mastery Criteria (MMC) for English subject that must be achieved by the tenth grade students of TJKT at SMK Negeri 1 Karimun students was 65. Based on data, 53% (17 of 32) students did not pass the Minimum Mastery Criteria (MMC). It could

be inferred that students of class X TJKT SMK Negeri 1 Karimun still have difficulty in writing.

The second problem related to learning motivation, especially in writing lessons. They immediately gave up because they could not afford on the pretext of not being able to. The researcher saw that the students became very burdened with many writing rules that they had not mastered. They also look bored if they were forced to copy the material given by the teacher. Only 20% of students paid attention to the teacher and the material, and participated in discussions with the teacher such as answering the teacher questions. Then, the researcher also found several student notebooks that were not maintained and their contents were incomplete. As a result, student notebooks did not function well as their own personal reading material. Uno (2017), said that learning motivation is an internal and external encouragement for students who were learning to make changes in behavior, generally with several indicators or supporting elements.

The third problem was related to the lack of implementation learning media. The students became less interested in writing lessons due to the less varied implementation learning media. Students tend to be asked to complete writing assignments quickly based on a concise time. As a result, students were trapped in anxiety that they would not be able to complete assignments on time. In this situation, the students could not express their ideas well and lose the opportunity to improve their work.

Seeing the problems above, the researcher conducted research on the used of learning media that positively impacted students' writing achievement. The researcher tried to did research on the used of the blogger application.

For this reason, researcher were interested in conducted research on the impact of using internet media on improving students' writing achievement. The researcher gave the title of this research that was **“IMPROVING STUDENTS' WRITING ACHIEVEMENT THROUGH BLOGGER MEDIA AT SMK NEGERI 1 KARIMUN”**. Researchers tried to used blogger media as a media of learning in the classroom, especially in writing achievement in class X TJKT (Computer Network and Telecommunication Engineering) SMK Negeri 1 Karimun.

Researcher chose Blogger as a learning media because it is practical to used and very fun for students'. Previously, Blogger media has also been used by Indonesian language teacher at the school. The result were very satisfying and attract students' interest in learning. This was evidenced by the many students' writing related to Indonesian language subject matter on their blog. The teacher would find it easier to check and assess the result of students' work by opening the blog link that the student has sent via whatsapp group chat. Teachers and students' created a fun learning atmosphere for each other. More than that, students' could play an active role and work independently.

1.2 Identification of the Study

Based on the background of the study above, there were some problems that could be identified, such as:

1. The students' writing achievement were still low.
2. The students' have low learning motivation in learning English, especially in writing.
3. Lack of implementation learning media related to learning to write, thus making students' feel bored.

1.3 Delimitation of the Study

Based on the identification of the study, the researcher found problems faced by the students' of X TJKT SMK Negeri 1 Karimun at semester 1, thus the researcher limited the problems of students to the low writing achievement students'. The researcher would be focused on the first problem, to improve students' writing achievement by using Blogger media in writing descriptive text.

1.4 Formulation of the Study

Based on the identification of the problem, the formulation of this study was "How could students' writing achievement be improved through Blogger Media at X TJKT students of SMK Negeri 1 Karimun?".

1.5 Objective of the Study

Based on the research question above, the objective of this research was to improved students' writing achievement through Blogger media at X TJKT (Computer Network and Telecommunication Engineering) students of SMK Negeri 1 Karimun.

1.6 Significance of the Study

This research was expected to provide benefits both theoretically and practically. The benefits expected in this study were as follows:

1.6.1 Theoretical Significance

Theoretically, this research would make a meaningful contribution to ELT (English Language Teaching) by enriching existing theories to improve writing achievement.

1.6.2 Practical Significance

Practically the benefits of this research were as follows:

a. Students

For the students, the result of this research would help students in improved their writing achievement, motivate the students to participate in teaching learning process and improve the result of study in English learning.

b. Teachers

For teachers as an educator, the results of this research would provide benefit to improve the quality of teaching learning process and to achieve the learning objective. By implementing this research, the teacher could use this media as an effective alternative media in teaching writing.

c. Other researchers

For the other researchers, it would gave the information to get a good media to improve students' writing achievement. The other

researchers also could apply this media to the next teaching and learning in the classroom.

1.7 Definitions of Key Terms

1. Writing

Writing was a process of transforming thoughts and ideas, expressing them and organizing them into statements and paragraphs to make them visible and concrete on the piece of paper.

2. Writing Achievement

Writing achievement was a value which is the final formula that could be given by the teacher regarding the progress or achievement of students' writing during a certain period.

3. Learning Media

Learning Media was a tool used to channel messages so that it could stimulate students' thoughts, feelings, actions to encourage students to learn and help achieve learning goals.

4. Blogger

Blogger was one of the platforms owned by blog service providers. The word blog comes from the abbreviation weblog, which could be used as learning media.