THE EFFECTIVENES OF USING INSTACHAT IN TEACHING WRITING SKILL

THESIS

Submitted as Partial Fulfillment of the requirements for the Degree of
Sarjana Pendidikan (S.Pd)

By

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THE EFFECTIVENESS IN TEACHING WRITING SKILL FOCUS ON RECOUNT TEXT

Xvi + 59pages, 7tables, 11 appendices

ABSTRACT

The objective of the study was to improve students' writing on recount text by using instachat. This research was conducted in eight grade of Junior high school 22 Pamulang. The method used in this research was quantitative with quasi experimental design. The research sample used one experimental group in the VIII.1 class. This experimental group was taught by using Instachat. The research analyzed the data by using paired samples test. The results of this study showed that the use of instachat was able to improve students' writing on recount text. The result of calculation revealed that student' average scores in the post-test was higher than those in their pre-test. In which in the pretest the students gained 41.70 while in the post test they achieved 62.83

Keywords :instachat, writing on recount text, Teaching writting.

References 16(2000-2008)

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EFEKTIFITAS DALAM MENGAJAR KETERAMPILAN MENULIS FOCUS PADA TEKS RECOUNT.

Xvi + 59halaman, 7tabel, 11lampiran

ABSTRAK

Tujuan penelitian ini adalah untuk meningkatkan menulis siswa pada teks recount, dengan menggunakan sebuah media Instachat. Penelitian ini telah di laksanakan dikelas delapan SMP Muhammadiyah 22 Pamulang. Metode yang digunakan pada penelitian ini adalah kuantitatif dengan penelitian quasi eksperimental desain, Peneliti menggunakan sampel kelompok eksperimen dikelas VIII.1. Dalam grup experimental desain ini telah di ajarkan dengan menggunakan media Instachat. Peneliti menganalisa data dengan menggunakan determining samples test. Hasil penelitian ini menunjukkan bahwa penggunaan Instachat mampu meningkatkan teks recount dalam menulis siswa. Hasil perhitungan menunjukkan bahwa nilai rata-rata siswa pada post-test lebih tinggi daripada pre-test. Di mana dalam pretest para siswa memperoleh 41.70 sedangkan pada post test mereka mencapai 62.83

Kata kunci : instachat,kemampuan menulis teks recount, mengajar menulis.

Daftar Pustaka 16(2000-2008)
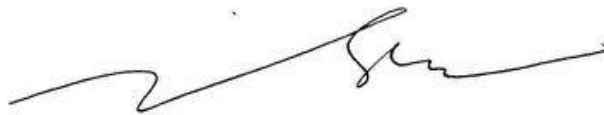
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Board of Examiners of Faculty of Educational Sciences certifies that thesis entitled "**THE EFFECTIVENESS OF USING INSTACHAT IN TEACHING WRITING SKILL**" written by Fita Oktawiani Lestari student's registration number 2014850034 was examined by the committees on Saturday, August 11th 2018 The thesis has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd" (S1) in English Education at Faculty of Educational Sciences, Muhammadiyah University of Jakarta.

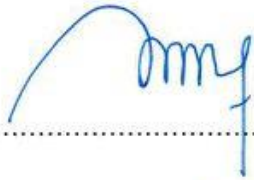Acknowledged by,

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Pada tanggal 11 Agustus 2018

FITA OKTAWIANI LESTARI

DEDICATION

This thesis, I dedicated to

My beloved mother and father

My beloved families

My beloved friends

Thank you for your support

MOTTO

"Don't be the same!

Be better"

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Bismillahirrahmanirrahim

Alhamdulillah, praise to Allah SWT writer who has given his grace and guidance so that I can finish thesis titled "the effectiveness of using instachat in teaching writing skill focus on recount text ". Prayers and greetings may always give bestowed upon the Prophet Great Muhammad, families, friends and followers who always follow his teachings until the end of time.

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Jakarta, 30 July 2018

The Writer

<u>FITA OKTAWIANI LESTARI</u>

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CHAPTER I

INTRODUCTION

This chapter presents and discusses about the background of the study, identification of the problem, limitation of the problem, problem of the study, objective of the study, and significance of the study.

A. Background of the Study

In learning English as a foreign language, there are four language skills that need to be mastered by learners. Those skills are listening, speaking, reading, and writing as productive skills. As one of the productive skills, writing is considered to be the most difficult skill. The reason is because many people, especially native speakers, will pay more attention to the accuracy of the written form rather than spoken form.

Writing skills is one of the language skills learned by students in school. Through writing skills, students are required to be creative and active in thinking and doing as much as possible pouring their ideas into written language, express ideas clearly on paper through writing the writer can express the ideas, thoughts, experiences and feelings in the written form. It will be understood when each part of a sentence connect to each other until the reader comprehends what the writer's mean. As defined McCrimmon in St. Y. Slamet (2008: 141) is an

activity to explore thoughts and feelings about a subject, choose things to be written, determine how to write them so that readers can understand it easily and clearly.

Said in Al-Qur'an Surah Al-Alaq (96:4):

ٱلَّذِى عَلَّمَ بِٱلۡقَلَمِ ۝

"Who taught (the writing) by the pen. He has taught man which he knew not. "

The word *"Qalam"* in verse 4 of surah Al-Alaq has meaning of the tool to write (pen), it means that pen is used to write, and the result of using pen is written text. Based on these verses, Allah SWT explained that the taught human being by pen (qalam). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations, its how that the tool of writing and writing itself have Important roles.

Generally, people use their writing to show their idea, such as a newspaper which is used to inform something in a written form. Sometimes, many students write text, but not many of them are able to write the text base on the correct structures and features of the text itself. As defined by Graham and MacarArtur (2013), observes that when writing becomes a part of a child's world, there are

convention that suddenly comes into play proper way of holding a pencil, punctuation, spelling and grammar. It can be a struggle to explain things without hand gestures or intonation. They must find a way for their voice to come across on a piece of paper or a computer screen. The easiest part of teaching writing to young children is by continually reading to them. Have discussions about what you are reading together. Let them try to figure out what it is the author does to make his or her story compelling (Cannella-Malone et al., 2015). Difficulties of students in writing these can be found when they have to transfer ideas from the Indonesia language to English. The second difficulty is that students cannot determine the meaning of words or phrases that exist in writing. Moreover, the learning process is still traditional by emphasizing the student's writing not on the process that should be done (Syamsi, 2003: 136).

The students directly practice writing without learning how to write. Teachers usually provide several topics and ask the learner to choose one and they immediately write. Once completed, the results of their writing are collected, corrected and assessed by the teacher. Ongoing activities like this lead to students feel saturated and less enjoy learning writing. In the end they argue that writing activities are a burdensome burden. As a result they are reluctant to write in English so their ability is very low. To create educated success, especially learning writing skills need to be created a teaching and

learning process and teachers or lectures provide assistance and give motivation learners in learning, because with the interest of students will do something that interest. (Usman, 2000: 27) to increase students' high interest in learning, it should be selected appropriate teaching methods, Cooperative learning model is model that can encourage students to find and understand difficult concepts. In addition, this model is useful in growing cooperative, the ability to help friend's and think critically. Learning cooperative is characterized by task structure, objective structure, and structure appreciation.

Difficulties in writing recount text, at Junior High School level students often complain that this recount text is hard to do. Start orientation, even though it has been explained that the orientation should contain Who, What, When and Where, or opening, minutes spent only to determine orientation. Do not use past tense, students keep using present tense to tell the past events. Using words with only from dictionaries, without reference to whether the word group noun, adjective, verb or any other, so the sentence becomes ambiguous in meaning. Write the complete text in Indonesian first, then translated. The conversion from Indonesian to English becomes increasingly difficult as there are some words they do not find in Indonesian-English dictionaries. Using translation language from Alfa

link lack of ideas to pour, and vocabulary mastery is inadequate to be able to create a cohesive text.

With the existence of InstaChat students can measure their writing ability and in using mobile learning or what is in the media InstaChat this student will not feel bored hl different by writing in the book students will quickly feel bored and lazy with the media books and pens. Students can be creative to write in InstaChat example by writing the typeface they want or within the tilt and with the font they want.

One of the texts that should be learned by Junior High School students is a Recount text. A recount text is kind of text to retell the series or events which happened to the participant in the past, According to (Martin,2008; Emilia;2011), recount text is a text which consist of an event and experience that has already happened in the past. Social function of recount is to tell events for the purpose of informing or entertaining, while significant lexical grammatical features is focus on specific participants, use of material processes circumstance of time and place, use of past tense, and focus on temporal sequence (Soeprapto and Darwis 2007:8).

Based on discussions above, the main problem faced by the students in generating ideas. The students do not know how to generate the ideas from their experiences to be written in a recount text. One of the good solutions that can overcome this problem is

using Instachat. Using instachat writing strategy enables teachers to make the writing process concrete and visible to students. In instachat writing, the teacher and students compose text together, with both contributing their toughts and ideas to the process. By using this instachat, the students will experience the process of writing a recount text because this application (Instachat) emphasizes on modeling the text. This application can be implemented in the classroom to teach writing recount text to Junior High School students.

Based on the problem and background above, it is decided to conduct a Post-test and Pre-test apply, "The Effectiveness of Using InstaChat in Teaching Writing Skill Focus on Recount Text" at the Grade eight of Junior High School Muhammadiyah 22 Pamulang, to see if using instachat technique is effective toward students writing skill of recount text.

B. Identification of the Problem

There are some problems that can be identified related to students writing skill, The problem are:

1. The students face difficulties in writing a good paragraph in an easy used of recount text and writing problem.
2. The students have not ideas to make a recount text sentence

3. There are many students who cannot find an idea and do not know what needs to be written.

4. The students do not know how to generate the ideas from their experiences to be written in a recount text.

C. Limitation of the Problem

In this study, the writer limits the research definition instachat by expert as an amplifier theory, at the journal, some books and then google cannot find about instachat. And then the writer difficult outlines more about instachat.

D. Problem of the Study

Does the effectiveness of Instachat able to improve students writing skill on recount text?

E. Objective of the Study

The objective of the study is to obtain the evidence on the Effectiveness of using Instachat in teaching writing skill focus on recount text.

F. Significance of the Study

The result of the study is expected to be able to give the following benefits:

a. For the students   : after the teach find out the use of mobile learning by viaInstaChat, the student it can to increase the use understand writing skill byInstaChat.

b. For the teacher   : to give benefit from InstaChat and can be apply depth learning process so the teacher must be motivation to the student.

c. For the research   : the study in expected to give knowledge to the further researcher for better research of teaching and learning process.

CHAPTER II

LITERATURE REVIEW

A. The Description of the Theorist

1. Writing

a. The Definition of Writing

Writing is the one of the ways to communicate your knowledge to the reader in the form of written. It is a media to express ideas, feeling, and thoughts. It is an effective way to overspread the writer's ideas to the readers. Writing is one of the skills that require the ability to express one's ideas in written form in a second or foreign language. When people try to write what have already come to their mind in their first, or second or their foreign language, it means they are asked to convey their ideas, feeling, or thoughts on the sheet of paper or they just type it.

Writing is one of the important skills that students need to develop. The ability to write is very important for the academic context, business and personal relation in the global community Weigle (2002:1). In the academic context, this ability is used to measure the students writing some texts which are included in the curriculum.Writing is a process of discovering and shaping

meaning. It is a way of remembering and a way of remembering and a way of thinking as well. Writing makes words permanent. Seeking an agreement of ideas among the people can be reached through writing activity. It is a process of delivering ideas on a certain surface in a form of graphic presentation but also it needs an effort deeply to complete the writing process itself. It needs complex skills to be mastered for the learners especially for Foreign Language Learners.

According to Langan (2006: 13) a realistic attitude about writing must build on the idea that writing is a skill. It is a skill like driving, typing, or cooking and like any skill, it can be learned if you have determination to learn. According to Oshima and Hogus (2006: 205) propose that writing process is divided into four stages. The first is prewriting: choosing topic and collecting information. The second is outlining that means organizing ideas into outline. The third is writing a rough draft. In the stage, writers follow the outline and ignore about the grammar, punctuation, or spelling. The fourth stage is polishing or revising or editing.

b. The Types of Writing

According to Kane (2003: 6) the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most

common is the most prose that inform, which dispending on what it is about, is called exposition, description, or narration.

1) Exposition

   Exposition reveals what a particular mind thinks or knows or believes. Exposition constructed is logically. It organizes around cause or effect, true or false, less or more, positive or negative, general or particular, assertion or denial.

2) Description

   Description deals with perceptions most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above or below, before or behind, right or left, and so on.

3) Narration

   The subject or narration is a series or related events a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

4) Persuasion

   Persuasion seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof

c. The Processes of Writing

The process of writing consists of stages that represent way the writers composing a written text. There are some stages in producing a good writing text. According to Harmer (2004: 2) there are four main elements, namely:

Planningdrafting editing final draft

One of the most important is that they have learned to take their writing through a process a series of steps that they know will get them from the idea stage through to the finished written product.

They don't all use the same process, of course, but there is a lot of commonality and the one we describe, here combines the steps that many good writers follow.

All these steps are important. If you learn and follow them, your writing will improve. We strongly recommend that you work through them all, making sure you understand the importance of each once. Later, you can very the steps, tailoring them to fit the specific needs of you're your immediate writing task. Lets start by looking at the whole process, then we will focus of each steps :

Steps in the writing process :

1. Step one   : Establish your purpose and identify your reader.

2. Step Two   : Get organized.

3. Step Three   : Write a first draft.

4. Step Four   : Age the draft.

5. Step Five   : Reread the draft.

6. Step Six   : Revising

7. Step Seven   : Edit

8. Step Eight   : Proofread

Step One: Establish Your Purpose and Identify Your Reader

This step sounds so basic that you may think it's not necessary to mention it. But it's one of the most important of there steps, and it's very often overlooked.

People to often identify only the topic, then jump right in and begin writing without giving much thought to their readers to their purpose. But without a clear understanding of both, it's hard to produce good writing.

Here is what H.J. Tichy, a respect writing teachers, has to say :

A clearly established statement of purpose is the most important single requirement for effective technical writing. You simply cannot make sure you have done something well unless you know what is was you intended to do.

So start by thinking hard about who is going to read your piece, and what you want it to accomplish. Then write a short and simple statement of your purpose. Reread and revise it until it clearly says whatn you want it to say.

Step Two : Get Organized

The writing process can be boiled down to two step :

- Planning and Organizing

- Writing and Rewriting

What most people fall to realize is that the first step is at least as important as the second. Over the years we have found that the majority of writing problem (our own as well our students') can be traced back to inadequate planning and organizing. So a plan, an organized structure or skeleton, is essential to good, clear writing. And your plan must be develop with two things in mind: what your purpose is, and who your readers are. This does not mean that your plan must be long and complex. In fact, you don't always have to make a formal outline before you begin your draft. Sometimes you will need to do only two things in this planning and organizing stage.

Two Essentials

At a minimum, you should make a carefully thought-out list of the points needed to achieve your purposes, and put

these points in some kinds of logical order. Next, ask yourself if you have the information and resources you need to make those points. If not, make filling those gaps part of your plan. When you are taking on a more challenging writing job, you will need to match both the writing plan and the organization to the complexity of your task. The next section will give you some information on different ways to organize, so you can match your structure to your material and purpose.

Step Three: Write a First Draft

Writing that first draft is one of your most important steps. It's also one of the least understood, so it's often done poorly. People usually have trouble with their drafts for one of two reasons: They undervalue it, or they over value it. The attitude of those who undervalue it is something like "Oh, it's only a draft, it's important to get something down on paper, so I will jump right in and sorta think through my fingers. I will just put down whatever thoughts come to me, in the order they occur".

Write a Draft, Not a Drift

That's like the wind blowing snowflakes around and with the same results. The formless thing you end up with is it a drift, not a draft. If you haven't followed some plan in writing your draft. You will probably be in worse shape than

before you started. You know have to undo the mess, which is often harder than starting over. Writers who overvalue the draft seem to think "This piece of writing is *me*, and it's got to be good". That's not always a bad attitude as far as the final product is concerned. But one benefit of the draft is that is lets us build a skeleton that's roughly in the planned shape of the final product, without having to worry (yet) about all the little details.

Right the First Time?

Approaching the draft with the attitude of "I have got to do it right the first time" is like trying to curve the statue by starting and the top of a block of stone and working only once to the bottom, ending up with a finished product. It makes much more sense to carve the block into roughly the shape you want, and then to go back over it, making finer adjustments each time. So after you have organized your point, go ahead and start your draft. (Your statement of purpose can be a good start). Then, without agonizing or straining, write down what yo want to say about your first point. You do not to have finish the entire draft at one sitting. If it is short (a letter or memo), of course you can plunge on through. You will almost certainly find it more productive to break longer project into smaller chunks such as chapter or

sections that you can finish drafting without tiring yourself

our, or losing concentration. Keep up your momentum by

planning and following a schedule for finishing the entire

draft.

Don't Expect Perfection

Don't expect the draft to be perfect, and don't stop to

edit yourself or orry about details at this stage. That'll come

later. If you follow your plan without getting bogged down in

premature editing, you'll end up with a good draft. The

sentences may not sing, but you'll have a piece of work that's

organized and follows your plan.

Step Four: Age That First Draft

Aging the draft mean letting go of it, putting it away, and

forgetting about it for a while preferably overnight, at least.

You may say you don't have time. But that's almost never

valid excuse. This step is not a trivial point or a nicety. Make

the time to put they draft away let it ripen and mellow a little.

You may be surprised at how much it changes.

Step Five: Reread Your Draft

After you've aged you draft, read it from beginning to

end. Resist that urge to tinker as you read. Your main

purpose is to evaluate the overall structure to check on the

organization. It's okay to make tick marks or quickly circle

things you want to come back to, but don't stop to fiddle around with details now.

Step Six: Revise (But Don't Edit)

This step involves big changes only. Don't worry about spelling, punctuation, or niceties of word choice. There are three reasons for avoiding the temptation to tinker with the tiny things.

First, it's a waste of time. You're almost certain to throw out some of the sentence your revise, so why polish them first?

Second, it can be frustrating. After you fuss and fiddle with the minor points, you'll find that the big problems are still there.

Third, you may fall in love with the draft as it is. The more you fool around with the sentence changing a word here, moving a comma there the more they become your children, your babies. And the more reluctant you become to make the big changes that are really needed. So make the major changes first, and save the little ones for later.

DO

- Move or delete whole segments that are in the wrong place or any unnecessary to you purpose.

- Mark any places where you've omitted something important, or where you need to expand or support a point.

Step Seven: Edit

As this stage, you can fine tune, fiddle a little with the details. Now you're working on things like sentence structure, word choice, grammar, spelling, and punctuation. Because it's details work, and because you've already been toiling over the sentences, the job can get tedious. If you get to tired of it, you're increasing the risk that you'll overlook something that needs changing. This is a place in the writing process where you should try to find someone else someone whose judgment you respect to read and comment on your writing.

Get Honest Help

This is the bit tricky. You ask for criticism, but underneath you want your readers to say good things about your writing. If they're your friends, and if you let them, they'll probably sat good things about it.

Make a Deal

Tell them at the beginning that you want and need their frank and honest suggestions. And don't make them feel they have to justify what they say. You might me an agreement with them. They will be free to say anything at all about your

writing, and you'll simply say thanks, you won't argue or explain why you wrote it the way you did, why they're wrong and why you really shouldn't change it. And the other part of the deal is that you'll be just as free to accept or ignore their suggestions. But of course you'll give the careful considerations, otherwise why ask? Be sure to say thanks, at least. Your readers are doing you a big favor.

Step Eight: Proofread

No matter how hard you've worked on it, you writing will need a careful rereading to weed our typos, and to make sure punctuation, grammar, word choice, and spelling follow standard usage rules. Don't try to do this yourself. It's almost impossible to correct your own work, if your writing is to be nearly error free, another pair of sharp eyes is essential. (it's better if the proofer hasn't seen the earlier drafts). If you cand find others your work well with, you can form a good mutual-aid team. You read their stuff, and they read yours. And don't depend and your spellchecker. It will let you down.

d. The Purpose of Writing

According (Betty MattixDietsch, op. eit., pp. 7-8) " Purpose refers to a writer's reason for writing, which can be stated or implied " when writers write they must have purpose or reason why they write something. Identifying the purpose

early can help writes keep their draft on track and select organizational strategies to fit ideas. They write writing because they want to convey their ideas and message to readers either stated or implied. According to Barbara Fine Clouse, Patterns for a Purpose: A Rhetorical Reader, fourth edition, (New York: McGraw-Hill,2006), pp. 34-35. In general, the primary purposes for writing are:

1. To entertain the reader

    The writer's purpose in writing influences their approach. It means, when the writers write to entertain the reader, writers can write a funny piece about what writers want to share. The writers are able to give a pleasure to the readers. The primary object is to make the readers enjoy in reading it.

2. To relate experience and or express feeling

    In expressing the writers feeling or experience, they can describe how they feel relates to the topic. They can share their experiences with the reader what happened in their own lives.

3. To inform the reader about something interesting or important.

    To inform reader, they can explain what should be done by the reader relates to the topic. They will intend

simply to inform their readers about a subject. It educates

the readers about something why it is important and

interesting to be done. The writers tell the readers what

the facts are and why it is so interesting.

4. To persuade the reader to think or act a particular way.

To persuade reader, they can argue a federally about

the quality of the topic. The writers try to inform the

readers about a topic, express their opinion on the topic,

and persuade the readers to accept the position at least

take it seriously. In persuasive writing, the writers use

comparison, contrast, and give argumentation in

developing a topic.

e. Teaching Writing

Teaching is the process of facilitating learning, enabling

students to learn and set the conditions for learning (Brown,

2001:7). He also states the teaching is showing or helping

learners how to do something, giving instructions, guiding in

the study of something, providing learners with knowledge,

and causing learners to know or understand. According to

Westwood (2008:70), there have been two main approaches

to teach writing; skills based approach and the 'process'

approach. A skill-based approach involves a fairly structured

program of which the skills and concepts are taught by the

teacher directly. Teacherselected the topics from textbooks or other sources to develop the students' writing ability in some aspects such as grammar, sentence construction, spelling and punctuation. The weakness of this approach is to make the teacher as the centre of the teaching and learning process, so that the students cannot be independent learners and they are not motivated to write. In fact, the students can be motivated to write if they can write freely on topics they have chosen for themselves.

2. Recount Text

a. Definition of text

Human being lives words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are interpreting its meaning (Mark Andersons and Kathy Andersons, 2003: 1). In general, text is an article which often read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the next is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences (Tri Wiratno, 2003: 3-4).

b. Definition of Recount Text

The definition of Recount Text One of kind of texts that is learned by Junior High School Students is recount text. Recount text is one of text types the retells past events. According to Anderson, a recount text is a piece of text that retells past events, usually in order in which they happened. Thus, the special features of recount text could be found in its sequence of events is written chronologically. The purpose of the text is usually to give the reader a description of event. Besides, its most common purposes are to inform and to entertain. In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader recount text includes eyewitness account, newspaper, report, letter, conversation, television interviews, and speeches

c. Generic Structure of Recount Text

To make an effective recount text needs standard that is used to guide a writer to make a good writing. Recount text has several significant characteristics which the writer may use. The generic structures of recount text consist of: orientation, sequence of events, and reorientation. (Lancashire County Council,2006;6-7).

a. Orientation

Recounts begin by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and reader will recognize about scene setting and context of the text.

b. Sequence of events

Events are the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

c. Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph, the writer can give his/her personal comment or statement, but it is optional one.

Example of Generic Structures of Factual Recount Text

Title	New Year Holiday Story
Orientation	The last school holiday, I spent the time with my family on vacation in Madiun. We saw many beautiful views all the way as rice fields, mountain, etc. I almost forget

	that tt was the new year and then when, the countdown arrived, the sky which was dark at once then became so colorfully decorated by fireworks.
Sequence of Events	The first event me and my family spent the time on vacation to Madiun, approximately 6 hour trip by bus from our home in Malang, we enjoy with beautiful views all the way until arrived at the uncle's house.
Reorientation	the holiday passed quickly. The last New Year's holiday experience in the city of Malang was so impressive for me. The writer ask comment from the reader, so this story can be more perfect use recount text.

d. The Language Features of Recount Text

The language features of recount text are:

a. Focus on individual participant or a group participant.

Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. First person, is happening to the person writing the

recount, Example: *I went to the park.*The third person, an observer is telling it. Example: Vera went to the park; she saw a pond near that park.

b. Using Past Tense

Past tense is the form a verb used to describe actions in the past. Many linguistics explain by the own *term*but most of them have the same content.

c. Simple Past

The simple past indicates that the activity or situation began and ended at a particular time in the past. For example: I walked to school yesterday. If a sentence contains *when* and has the simple past tense in both clause, the action in the 'when clause' happen first. For example: I stood under a tree when it began rain.

d. Past Progressive

The progressive indicates that the activity was in progress in the past. For example: *I was studying at eight o'clock last night.* Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. For example: While I was studying in one room my house, my brother was having a party in other room.

e. Past Perfect

The past perfect expresses an activity that was
completed before
another activity or time in the past. For example: *my
parents had already*
eaten by the time I got home. If before or either is used in
sentence, the past perfect is not necessary because the
time relationship is already clear. The simple past may be
use. For example: *After the guests had left, I went to bed.*

f. Past Perfect Progressive

The past perfect progressive emphasizes the duration
of an activity that was in progress before another activity or
time in the past.   For example: *The police had been*
looking for the criminal for two years before they caught
him. This tense also may express an activity in progress
recent I another time or activity in the past. For example:
When Agung got home, his hair was still wet because heh
had been swimming.

g. Using Material (action) Process

Material Processes are processes of material doing.
They express the notion that some entity physically does
something which may be done to some other entity.

h. Focus on temporal sequence of events (temporal conjunction). Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clause or sentence. Example: *Last year, on the weekend, then, etc.*

3. Instachat

a. The Definition of Media Chat

1. According to Ferlazzo, (2014) in Blaire and Serafini (2014:30) another way is by having students create photo essays based upon a list of themes or concepts from the curriculum. Using 'photo prompts' to engage students in writing responses based upon the photos, or taking pictures of a "stepby-step process" while adding a caption to each photo. Laponsie (2013) added that the way Instagram becomes integrated into course content remains limited by instructor's imagination, but provides a medium for students to connect and engage with course concepts.

2. Facebook is one of social networking media. Social networking is that the use of a website to connect each other who has similar interest, hobby, school, etc. Since Facebook was invented in 2004 by Mark Zuckerberg, it has been widespread used in all around the world. Facebook as

one of social media is very useful for people to communicate to each other. The Education Foundation of the UK's Education Think Tank defines Facebook as a social utility that can connect us to people, brands, and organizations we care about (New Zealand: The Education Foundation, 20013), P. 2. It means facebook not only to connect people, Facebook can also as a medium to share our feeling, product, brands, and organization.

The Education Foundation of the UK's Education Think Tank explores about the usefulness of Facebook as a medium of digital learning. They explain that many people nowadays can use many digital media to communicate t``o each othe even for young people. The people can use their digital devices through mobile and static devices. This digital technology can also be accessed in real time, cheap, and flexible. As a result, this foundation tries to make the education on Facebook more social. (*Ibid, P. 4).* It can be concluded that many people use Facebook for many reasons, and Facebook can be good medium for teaching and learning. Many people feel an enjoyment in updating status on Facebook because other people can see their status and give some argument. This kind of application is the reason why many people usually use Facebook. It

makes many people can still connected even they feel close to each other because they can share their feeling and affection. The users can also post their updates safely with privacy setting. The users have to make sure that their post is not widely spread, so with the privacy setting, the users can enforce the audience (Facebook Family Safety Center:2013), p.5. in term of writing. Facebook has become a media for students to write, but it is different from the writing that has been done in school. The students usually use informal language in Facebook, and thet unable to consider writing as an engaging activity. They also cannot recognize that Facebook can be their medium for improving their writing to become a better writer. As a result, they write on Facebook with no purpose of improving their writing skill.

3. Whatsapp is a mobile messaging app which allows users to exchange messages using existing phone contacts without having to pay text message fees. Whatsapp Messenger is available on most mobile devices including iPhone, BlackBerry, Android, Windows Phone and Nokia. Whatsapp users can create groups and send each other unlimited images, video and audio messages.

4. Line (styled as **LINE**) is a freeware app for instant communications on electronic devices such as Smartphone's, tablet computers, and personal computers. Line users exchange texts, images, video and audio, and conduct free VoIP conversations and video conferences. The service is operated by Line Corporations, a Japanese subsidiary of the South Korean internet search giant *Naver Corporation.*

b. The Definition of Instachat

Instachat is a private messaging features for the popular mobile photo sharing app instagram. It allows users to share photos, videos or just plain text messages with just one specific user or multiple users as part of a group, instagram that enables users to send private messages to another user, or up to 15 users. Prior to this, all instagram messages sent by users would be seen by everyone following them.

c. How to Instachat Works

An instachat can be sent to anyone you're following. You can also send them to users you're not following, and they'll show up as a message request in their inbox that they have to approve first. Once approved, all your future messages will be sent to their inbox even if you're not following them.

You can reply back to an Instachat with photos, videos, or plain text just the way you would on any other private messaging app. All messages replies appear as bubbles so you can easily follow along with the conversation.

Theoretical Framework

The students' motivation and ability in writing a recount text is low. There are some problems which are found by the writer in SMP Muhammadiyah 22 Pamulang. One of the problem that the teacher never use interesting media in teaching and learning process. The teacher also does not give clear explanations about the contents of recount text. As the result, students have low motivation and lack of practices in writing. Then, they cannot construct good text related to the coherence and unity. Besides that, they cannot develop ideas in writing.

As stated in the passage above, media has the primary roles in teaching and learning process of writing. It is because that media has a potential as teaching aid to develop students' writing skills in terms of recount text. It can stimulus the students in developing idea when describing something. Now, the global area has many kinds of technology that can be used in teaching and learning process. Instachat is one of the popular multimedia which can help students in learning English especially in writing.

Based on the background above, this research is trying to apply Instachat in teaching writing skill focus on recount text as a teaching learning media in writing recount text. This media has some advantages in the process of teaching and learning writing; 1) the students can write short writing, 2) Students' motivation in writing increase because instachat is popular social media that can be an interesting aids to get students' attention in the writing class.

Hypothesis of the Study

Based on the problem statements that presented by the writer, the research hypothesis is stated as follows:

1. Hypothesis positive H_1 : accepted, the use of instachat significantly improve students in teaching writing skill.

2. Hypothesis negative H_0 : not accepted, the use of instachat not significantly improve students in teaching writing skill.

CHAPTER III

METHODS AND PROCUDERS

This chapter discussed sources of data, time and place of study, method of the study, operational definition of variable, population and sample, technique for collecting the data, the research instrument, and technique for analyzing data.

A. Time and Place of the Study

This research was conducted on March until April 2018 at Junior High School (SMP Muhammadiyah 22 SetiabudiPamulang) in academic year 2018 Which is located at jl.Surya Kencana no.29, Pamulang Barat, Kec.Pamulang, Kota Tangerang Selatan, ProvinsiBante. This research is about investigating the effectiveness of The Effectiveness of Using InstaChat in Teaching Writing Skill Focus on Recount Text at the student in tenth grade student SMP Muhammadiyah 22 SetiabudiPamulang in academic year 2018.

B. Method of the Study

In this study the writer used a quantitative method. According to Creswell (2010:5) quantitative research is a method to test particular theories by researching the relationship between variables. These variables are measured normally with the instruments of the research then the data consisting of the numbers can be analyzed based on the

procedure of statistical procedure. The pre-experimental design, which used one group pre-test and post-test, was applied in this study. According to Neuman (2015:320) this design has one group, pre-test, treatment, post-test. This design has no control group and random assignment. According to Gay &Airasian (2000:372) the one group pre-test and post-test design takes a group that is pre-tested, exposed to treatment, and post-tested.

According to Sugiyono (2014:74) in this design there is a pretest, before giving the treatment so that the treatment result can be known more accurately because it can be compared with the condition before giving the treatment. This design can be described as follow:

O1 X O2
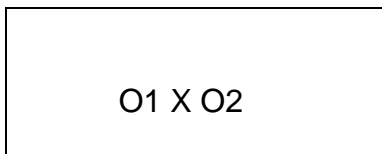
O1 = Pre-Test value

O2 = Post-test value

X = Treatment

C. **Operational Definition of Variable**

A variable is a characteristic of feature that varies, or changes. Variable divide into two kinds, there are independent Variable (x) and Dependent Variable (y) independent variable is the variable which

influences the other variable is the variable which is influenced by the independent variable.

1. Independent variable or variable X is instachat.

   Independent variable is the single variable and the writer use instachat to the create something that requires tools and materials focus on recount text.

2. Dependent variable or variable Y is teaching writing skill. Dependent variable is a kind of variable that is affected by others variables. In this study dependent variabel is writing.

D. Population and Sample

1. Population

   The research population of the study was all students at 8th grade students of   Junior High School of SMP Muhammadiyah 22 SetiabudiPamulang. There   were 30 students into one class.

2. Sample

   According to Creswell (2011:627), sample is a sub group of the target population that the writer plans to study for the purpose of making generalizations about the target population. From the population above, the researcher only take one group classes as the sample of this research.

E. Technique For Collecting the Data

The instruments which are used in collecting the data are:

a. Pre-test

The writer gave pre-test to students in the first meeting before giving treatment. Pre-test was given test to student in class; it is used to know students understanding in teaching writing recount text.

b. Treatment

In this meeting, the writer taught teaching writing recount text, approach which different from the student before the researcher give the post-test with the student, the writer give the treatment at the learning process.

c. Post Test

In the last meeting, the writer gave post test to class. It is used to know the improvement of students' ability in teaching writing recount text by using Instachat.

Rubric and Scoring Writing

Writing Assessment Rubric Adapted from Jacob et al.'s (1981)

Aspects	Criteria	Scores
Content	• Relevant to topic.	4
	• Mostly relevant to topic but lacks detail.	3
	• Inadequate development of topic.	2
	• Not relevant to topic.	1
Organization	• Ideas clearly stated and supported, well	4

	organized, cohesive.	3
	• Loosely organized but main ideas stand out, not well organized.	2 1
	• Ideas confused or even no main ideas, bad organization.	
	• Does not communicate, no organization.	
Vocabulary	• Effective word /idiom choice and usage.	4
	• Occasional errors of word /idiom form, choice and usage.	3 2
	• Frequent errors of word /idiom form, choice and usage.	1
	• Little knowledge of English vocabulary, idioms and word form.	
Language Use	• Few errors o agreement, tense, number, word order, articles, pronouns or prepositions.	4
	• Several errors of agreement, tense, number, word order, articles, pronouns or prepositions.	3
	• Frequent errors of agreement, tense, number, word order, articles, pronouns or prepositions.	2
	• Dominated by errors.	1
Mechanics	• Few errors of spelling, punctuation, capitalization and paragraphing.	4 3
	• Occasional errors of spelling, punctuation, capitalization and paragraphing.	2 1
	• Frequent errors of spelling, punctuation, capitalization and paragraphing.	
	• Dominated by errors.	

F. Technique For Analyzing Data

After collecting the data, the writer analyzed the results of the test statistically. The analysis of the Pre-test (X_1) variable as follows:

a. Determining mean of X_1 variables

$$x_1 = \frac{\Sigma x_1}{N_1} =$$

b. Determining of standard deviation score of X_1 variables

$$SD_1 = \sqrt{\frac{SS_1}{N_1 - 1}}$$

$$SS_1 = \Sigma x_1^2 - \left(\frac{\Sigma x_1}{N_1}\right)^2$$

The analysis of the Post-test (X_2) variable as follows :

a. Determining mean of X_2 variables

$$\overline{x_2} = \frac{\Sigma x_2}{N_2} =$$

b. Determining of standard deviation score of X_2 varibales

$$SD_2 = \sqrt{\frac{SS_2}{N_2 - 1}}$$

$$SS_2 = \Sigma x_2^2 - \left(\frac{\Sigma x_2}{N_2}\right)^2$$

1. Determining t-test

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

CHAPTER IV

FINDINGS AND INTERPRETATIONS

B. The Description of the Data

In this chapter, the findings and interpretations of the data were presented. The writer used pre-test and post-test for one class only as the experimental class.In collecting the data, the results of the analysis can be seen in the following sections:

1. Table description of pre-test scores for experimental class.

Table 4.1

The Students' Pre-test Scores

No.	Students	Score
1	AddinaZoya	67
2	AghisnaMirdhatillah. M	50
3	AlwaAjrina	53
4	Amanda Saviolla	25
5	AroanzhaAttalah. S	25
6	AzkanisaLathifa. W	50
7	AndienPradini	50
8	Dwifa Kaila. S	75

9	EnjelikaRahma	75
10	Erridea. A	50
11	Emir Farrel. S	50
12	Farhan Ryan. R	47
13	FauzanRizky. R	50
14	Fithoyushar. Y	25
15	GalihWening. P. S	25
16	GhaidaSafa. N	25
17	HananShafiyah	75
18	KheysaNur. K	25
19	LakshitaBintang. A	25
20	MaroomNafisah. S	50
21	M. Daffa. K. I	50
22	M. FajarGanevi	25
23	Muhammad Raffi. C.S	25
24	Muslim Haq	58
25	NaflahAzizah. W	75
26	Natasha Sayyida	75
27	Rani Sayyidatin. R	50
28	RizkaAini. H	75
29	SanniyaNurul. L	54
30	RayssaAzzahra. R	67

N = 30	TOTAL	1251
	MEAN	41.70

Based on the table above showed that the total scores are 1251 with the mean of pre-test scores for experimental class is 41.70 with the lowest score is 25 and the highest score is 75.

The following table 4.2 presents the distribution frequency of pre-test scores

Table 4.2

The Distribution Frequency of Pre-test scores

No	Student	Interval	Percentage
1	25 – 33	9	30%
2	34 – 42	0	0%
3	43 – 51	10	33.33%
4	52 – 60	3	10%
5	61 – 69	2	6.67%
6	70 – 78	6	20%
TOTAL		30	100%

The following diagram 4.1 presents students pre-test scores for experimental class:

Diagram 4.1

Students' Pre – Test Scores
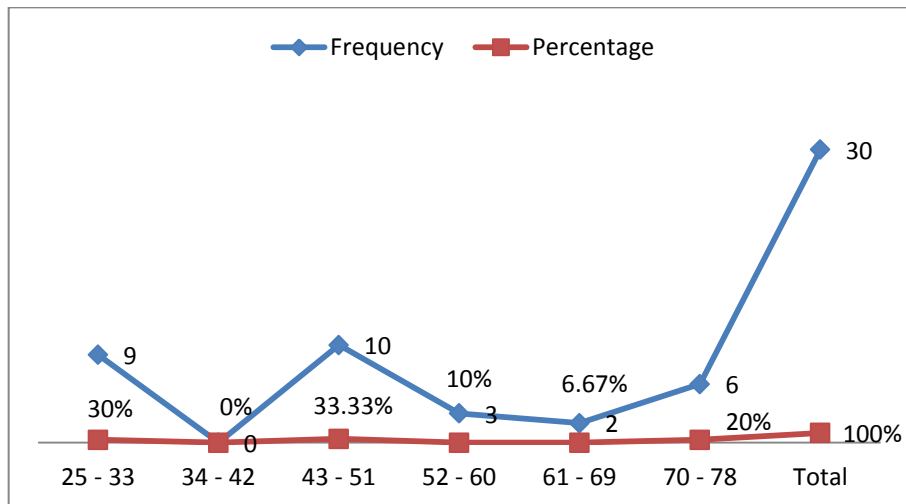
Based on the diagram of distribution frequency above, 9 students (30%) got scores 25 – 33 for their writing skill, 10 students (33.33%) got scores 43 – 51 for their writing skill, 3 students (10%) got scores 52 - 60 for their writing skill, 2 student (6.67%) got scores 61 – 69 for their writing skill and 6 students (20%) got scores 70 – 78 for their writing skill.

2. Table description of post-test scores for experimental class

Table 4.3

The Students' Post-test Scores

No.	Students	Score
1	AddinaZoya	83
2	AghisnaMirdhatillah. M	67
3	AlwaAjrina	75
4	Amanda Saviolla	50
5	AroanzhaAttalah. S	75
6	AzkanisaLathifa. W	50
7	AndienPradini	50
8	Dwifa Kaila. S	88
9	EnjelikaRahma	75
10	Erridea. A	63
11	Emir Farrel. S	75
12	Farhan Ryan. R	50
13	FauzanRizky. R	75
14	Fithoyushar. Y	50
15	GalihWening. P. S	25
16	GhaidaSafa. N	75
17	HananShafiyah	80
18	KheysaNur. K	73

19	LakshitaBintang. A	50
20	MaroomNafisah. S	67
21	M. Daffa. K. I	75
22	M. FajarGanevi	50
23	Muhammad Raffi. C.S	50
24	Muslim Haq	75
25	NaflahAzizah. W	75
26	Natasha Sayyida	53
27	Rani Sayyidatin. R	75
28	RizkaAini. H	25
29	SanniyaNurul. L	83
30	RayssaAzzahra. R	71
N = 30	TOTAL	1.885
	MEAN	62.83

Based on the table above showed that the total scores are

1885 with the mean of post test scores for experimental class is

62.83 with the lowest score is 25 and the highest score is 88.

The following table presents the distribution frequency of post-test:

Table 4.4

The Distribution Frequency of Post-test scores

No	Student	Interval	Percentage
1	25 – 35	2	6.67%

2	36 – 46	0	0%
3	47 – 57	9	30%
4	58 – 68	3	10%
5	69 – 79	12	40%
6	80 – 90	4	13.33%
TOTAL		30	100%

The following diagram 4.2 presents students post-test scores for experimental class:

Diagram 4.2

Students' Post – Test Scores
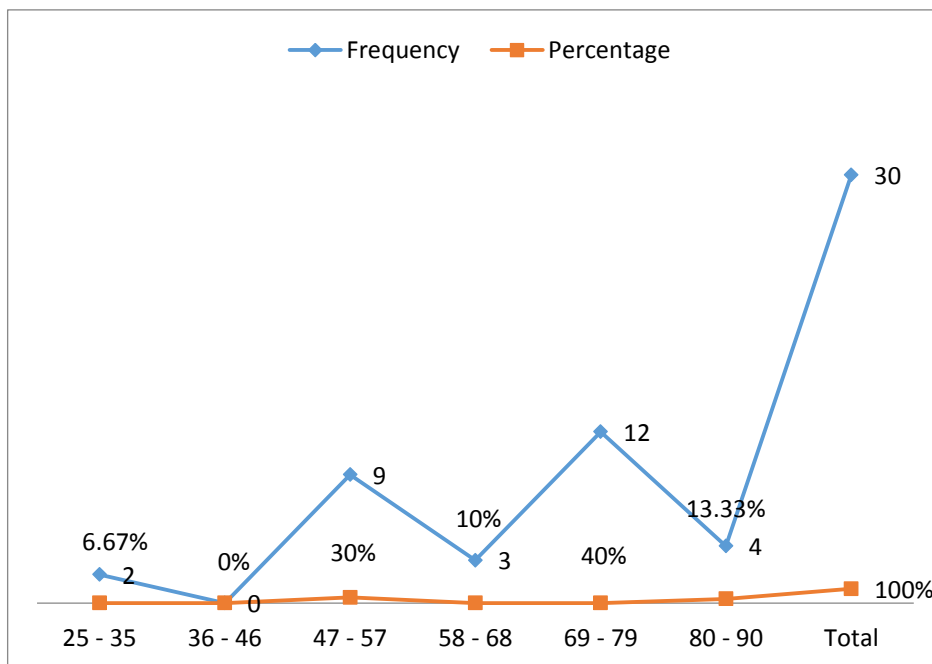
Based on the diagram of distribution frequency above, 2 students (6.67%) got scores 25 – 35 for their writing skill, 9 students (30%) got scores 47 – 57 for their writing skill, 3 students (10%) got scores 58 – 68 for their writing skill, 12 students (40%) got scores 69

– 79 for their writing skill and 4 student (13.33%) got scores 80 – 90 for their writing skill.

Table 4.5 presents the description gained scores between of pre-test and post-test for experimental class

Table 4.5

The Students' Gained Scores Between Pre-test and Post-test

No	Students	Result of Writing Skill through InstaChat		Gained Scores
		Pre-test	Post-test	
1	AddinaZoya	67	83	16
2	AghisnaMirdhatillah. M	50	67	17
3	AlwaAjrina	53	75	22
4	Amanda Saviolla	25	50	25
5	AroanzhaAttalah. S	25	75	50
6	AzkanisaLathifa. W	50	50	0
7	AndienPradini	50	50	0
8	Dwifa Kaila. S	75	88	13
9	EnjelikaRahma	75	75	0
10	Erridea. A	50	63	13
11	Emir Farrel. S	50	75	25
12	Farhan Ryan. R	47	50	3
13	FauzanRizky. R	50	75	25
14	Fithoyushar. Y	25	50	25
15	GalihWening. P. S	25	25	0

16	GhaidaSafa. N	25	75	50
17	HananShafiyah	75	80	5
18	KheysaNur. K	25	73	48
19	LakshitaBintang. A	25	50	25
20	MaroomNafisah. S	50	67	17
21	M. Daffa. K. I	50	75	25
22	M. FajarGanevi	25	50	25
23	Muhammad Raffi. C.S	25	50	25
24	Muslim Haq	58	75	17
25	NaflahAzizah. W	75	75	0
26	Natasha Sayyida	75	53	-22
27	Rani Sayyidatin. R	50	75	25
28	RizkaAini. H	75	25	-50
29	SanniyaNurul. L	54	83	29
30	RayssaAzzahra. R	67	71	4
	Total	**1251**	**1885**	**457**

Based on the table above showed that the total scores of pre-test is 1251 with the lower score 25 and the higher score 75, the total scores of post-test is 1885 with the lower scores 25 and the higher score 88 and gained scores 457 after the treatment applied.

C. The Analysis of the Data

1. Pre-test Analysis Experimental Class

Table 4.6

The Pre-test Analysis Experimental Class

No.	Students	X1	$\sum X_1^2$
1	AddinaZoya	67	4489
2	AghisnaMirdhatillah. M	50	2500
3	AlwaAjrina	53	2809

4	Amanda Saviolla	25	625
5	AroanzhaAttalah. S	25	625
6	AzkanisaLathifa. W	50	2500
7	AndienPradini	50	2500
8	Dwifa Kaila. S	75	5625
9	EnjelikaRahma	75	5625
10	Erridea. A	50	2500
11	Emir Farrel. S	50	2500
12	Farhan Ryan. R	47	2209
13	FauzanRizky. R	50	2500
14	Fithoyushar. Y	25	625
15	GalihWening. P. S	25	625
16	GhaidaSafa. N	25	625
17	HananShafiyah	75	5625
18	KheysaNur. K	25	625
19	LakshitaBintang. A	25	625
20	MaroomNafisah. S	50	2500
21	M. Daffa. K. I	50	2500
22	M. FajarGanevi	25	625
23	Muhammad Raffi. C.S	25	625
24	Muslim Haq	58	3364
25	NaflahAzizah. W	75	5625

26	Natasha Sayyida	75	5625
27	Rani Sayyidatin. R	50	2500
28	RizkaAini. H	75	5625
29	SanniyaNurul. L	54	2916
30	RayssaAzzahra. R	67	4489
N = 30	TOTAL	$\sum X1 = 1251$	$\sum X_1^2 = 82151$

Table 4.6 above shows that the result of $\sum X_1$ = 1251 and $\sum X_1^2$ =82151.

The analysis of the Pre-test (X_1) variable as follows :

c. Determining mean of X_1 variables

$$\overline{X_1} = \frac{\sum x_1}{N_1} = \frac{1251}{30} = 41.70$$

d. Determining of standard deviation score of X_1 variables

$$SD_1 = \sqrt{\frac{SS_1}{N_1 - 1}}$$

$$SS_1 = \sum x_1^2 - \left(\frac{\sum x_1}{N_1}\right)^2$$

$$SS_1 = 82151 - \left(\frac{1251}{30}\right)^2$$

$$SS_1 = 82151 - \frac{1565001}{30}$$

$$SS_1 = 82151 - 52166$$

$$SS_1 = 29985$$

$$SD_1 = \sqrt{\frac{29985}{29}}$$

$$SD_1 = \sqrt{1034}$$

$$SD_1 = 32.16$$

2. Post-test Analysis Experimental Class

Table 4.7

The Post-test Analysis Experimental Class

No.	Students	X2	$\sum X_2^2$
1	AddinaZoya	83	6889
2	AghisnaMirdhatillah. M	67	4489
3	AlwaAjrina	75	5625
4	Amanda Saviolla	50	2500
5	AroanzhaAttalah. S	75	5625
6	AzkanisaLathifa. W	50	2500
7	AndienPradini	50	2500
8	Dwifa Kaila. S	88	7744
9	EnjelikaRahma	75	5625
10	Erridea. A	63	3969

11	Emir Farrel. S	75	5625
12	Farhan Ryan. R	50	2500
13	FauzanRizky. R	75	5625
14	Fithoyushar. Y	50	2500
15	GalihWening. P. S	25	625
16	GhaidaSafa. N	75	5625
17	HananShafiyah	80	6400
18	KheysaNur. K	73	5329
19	LakshitaBintang. A	50	2500
20	MaroomNafisah. S	67	4489
21	M. Daffa. K. I	75	5625
22	M. FajarGanevi	50	2500
23	Muhammad Raffi. C.S	50	2500
24	Muslim Haq	75	5625
25	NaflahAzizah. W	75	5625
26	Natasha Sayyida	53	2809
27	Rani Sayyidatin. R	75	5625
28	RizkaAini. H	25	625
29	SanniyaNurul. L	83	6889
30	RayssaAzzahra. R	71	5041
N = 30	TOTAL	$\sum X2 = 1885$	$\sum X_2^2 = 131548$

Table 4.7 above shows the result of $\sum X_2 = 1885$ and $\sum X_2^2 = 131548$.

The analysis of the Post-test (X_2) variable as follows :

   c. Determining mean of X_2 variables

$$\overline{x_2} = \frac{\sum x_2}{N_2} = \frac{1885}{30} = 62.83$$

   d. Determining of standard deviation score of X_2varibales

$$SD_2 = \sqrt{\frac{SS_2}{N_2 - 1}}$$

$$SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{N_2}\right)^2$$

$$SS_2 = 131548 - \left(\frac{1885}{30}\right)^2$$

$$SS_2 = 131548 - \frac{3553225}{30}$$

$$SS_2 = 131548 - 118441$$

$$SS_2 = 13107$$

$$SD_2 = \sqrt{\frac{13107}{29}}$$

$$SD_2 = \sqrt{451.97}$$

$$SD_2 = 21.26$$

3. Determining t-test

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{41.70 - 62.83}{\sqrt{\left(\frac{29985 + 13107}{30 + 30 - 2}\right)\left(\frac{1}{30} + \frac{1}{30}\right)}}$$

$$t = \frac{-21.13}{\sqrt{\left(\frac{43092}{58}\right)\left(\frac{1}{30}\right)}}$$

$$t = \frac{-21.13}{\sqrt{(742.97)(0.03)}}$$

$$t = \frac{-21.13}{\sqrt{22.29}}$$

$$t = \frac{-21.13}{4.72}$$

$$t = -4.48$$

The result -4.48 indicated that there was a difference of degree as much as -4.48. Regardless the minus, it does indicated negative score.

4. Determining degrees of freedom

   df = N − 1

   df= 30 − 1

   df= 29

5. Determining t-table in significance level 5% with Degree of Freedom (df).The value of df is 29 at degree of significance 5% or t-table is 2.043. The result is 4.480 > 2.043. The results of the data analysis showed that by using the t-test formula, t_o (t-observation)

is higher than t_t(t-table). It means that by using instachat in teaching writing skill focus on recount text is effective.

D. Interpretation of the Data

Based on the result of t-test calculation above, 4.48 was obtained in the degree of freedom (df) of 29 (30 −1= 29), with the degree of significance 5%, it gained score 2.043. The result of calculation revealed t_o (t-observation) 4.480 >t_t(t-table) 2.043. Since t_o was higher than t_t score obtained from the result of the calculation, the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected.

From the explanation above, it can be seen that there is a significant difference between pre-test and post-test from the experimental class. The result mean of pre-test in experimental class is 41.70 and the result mean of the post-test in experimental class is 62.83. So, the experimental class improvement score is 21.13.In summary, from the results above, the post-test score on the experimental class is higher than the pre-test score. It can be said that using instachat in teaching writing skill focus on recount text is effective.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of the study is built up based on the findings and analysis of the data presented in the previous chapter. It can be concluded that teaching writing skill by using instachat was effective. This strategy gave positive contributions and better results in students' writing skill achievement.

Based on the result of t-test calculation above, 4.711 was obtained in the degree of freedom (df) of 29 (30 −1= 29), with the degree of significance 5%, it gained score 2.043. The result of calculation revealed t_o (t-observation) 4.480 > t_t (t-table) 2.043. Since t_o be higher than t_t score obtained from the result of the calculation, the alternative hypothesis (Ha) was accepted while the null hypothesis (Ho) was rejected.

B. Suggestion

From the conclusion above, the researcher would like to give some suggestion for english teacher, students, and other researcher. And the suggestions are as mentioned below :

1. For English teachers

   a. English teachers should use various, effective and appropriate teaching media such as Instachat which could lead to students' writing recount text improvement.

   b. The English teachers should be able to select the appropriate structure on Instachat to be implemented in teaching and learning process.

   c. The English teachers should modify the use of instachat in different and interesting activities.

2. For the students

   a. The students should enrich their experience and knowledge in English learning, especially in writing through Instachat media applied by their teacher to improve their writing recount text.

   b. The students should maximize Instachat as one of their daily learning activities to improve their writing skill especially in writing recount text.

3. For other researchers

   It is suggested to other researchers to do further research related to the application of Instachat to find more action to improve the students' writing recount text. The writer expected that other researchers who will conduct a research in the same field have various grade of students so that this media can be

measured more, especially in the process of teaching and learning

English.

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    University Press.

APPENDIX 2

SOAL PRE-TEST AND POST-TEST

PRE – TEST INSTRUMENT

Students Name : keysha nur khanso.

Absent Number : 16

Class : 8.1

Please make 3 paragraphs a story about your experience, Then choose one of the following topics bellow!

1. Nice experience
2. Funny experience
3. Hoax
4. Favorite Tourism Size
5. Hijab ~~Hadist~~ modis

nice experince.

Spell = 1

Grow =

Vocal =

Coubut =

$4 \times 4 = 16 \times 5 = 100$

80

On 2-3 January the 8th graders in muhammadiyah go to Bandung. We went to Bandung by bus. We left at 8 AM and arrive at 11:30. Then when we got there we had lunch. The show on the first day was outbound, after the outbound we went to the Wisata Tahu Susu Lembang.

At Wisata Tahu Susu Lembang we allowed to buy food. after Wisata Tahu Susu Lembang we continue the journey to the inn that is the hotel. We arrived at the hotel at 10:30 PM. After arriving at the hotel we were given dinner and entered the hotel room respectively.

The next day we continue the journey to 2 museums named Geologi and KAA. After from museums we went to shalat / pray at Masjid Agung Raya. then we go back to school. We are up to 9 PM at school.

APPENDIX 3

Surat Validitas Test

LEMBAR PERSETUJUAN UJI VALIDITAS

Judul   : **The Effectiveness of Using InstaChat in Teaching Writing Skill Focus on Recount Text**

Nama   : Fita Oktawiani Lestari

Nim   : 2014850034

Jurusan   : Pendidikan Bahasa Inggris Universitas Muhammadiyah Jakarta

Instrumen penelitian ini telah diperiksa dan telah di uji kelayakannya serta dapat dilanjutkan untuk proses penelitian selanjutnya.

Tangerang Selatan, 31 Maret 2018

Penguji

Aswir, M.Pd.

APPENDIX 4

SCORE OF PRE-TEST AND POST-TEST

The Students' Pre-test Scores

No.	Students	Score
1	AddinaZoya	67
2	AghisnaMirdhatillah. M	50
3	AlwaAjrina	53
4	Amanda Saviolla	25
5	AroanzhaAttalah. S	25
6	AzkanisaLathifa. W	50
7	AndienPradini	50
8	Dwifa Kaila. S	75
9	EnjelikaRahma	75
10	Erridea. A	50
11	Emir Farrel. S	50
12	Farhan Ryan. R	47
13	FauzanRizky. R	50
14	Fithoyushar. Y	25
15	GalihWening. P. S	25
16	GhaidaSafa. N	25
17	HananShafiyah	75
18	KheysaNur. K	25

19	LakshitaBintang. A	25
20	MaroomNafisah. S	50
21	M. Daffa. K. I	50
22	M. FajarGanevi	25
23	Muhammad Raffi. C.S	25
24	Muslim Haq	58
25	NaflahAzizah. W	75
26	Natasha Sayyida	75
27	Rani Sayyidatin. R	50
28	RizkaAini. H	75
29	SanniyaNurul. L	54
30	RayssaAzzahra. R	67
N = 30	**TOTAL**	**1251**
	MEAN	**41.70**

The Students' Post-test Scores

No.	Students	Score
1	AddinaZoya	83
2	AghisnaMirdhatillah. M	67
3	AlwaAjrina	75
4	Amanda Saviolla	50
5	AroanzhaAttalah. S	75
6	AzkanisaLathifa. W	50
7	AndienPradini	50
8	Dwifa Kaila. S	88
9	EnjelikaRahma	75
10	Erridea. A	63
11	Emir Farrel. S	75
12	Farhan Ryan. R	50
13	FauzanRizky. R	75
14	Fithoyushar. Y	50
15	GalihWening. P. S	25
16	GhaidaSafa. N	75
17	HananShafiyah	80
18	KheysaNur. K	73
19	LakshitaBintang. A	50

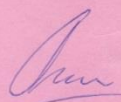|		
20	MaroomNafisah. S	67
21	M. Daffa. K. I	75
22	M. FajarGanevi	50
23	Muhammad Raffi. C.S	50
24	Muslim Haq	75
25	NaflahAzizah. W	75
26	Natasha Sayyida	53
27	Rani Sayyidatin. R	75
28	RizkaAini. H	25
29	SanniyaNurul. L	83
30	RayssaAzzahra. R	71
N = 30	TOTAL	1.885
	MEAN	62.83

APPENDIX 5

Kartu Bimbingan Skripsi

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama / No.Pokok   : Fita Oktawiani Lestari / 2014850034
Masa Bimbingan   : 7 DESEMBER 2017- 7 MEI 2018
Program Studi   : PBI
Judul Skripsi   : The Impact Using Instachat (Direct Massage) to Teach Writing Skill
Pembimbing   : Aswir, M.Pd

No	TANGGAL	URAIAN	PARAF PEMBIMBING
1	9 –12 –2017	Discussion chapter 1 : Introduction • Background • Statement of Problem • Question of Wrong	
2	21 – 12 –2017	Continue Discussion Chp I Revised on Background	
3	12 – 1 – 2018	Chp I acc ✓ Discuss chp II Related Theories Revised	
4	10 – 2 – 2018	Continue Discussion chp II Revised on Theories Theoretical Framework Designing Framework	
5	18 – 2 – 2018	Chp II Discuss Theoretical Framework Revise	

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No	Tanggal	Uraian	Paraf Pembimbing
6	27-2-2018	Chp I she ✓ Discussi chp III : Revise!	
7	15-3-2018	Discussi chp III - Sample - Method } revised	
8	28-3-2018	Acc chp III Continue to Field Research	
9	6-6-2018	Chp IV ∘ Findings & Interpretation : revise ∘ Forms of Evaluation .	Ami 28/3
10	9-6-2018	Chp IV acc Discussion chp V; conclusion + suggestion She ✓ Make abstract + references contents	
11	13-6-2018	Acc for examination .	

Mengetahui :
Ketua Program Studi

Zaitun, M.Pd.

Pembimbing

Aswir, M.Pd

APPENDIX 6

KARTU MENYAKSIKAN SIDANG PENELITIAN

UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
Jl. KH. Ahmad Dahlan Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330
Website: http://www.fipumj.ac.id Email: fip_umj@yahoo.co.id

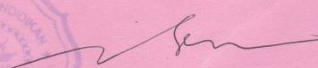## KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Fita Octawiani Lestari

NIM : 2014850034

Prodi : Pend. Bahasa Inggris

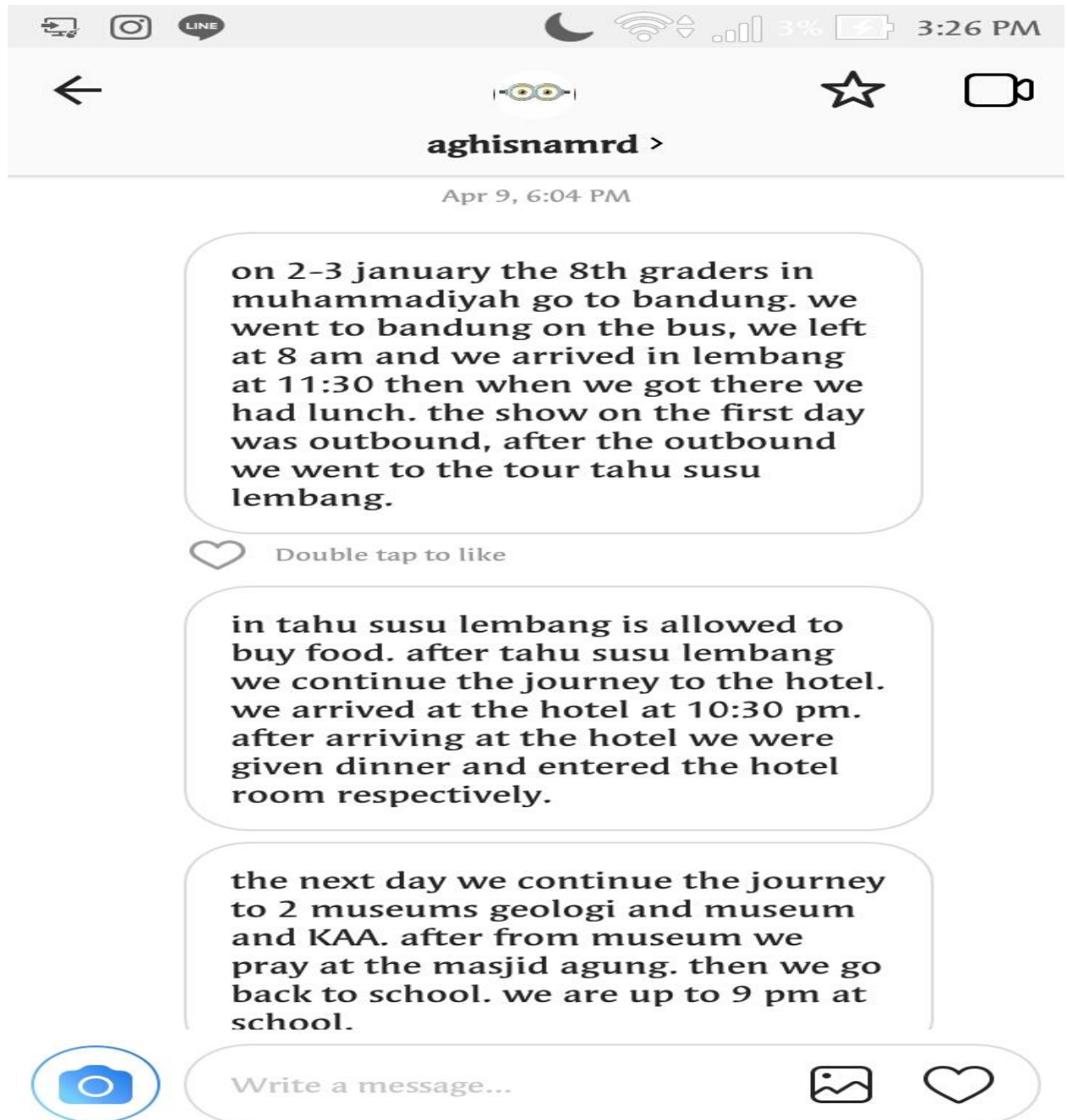| No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripi	Paraf Ketua Sidang
1	22/february/2017	Minhatul Farida	" An Analysis of student's Punctuation	
2	22/february/2017	Siti'in Fara Sani	The Effectiveness of Edmudu in improving students' English Reading Comprehention.	
3	Selasa/15 Agustus 2017	Prapti anggun Wido wati	The effect of news article to improve Student's "vocabulary mastery"	
4	Selasa/15 Agustus 2017	Ahmad Taufiq murohid	Using structural approach : numbered head together (NHT) to develop student speaking skill.	
5	Rabu/16 Agustus 2017	Nurul Amyati	Podcast in teaching listening Comprehention	
6	Rabu/16 Agustus 2017	Vivid Surya Atmaja	Developing students speaking skill through Talking stick Model.	
7	Rabu/16 Agustus 2017	milla virgina Hikmaya	The effectiveness of memrise App in Enchanging The students vocabulary mastery	
8	Rabu/16 Agustus 2017	Icen Lapeloran.	The correlation Between Hippo Crater Calenur Theory of Humor' characters and student's English Achievement.	
9	Jumat/18-08-2017	Siti Aenul mardiyah	Indirect feedback technique on simple present tense error to improve students writing ability	
10	Jumat/18-08-201	Shabrina Gisthi Pren	Enchanging student's English pronunciation Through "Rachel's English" youtube channel	

Mengetahui, Aug 18, 2017
Ka. Prodi,

(Zaitun, M.Pd.)

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APPENDIX 7

SURAT KETERANGAN MELAKSANAKAN PENELITIAN

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PERGURUAN MUHAMMADIYAH SETIABUDI PAMULANG
SMP MUHAMMADIYAH 22 SETIABUDI PAMULANG
SEKOLAH STANDAR NASIONAL (SSN)
Penyelenggara Kelas Olah Raga dan Kelas Progresif
Jl. Surya Kencana No. 29 Pamulang Barat - Pamulang - Kota Tangerang Selatan - Banten
Telp. (021) 74706439, Fax. (021) 7405324 Kode Pos : 15417
Website: www.smpm22pamulang.sch.id E-mail: smpm22pamulang@gmail.com

Piagam Pendirian
No. 130/102/Kep/E.92

SURAT KETERANGAN
Nomor : 305/IV.4 AU/SMP M.22/KET/A/2018

Yang bertanda tangan di bawah ini, Kepala SMP Muhammadiyah 22 Pamulang Kota Tangerang Selatan :

N a m a	:	**MUHAMMAD SOFYAN, M.Pd**
Jabatan	:	Kepala Sekolah
Nama Sekolah	:	SMP MUHAMMADIYAH 22 PAMULANG
Alamat Sekolah	:	Jl. Surya Kencana No. 29 Pamulang Barat- Pamulang Telp. 021. 74706439 Kota Tangerang Selatan 15417

dengan ini menerangkan bahwa :

Nama	:	**FITA OKTAWIANI LESTARI**
Tempat/Tgl. Lahir	:	Jakarta, 12 Oktober 1996
N I M	:	**2014850034**
Jurusan	:	Pendidikan Bahasa Inggirs
Jenjang Pendidikan	:	**Starata 1 (S.1)**

Nama tersebut di atas benar telah melaksanakan penelitian/riset di SMP Muhammadiyah 22 Setiabudi Pamulang, dalam rangka penyusunan Skripsi dengan judul **"The effectiveness of using instachat in teaching writing skill focus on recount text"** siswa SMP Muhammadiyah 22 Setiabudi Pamulang", yang telah dilaksanakan pada tanggal **30 April 2018**.

Demikianlah surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Tangerang Selatan, 28 Mei 2018

Kepala Sekolah

Muhammad Sofyan, M.Pd
NBM. 732 215

APPENDIX 8

WORK SHEET OF STUDENTS LEARNING ACTIVITY

aghisnamrd >

Apr 9, 6:04 PM

on 2-3 january the 8th graders in muhammadiyah go to bandung. we went to bandung on the bus, we left at 8 am and we arrived in lembang at 11:30 then when we got there we had lunch. the show on the first day was outbound, after the outbound we went to the tour tahu susu lembang.

Double tap to like

in tahu susu lembang is allowed to buy food. after tahu susu lembang we continue the journey to the hotel. we arrived at the hotel at 10:30 pm. after arriving at the hotel we were given dinner and entered the hotel room respectively.

the next day we continue the journey to 2 museums geologi and museum and KAA. after from museum we pray at the masjid agung. then we go back to school. we are up to 9 pm at school.

Write a message...

APPENDIX 9

DOCUMENTATION OF EXPERIMENTAL GROUP

CURICULUM VITAE

Nama   : Fita Oktawiani Lestari
Tempat, TanggalLahir: Jakarta, 12 Oktober 1996
JenisKelamin   : Perempuan
Kewarganegaraan   : Indonesia
Agama   : Islam
AlamatLengkap   : Desa Rawakalong, rt 01/05
                                     Gunung Sindur, Bogor
Nomor Telepon   : 08998715728

RIWAYAT KELUARGA

1. Orang Tua : Ayah : Rakiyo
                       Ibu : Situn

RIWAYAT PENDIDIKAN

2002 – 2008   : SD Negeri 1 Gunturharjo

2008 – 2011   : SMP Negeri 2 Paranggupito

2011 – 2014   : SMK Muhammadiyah 1 Baturetno

2014 – 2018   : Universitas Muhammadiyah Jakarta