

CHAPTER I

INTRODUCTION

A. Background of the Study

Students' perceptions play a very important role in the success of teaching because students are at the center of every learning process and also unique in the learning process to contribute to the view of teaching because they experience it more than anyone else in the education system. Even though students receive the same instructions from the same teacher, each student will interpret them differently. In other words, they will take different things from the lesson.

Derived from the Latin word "perceptio" which refers to the organization, identification, and interpretation of sensory information to represent and understand the environment. It is a process by which individuals select, organize, store and interpret the information gathered from these senses. Slamento (2010, p.102) describes perception as a process that involves the entry of messages or information into the human brain, through human perceptions of a sustainable relationship with the environment. This connection is done through the senses, namely the senses of sight, listener, touch, taste, and smell.

Perception does not appear by itself, but through the process and many factors affect one's perception, This causes why everyone has a different interpretation despite seeing or facing the same thing. According to Robbins (2003, p. 116-117), there are three factors that affect perception. The first is the

perceiver. When looking at something and trying to give an interpretation, an individual will be influenced by his or her characters such as beliefs, attitudes, motives, interests, experiences, cognitive structures, expectations, and cultural upbringing.

The second factor is the object or target being perceived. It can be persons, objects, or events. This affects one's perception. The target of perception is not something that is viewed in theory but in relation to others involved. This causes one to tend to group similar people, objects, or events and separate them from other groups that are not similar. The greater the similarity, the greater the probability we will tend to perceive them as a group, and vice versa. This domain may cover such as novelty, motion, sounds, size, background, proximity, and similarity.

The third is the context of the situation in which the perception is made. Elements in the surrounding environment influence our perception. Perception must be considered contextually, which means the situation in which the perception appears should obtain attention. The situation is a factor that contributes to the process of establishing a person's perception. The situation covers time, work setting, and social setting.

From the explanation above, it can be said that students' perception is so important to the teaching process.

Basically, one of the targets of teaching and learning English in schools is so that students are able to communicate in English both orally and in writing. To

achieve this, there are four language skills that must be taught; they listen, speak, read, and write. Listening and reading are passive or receptive skills while speaking and writing are active or productive skills (Harmer, 2001: 199, 246). All skills are important. However, one of the language skills that encourage students to be more productive and creative is writing skills.

Writing isn't just about writing something down on blank paper; it is more complex but more thorough. Writing is a combination of a process and a product. In addition, in writing, a writer needs to express his ideas, experiences, thoughts, and feelings so that it must be supported by adequate language components such as grammar, vocabulary, and spelling (Harmer, 2001: 255).

Based on a conversation the researcher had with the English teacher of SMP Parulian 2 Medan, most of the eighth grade students of SMP Parulian 2 Medan have less interest in writing. It is because they consider writing as a difficult thing to do. The students of VIII 2 class especially, perform writing worse than the other classes. Most of the students state that it is difficult to start writing. The students find it hard to start writing because they have no idea about what to write. This is in line with Harmer's (2004:61) statement: "a common response of many students when they are asked to write is that they have nothing to say. On the other hand, there are also students who have million thoughts and feelings to be written; however, they can not write it because they do not know how to start it.

The students' problem in writing is also caused by the difficulty of expressing ideas in writing. It is caused by their insufficient knowledge of language components such as vocabulary and grammar. They also found difficulty in organizing their ideas and sentences in writing. Besides the difficulties in writing itself, writing problems also exist because of the students' reluctance in writing. Harmer (2004:61) states that "the students are reluctant to write because they rarely write, even in their own language". The lack of writing practice makes students perform poorly in writing. Many of them were also reluctant to write because they are bored and uninterested with the use of conventional media in the learning process.

Actually, in everyday life, the writing habit has been built by the students themselves through social media such as Facebook, Twitter, Google+, etc. ⁴ www.socialbakers.com reported that in February 2017, Indonesia was placed as country with the fourth highest number of Facebook users in the world with the number of users reached 47.165.080. It shows that Indonesian, including the school ages, are quite active in Facebook.

In that social network, they feel free and enjoy writing their thoughts, feeling, and opinions in informal way. They usually write about something happened to them in a day as their Facebook statuses. It can be considered as simple recount.

Recount is one of genres taught in Indonesian schools. It is genre which retells events for the purpose of informing and entertaining (Gerot & Wignell,

1994, p. 194). In writing recount text, students can tell everything about their past experiences. Facebook status is one example of recount text that can be met in our everyday life. The experiences shared in Facebook statuses are usually typed in simple form and way. That is why Facebook users do not realize that actually they write recount text on Facebook almost every day, yet many times a day. Moreover, they do not realize that they enjoy recounting their experience on Facebook.

Teachers can take benefit from students' activity in writing on Facebook. They can enhance the students' writing habit by motivating them to write more and more not only in informal situation, but also in formal one. That is writing for academic purposes. This may be done since they enjoy writing that way.

Based on the background above, researcher is interested to investigate students' perceptions on the use of Facebook group in teaching recount text. Therefore, This study is expected to revolutionize the perspective of some entities that social networking and other web 2.0 tools are not only appropriate for social activities and interpersonal relationship, but also for academic purposes too. In order to find whether this strategy help students generate ideas through Facebook group in learning, researcher with simple will do survey on non-native to junior high school students.

B. The Problem of the Study

The use of social media is believed to improve teaching and learning at the level of course delivery by providing students with interactive content and

improved support services, including tutoring and feedback. In addition, social media create another network in which teachers and students do not have to use conventional eye- to- eye teaching methods. Based on the background above, the researcher formulate research question; How are the students' perceptions on the use of Facebook group in teaching recount text writing?

C. The Objective of the Study

Based on the above research questions, this research aimed at finding out students' perceptions on the use of facebook group in teaching recount text writing to grade VIII of SMP SWASTA PARULIAN 2 MEDAN in the academic year of 2020/2021.

D. The Scope of the Study

In connection with the problem formulated above, the researcher has scoped of this research. This study only limits on the students' perceptions the use of using Facebook as a discussion group in facilitaty them writting recount texts. The researcher focuses only on analyzing students' perceptions about the use of Facebook discussion groups in improving their skills in writing recount text.

E. The Significances of the Study

The Significances of this research expected to give benefit both theoritically and practically :

1.Theoritically

a. The results of this study can be used as input in the process of teaching English through social media Facebook so that it is not boring or monotonous.

b. The results of this study can be used as a reference for those who want to do research through social media such as Facebook in the process of learning English.

2. Practically

a. For the Researcher.

This finding is expected to give the new information to the writer about how to teach writing by using media facebook group.

b. For the teachers

The finding of this study is expected to bring new and fresh perspective that Facebook is a facilitator for all elements involved to teaching-learning activities especially writing recount text.

c. For further researchers

The result of students' perception in this research is expected to inspire other researchers to do further research about the implementation of Facebook in teaching English in other specification or other genres.

d. For the Students

The finding of this research hopefully becomes one of the considerable reading materials either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning process.