THE USE OF ASKfm MEDIUM TO INCREASE STUDENTS'

WRITING RECOUNT TEXT

(A Classroom Action Research of the Eighth Grade Students of

SMP N 1 Tahunan in the Academic Year of 2014/2015)

A Final Project
Submitted as a partial fulfillment of the requirements
for degree of *Sarjana Pendidikan*
in English

by
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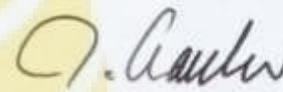**SEMARANG STATE UNIVERSITY**

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APPROVAL

This final project entitled *The Use of ASKfm Medium to Increase Students'*
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Students of SMP N 1 Tahunan in the Academic Year 2014/2015) has been
approved by a board of examiners and officially verified by the Dean of the
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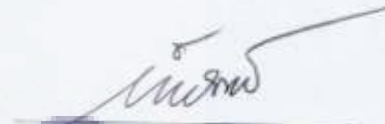   NIP. 196008031989011001

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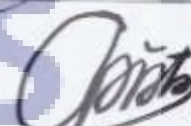   NIP. 196909072002122001

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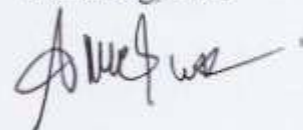
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menyatakan dengan sesungguhnya bahwa skripsi / tugas akhir / final project yang berjudul:

"The Use of ASKfm Medium to Increaase Students' Writing Recount Text (A Classroom Action Research of the Eighth Grade Students of SMP N 1 Tahunan in the Academic Year 2014/2015)."

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memenuhi gelar Sarjana Pendidikan Bahasa Inggris ini benar-benar merupakan karya saya. Semua kutipan baik yang langsung maupun tidak langsung, atau yang diperoleh dari sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/tugasakhir/final project ini membubuhkan tandatangan sebagai tanda keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian terdapat pelanggaran terhadap pelanggaran konvensi penulisan ilmiah, saya bersedia menerima akibatnya dan mengadakan perbaikan. Demikian, pernyataan ini dibuat dengan sebenarnya.

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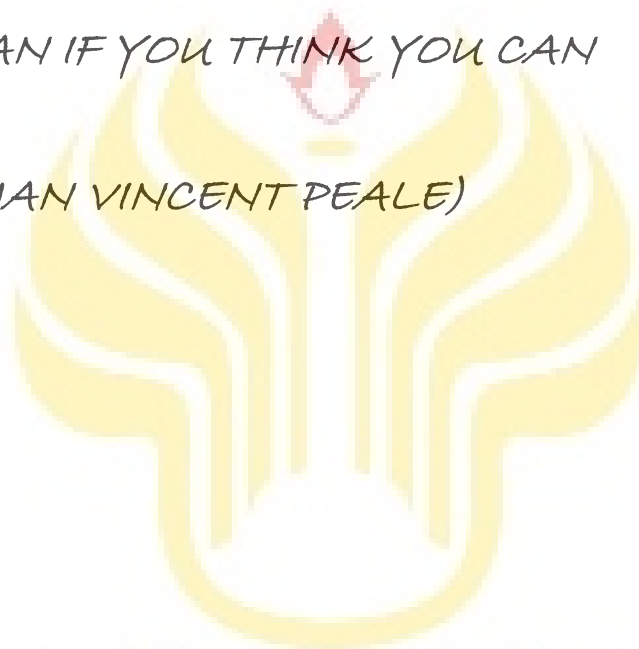
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MOTTO AND DEDICATION

ALLAH DULU ALLAH LAGI ALLAH TERUS

(USTAD YUSUF MANSYUR)

YOU CAN IF YOU THINK YOU CAN

(NORMAN VINCENT PEALE)

To my beloved parents, my beloved

sisters, my brother, and my friends.

ACKNOWLEDGEMENTS

First of all, I would like to praise to ALLAH SWT, who has been given me blessing, generosity, ease, health, inspiration and ability so I could complete this final project to fulfill one of the requirements to get the degree of *Sarjana Pendidikan* in English at the English Department of UNNES.

Secondly, I would like to give my deepest gratitude to my first advisor Drs. Amir Sisbiyanto, M.Hum and my second advisor Dra. Indrawati, M.Hum for their patience in giving me guidance, motivation, and suggestions until this final project completed.

Afterwards, I would like to give my special honor to the headmaster of SMP N 1 Tahunan, Mrs. Faiza, S.Pd who gave me permission to conduct my research in that school. My special thank is also for my students of VIII E of SMP N 1 Tahunan who have cooperated during the teaching and learning process.

My special honor also goes to all of lecturers of English Department of UNNES who have been teaching and guiding me patiently since the first semester of my study.

My special gratitude go to my beloved parents (Teguh Winarno and Any Noorhayati) for their endless love, supports, prays, guidance and help me for my success. For my sisters (Ajeng Yogacemista Noorwinda, Arinda Yogiakunta Noorwina, and Nailil Amaliayogo Noorwinanda), my brother (Miswadi), my nephew (Junior Adi Elano Nevan) and my future husband, I thank for making me

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I thank to my endless friends (Pramita Iga Rahayu, Retno Nur Cahyaningrum, and Vivi Wulandari) who always care and give me motivation in all condition. Thanks to all my friends of English Department especially (Imaniar Pratiwi, Zumika Elvina, Erissa Dewi Saraswati, Ella Kholillah Fakhri, Wicu Ruci Bunga Pertiwi, Zora Aveline, Rizky Cahyo Nugroho, M. Rizqy Arifin, Rildhania Dwifamaya, Irtifa Fiddiasari), I thank to my partners in crime during my study in Semarang (Wega Enita Sasanti, Niken Adila Sandi, Julianto Tri Wibowo, B. Emmanuel A., Bagus Jati K., Nawang Kusuma M.) for all support, motivation and love, I also thank to all members of Larissa Kos for the time and the togetherness.

The last but not least, there is nothing perfect in the world and this final project is no exception. Therefore, the criticisms and suggestions are needed for the improvement. I also hope that this final project will be useful for its readers.

Aini Winaryoga Ruhama

ABSTRACT

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Keywords: ASKfm, Writing, Recount Text, Classroom Action Research.

This final project is based on a study which was conducted to describe the effect of ASKfm technique to increase the students' skill of writing recount text. The object of this study was the students of VIII E of SMP N 1 Tahunan in the academic year of 2014/2015. There were 36 students, consisting of 20 male students and 16 female students.

The objectives of the study are to find out the students' difficulties in writing recount texts, reason of ASKfm is proposed as medium in teaching recount texts, and the effectiveness ASKfm to increase students' ability in writing recount. This action research needed seven meetings which were divided into pre-test and post-test and two cycles. There were two meetings for each cycle, one meeting for pre-test, and one meeting for post-test. In the first cycle, the students were introduced with the use of ASKfm in teaching writing recount texts. The second cycle was the betterment of the first cycle. There were some modifications in the second cycle.

The result of the study shows that the students' writing recount text could be increased by providing important learning materials such as the material itself, examples and the exercises by using ASKfm in which this kind of medium could gain the students' attention. The improvement of the students' writing recount text could be seen from the average of the pre-test was 57.22, the mean of the first cycle was 64.89, and the mean of the second cycle was 72.89., and the post-test was 77.78. Besides, the result of the observation and questionnaires showed that the students' interest during the teaching writing and learning process by using ASKfm was high. In conclusion, the use of ASKfm as medium worked well in writing class, especially for the VIII E students of SMP N 1 Tahunan. The students also said that they were not bored during the teaching and learning process. They enjoyed learning and their ability in writing recount text increased after using ASKfm.

In line with the result, I propose that using ASKfm as medium to increase student's writing recount texts can be the one of the positive ways to increase students' enthusiasm in learning English.

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CHAPTER I

INTRODUCTION

This chapter presents introduction which consists of background of the study, reasons for choosing the topic, research problems, objectives of the study, hypothesis, significances of the study, definition of the term used, and outline of the study.

1.1 Background of the Study

Every creature in the world needs to communicate with another. For human beings, the communication has different meaning. Human beings are only the ones who can use their minds, so they have ability of speak and create their own language by using their minds. Human beings use this language to communicate with each other. Communication is a transfer of meaning, whenever people communicate they try to convey three things, ideas, information, and feelings. It is verbal and nonverbal dialogue between people. People communicate in various ways, verbal, nonverbal communication, visual communication. These are conveyed in different methods, but mainly through writing, listening and speaking.

Writing is an essential part of communication. Throughout generations, writing has remained one of the primary modes of communication. The overall purpose of writing is to convey information to others in a way that can be fully understood in today's society. Writing skills serve as the starting point from which individuals

can be active members in a society. Good writing skills allow people to communicate message clearly and easily to a far larger audience than through face to face or telephone conversations. When someone writes, he/ she must keep in mind a few things that is the message should be simple, readable, accurate and understandable. Nowadays, most young people, especially students, while talking, walking, eating, reading, even studying in classroom, in front of teacher continuously striking the keys of device that seems to be part of their hand, called cellphone, the most deliberate interactive media. Writing and reading the texts on cellphone screen is in the favorite activity of students around the world. Cellphone has become significantly popular among today's teenagers.

Today, electronic communication places new demands on language that leads to interesting variations in written language use. The language of e-mail, chats, web based discussions and SMS message is marked by features of both informal speech and formal writing, a host of text based icons and acronyms for managing social interaction, and changes in spelling norms. In addition, the electronic medium provides a new context for the writing process. These phenomena have prompted research on whether students' frequent engagement with electronic writing has implications on writing recount text.

Based on the condition explained previously, the writer was encouraged to propose new teaching to increase students' writing recount text by using ASKfm. What is ASKfm? ASKfm is an application discovery service based in Irlandia. ASKfm is a global social networking site where users create profiles and can send each other's anonymously. The answers can be either in text or video format, and

users can also browse other people's profiles with the option of submitting questions directly to them. For further development, the developers can use the Ask.fm or other web based media that is appropriate for the school aged students to improve students' involvement in English language learning.

1.2 Reasons for Choosing the Topic

Technology has surely revolutionized the world of communication. The development of technology has considerably improved our lifestyle, including the communication techniques, it has changed the way people interact and communicate with each other. Using technology in communication has become a necessity; it is now part of people's. People communicate through emails, faxes, mobile phone, texting services, video conferences, video chart rooms and other social media channels. Social networking sites or social media has made it possible to share interest and connect people across the globe without any geographic, economic or political barriers. Social media services operate as online platform that can be used to develop social relations among people of the same interest. The majority of social networking services are internet based e.g. email, messengers and online communities. These online services provide users with means of interaction. Users can share activities, events, interest and ideas with people who are listed in their networks. The socialization of social networks offer the opportunity for people to reconnect with their old friends and acquaintances, make new friends, trade ideas, share content and pictures, and many other activities. This type of communications technology has made lifestyle innovative

and alleviated the distance. Students can collaborate with their peers to improve their academic proficiency and communication skills.

Online communication has opened the door to new ways of communicating with others and taking part in communities; the online relationships have become a social norm today. Chat rooms, discussion forums and dating sites let people meet with each other and get to know about people without being there in person. This gives much more flexibility when it comes to scheduling and dealing with social anxiety, long distance relationships, and those are now looked at as reasonable options, escaping stress previously associated with them. Much online communication is done publicly, allowing anyone with internet access to acquire an audience. Eventually, developments in communication technology gave birth to recent sophisticated social networking sites. So far, social media can influence people in many things and also it has become an addiction for many people fpr different reasons. Instead of students concentrating on their homework or studying for a big test next day, they are spending hours looking through pictures, answering their page comments, and chatting with friends on the site's instant messenger. Realizing the fact that social media should have been used, in this study the writer proposes using social media to improve writing skills.

1.3 Research Problem

The problems of this study are as follows:

1) Is there any significant difference in the mastery of writing recount text of the students taught by using ASKfm medium and those taught without using ASKfm medium?

2) What contribution can ASKfm give to the students' mastery of writing recount text?

1.4 Objectives of the Study

Being curious to know the real significance of using Ask.fm medium in the teaching learning process, an experiment was conducted in order to find out their contribution in language teaching. The objectives of the study are :

1) To investigate whether or not there is any significant difference between student's mastery of writing recount text taught by using ASKfm medium and those who are taught without ASKfm medium.

2) To discuss the contribution that ASKfm can give to students' mastery of writing recount text.

1.5 Hypothesis

There are two hypothes:

H_a = There is significant difference the writing recount text mastery achieved by students who are taught by using ASKfm.

H_o = There is no significant difference the writing recount text mastery achieved by students who are taught by using ASKfm.

1.6 Significance of the Study

The significance of the study can be stated as follows:

1) For the students

    The writer hopes that learning English by using ASKfm medium can improve their mastery of writing recount text.

2) For English teacher

    Hopefully, the teacher can apply the ASKfm in their teaching process in order to achieve the objectives of teaching writing recount text as effectively as possible.

3) For candidates of English teacher

    Hopefully, they can get more ideas about technique or media in teaching English writing recount text and could apply it in their teaching process.

1.7 Definition of the Terms Used

a) Social Networking Site

A social networking site is a platform to build social networks or social relations among people who share interests, activities, and background or real life connections. A social network service consists of a representation of each user (often a profile), his or her social links, and a variety of additional services. Social network sites are web-based services that allow individuals to create a public profile, to create a list of users with whom to share connections, and view and cross the connections within the system. Most social network services are web-based and provide means for users to interact over the internet, such as e-mail and instant messaging. Social networking

sites are varied and they incorporate new information and communication tools such as mobile connectivity, photo/ video/ sharing and blogging. Online community services are sometimes considered a social network services are group centered. Social networking sites allow users to share ideas, pictures, posts, activities, events, interest with people in their network.

b) ASKfm

ASKfm is a question asking and answering service that gives people the opportunity to ask and answer controversial questions totally anonymously (Hansen: 2013). The answers can be either in text or video format, and users can also browse other people's profiles with the option of submitting questions directly to them. The service is very easy to use, users can pose a question to one particular person or to all users, or users can answer any question that comes up on the feed. Users can invite their friends and followers to ask them questions by posting links on their timelines or twitter feeds. In other words, users tend to say things to people online that they would not say in face to face communication is exaggerated when users communicate anonymously. The site also raises many issues around privacy. It has very few privacy controls which mean that both questions and answers can be viewed by anyone, even non users of the site.

1.8 Outline of the Study

The final project is divided into five chapters.

Chapter I contains the background of the study, reasons for choosing the topic, research problems, objectives of the study, hypothesis, significances of the study, and report of the study.

Chapter 2 presents some theoretical assumptions regarding the contribution of techniques in language learning, the subjects which can be taught by using techniques, the method, approach, design and procedure of using techniques, the implications for materials and pedagogy, the psychological aspect of using techniques, their contributions, short comings and also the hypothesis.

Chapter 3 presents method of investigation which includes research design, subject of the study, research procedures, method of collecting data, the instruments of the study, data collection, method of analyzing data

The next chapter deals with the analysis of the data collected. And the last chapter gives the conclusion of the thesis and provides some suggestions for further study

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter contains three sections. The first section presents review of previous studies, then followed by the second section that talks about the theoretical study underlying this study and the last section is framework of present study.

2. 1 Review of the Previous Studies

In this part, I will review the previous studies related to my research which is "The Use of Ask.fm Application to Increase Students Writing Skill in English.." The previous studies that I will review are as follow:

The first study was conducted by Amnesti (2012). It was entitled *The Use of Movie Maker Digistory in Writing Recount.* The study was an action research conducted on VIII A grade students of SMP Negeri 1 Ayah, Kebumen. The purposes of the research were to describe the students' difficulties in writing recount text and to describe the extent of the improvement of the students' writing competence after taught with Movie Maker Digistory. Movie Maker Digistory is kind of an audiovisual aid that is used for improving the effectiveness of teaching and learning process and the students' interest. The result of the research showed that the use of Movie Maker Digistory in teaching recount text was able to gain student attention and motivate students to write and improve their ability in writing recount texts.

The second study entitled *The Use of Facebook to Improve Students' Skill and Increase Their Motivation in Writing Recount Texts.* It was conducted by

Khusnita (2013) to investigate the way Facebook improves the tenth grade students of SMA 1 Kajen students' skill and increase their motivation in writing recount texts. To achieve the objectives, an action research was designed and carried out through pre-test, cycle 1, and cycle 2. The subject of this research was 32 students of X 2 class of SMA N 1 Kajen.

The results of the study showed a significant improvement of the students' achievement. The result of the observation sheet showed that after learning writing recount text using Facebook, the students became more attentive, active, attracted in joining the lesson; and happier and more serious in writing. The analysis of the questionnaire showed that the students gave positive responses towards the use of Facebook in their learning.

The third study was conducted by Afra (2012). It was entitled *The Use of Blog to Teach Recount Text to Improve Students' Writing Skill.* This study was about the use of blog as media to teach recount text to the eighth grade students of SMPN 5 Semarang, in the academic year of 2011/2012. The objectives of this study are to find out whether teaching writing recount by using a blog as the medium is effective to improve students' ability of writing recount text and to find out whether there is any improvement of students' ability of writing recount text after being taught using blog.

The previous studies show that various kinds of media in teaching writing, especially the use of information and communication technology in writing recount text can increase students participation actively in the teaching learning activities. Moreover, this medium will improve students' creativity or at least

enrich students' knowledge and experience in creating relation of English language through information and communication technology.

By providing creativity through interactive medium in the English class, especially writing with curiousness, students' writing ability would be improved.

2. 2 Review of the Theoretical Study

In this part, the writer is going to discuss writing skills, teaching of writing, reasons for teaching writing, principle of teaching writing, writing convention, and general concept of Ask.fm.

2.2.1 General Knowledge of Writing

Writing is a medium of human communication that represents language through the inscription or recording of signs and symbols. Writing is a complement to speech or spoken language, it is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the formal alphabet. According to Hartmann, R.R.K and Stork, F.C (1973: 258), writing is the process or result of recording language in the form of conventionalized visible marks or graphic signs on the surface.

Writing is one of the four language skills: reading, writing, listening and speaking. It is a complex activity, and as students enter the workforce, they will be asked to convey ideas and information in a clear manner. This increase in writing importance as well as the eventual writing skill development will allow

the students to graduate with a skill that will benefit them for life. (Alber-Morgan, Hessler,& Konrad, 2007).

Writing is a process of creating, organizing, writing and polishing. In the first step of the process, we create ideas. In the second step, we organize the ideas, in the third step, we write a rough draft, and in the last step, we polish the rough draft by editing it and making revisions.

2.2.2 Teaching Writing

Teaching is an activity which can take place in a variety of setting and with markedly different group of learners. Teaching involves the application of technical and professional skills and knowledge to particular situation. It must necessarily involve teachers making judgements in the light of these skill and knowledge. Writing has always formed part of the syllabus in the teaching of English.

Writing is not simply a matter of putting words together, it is a recursive process, it is a process of revision and rewriting. Teaching process writing means the teacher create a science education that helps students see that writing requires steps to find, plan and create a draft text.

Writing can be considered as a channel or as a goal of language learning. In the first case, students write to learn the language, that is, they use writing alongside listening, speaking and reading in the process of learning important elements of the language and developing command of the language, while in the second case, students learn to write; therefore, writing as a goal basically focusses

on the fulfil such purposes as note-taking, summarizing, narrating, reporting and replying required for various real-life situations. (Wingard, 1980: 140)

According to Hudelson (1988), the development of students' writing skills could be defined as " the creation of original text using the individual's intellectual and linguistic resources, rather than copying someone else's text, using a prepared list of words to create sentences or stories, filling in the blanks, or practicing handwriting". It means that this kind of writing is deemed as significant as the other skills as it always used to assess students both in formal and informal tests. Besides, learning to produce real-life written texts involves learning to consider the reader's needs which, in turn, enables students to develop their communicative skills.

2.2.2.1 The Reasons for Teaching Writing

In everyday life the need for longer, formal written-work seems to have lessened over the years, and this is reflected in many classroom where writing activities are perhaps less often found than those for the three other skills. Despite this, there may still be a number of good reasons why it is useful to include work on writing.

Harmer (2001 : 79) states that the reasons for teaching writing to students of English as a foreign language are as follows :

1) **Reinforcement:** some students acquire languages in a purely oral way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as aid to committing the new language to memory.

Students often find it useful to write sentences using new language shortly after they have studied it.

2) **Language development:** We can't be sure, but it seem that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

3) **Language style :** some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication

4) **Writing as a skill:** by far the most important reasons for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and treading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements- and increasingly, how to write using electronic media. They need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill

2.2.2.2 Principle of Teaching Writing

Teaching of writing skills is that, unlike speaking, writing is not an innate skill or capacity, it is a technology that has to be learned. Understanding what is involved in producing a text will undoubtedly provide invaluable information for teaching writing in the classroom.

O'Brien (2000: 4) sets out four principles which should govern the teaching of writing: First of all, teachers should be aware of the difficulties involved in writing and should take account of them in their teaching and in their assessment of students' work. Secondly, teachers should expose their students to various models of the text-types they want them to write so as to facilitate the writing process. Furthermore, a third principle might be the careful selection of text-types for both reading and writing, always taking into account that students can usually read language that is more advanced than the language that they can produce. Last but not least, teachers should bear in mind that unless the production of whole text is encouraged, the teacher will not have the opportunity to teach all the important features that help to make the text coherent.

Supporting O'Brien's opinion, Harmer (2001 : 257) states that in the teaching of writing the teacher can focus on the product of that writing or on the writing process itself, because when concentrating on the product the teacher is only interested in the aim of task and in the end product. Furthermore, he proposes some activities to be done, those are:

a. Check language use (grammar, vocabulary, linkers)

b. Check punctuation

c. Check your spelling

d. Check your writing for unnecessary repetition of words and/or information

e. Decide on the information for each paragraph, and the order the paragraphs should go in

f. Note down various ideas

g. Select the best ideas for inclusion

h. Write a clean copy of the corrected version

i. Write out a rough version

Still this line with statement above, the following are few principles that every teacher should consider while planning a course, whether it is writing course, or a course in which writing will play a part. These principles can be adapted to the many different learning situations:

1) **Understand your students' reasons for writing**

The greatest dissatisfaction with writing instruction comes when the teacher's goals do not match the student's, or when the teacher's goals do not match those of the school or institution in which the student works. It is important to understand both and to convey goals to students in ways that make sense to them.

2) **Get the students to plan**

Before getting students to write, encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper. There are various ways of doing this. When students are planning, we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

3) **Provide many opportunities for students to write**

Writing almost always improves with practice. Evaluate your lesson plans : how much time is spent reading or talking about writing, and how much is spent actually writing. When practice writing sessions are integrated regularly into the

syllabus, students will become more comfortable with the act of writing. Practice writing should provide students with different types of writing as well. Short responses to a reading, journal entries, letter writing, summaries, poetry, or any type of writing you find useful in your class should be practiced in class.

4) **Encourage students to draft, reflect and revise**

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other's ideas, making suggestion for changes, and so contributing to the success of the finishes product.

5) **Make feedback helpful and meaningful**

Write comments on students' papers, make sure they understand the vocabulary or symbols used. Take time to discuss them in class. In order to foster independent writers, you can provide summary comments that instruct students to look for problems and correct them on their own.

6) **Clarify for yourself, and for your students, how their writing will be evaluated**

Take class time to ask them what they value in writing. Ask them what features distract from that enjoyment. This kind of discussion has two benefits : it is not only gives students a voice in the evaluation of their own work, it is also provides a common vocabulary with which the entire class can discuss their writing and the writing of others.

2.2.2.3 The Role of Teacher

1) **Motivator**

   Teacher's role in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on the teacher's part for longer process-writing sequences.

2) **Resource**

   Especially during more extended writing tasks, we should be ready to supply information and language where necessary. Teacher needs to tell students that he or she is available and suggestions are given in constructive and tactful way. Because writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups

3) **Feedback provider**

   Giving feedback on writing tasks demands special care. Teachers should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

2.2.2.4 Writing Convention

Written text has a number of conventions which separate it out from speaking. Conventions are the surface features of writing mechanics, usage, and

sentence. Conventions are a courtesy to the reader, making writing easier to read by putting it in a form that the reader expects and is comfortable with.

Writing conventions include spelling, punctuation, capitalization, grammar, and paragraphing. People should use conventions to enhance the readability of the paper. Spelling should be correct on all words. Punctuation should be smooth and guide the reader through the paper. Capitalization should be used correctly. Paragraphing should reinforce organization. People may manipulate conventions for effect.

2.2.2.4.1 Mechanics

Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraphs. Because they do not exist in oral language, students have to consciously learn how mechanics function in written language

For example, while speakers do not have to be conscious of the spelling of words, writers not only have to use standard spelling for each word but may even have to use different spellings for words that sound the same but have different meanings. The same holds true for punctuation: speakers do not have to think consciously about intonation and pauses, but writers have to decide where to use a period instead of a comma and how to indicate that they are quoting someone's exact words.

1) **Spelling**

Spelling according to Coulmas (1996: 477) is the conventions which determine how the graphemes of a writing system are used to write a language. The term is

usually applied to alphabetic or otherwise phonetic writing system. Spelling attempt to transcribe the sounds of the language into alphabetic letters, but phonetic spelling are exceptions in many languages for various reasons. One of the reasons that spelling for the students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound (or more correctly, a single phoneme) may have many different spelling, and the same spelling may have many different sounds. An issue that makes spelling difficult for some students is the fact that not all varieties of English spell the same words in the same words in the same way. One of the best ways to help students improve their spelling is through reading, especially extensively. For beginning writers, correct spelling is less important than having opportunities to apply their emerging knowledge of the alphabetic principle to their own writing. Phonic spelling (also called invented spelling) allows beginning writers to apply their developing knowledge of phonics to sound out the spelling of words as they write. Word walls provide students with a tool for learning the correct spellings of high-frequency words and applying them in their daily writing (Cunningham, 2000).

2) **Punctuation**

Punctuation is the use of spacing, conventional signs, and certain typographical devices as aids to the understanding and correct reading, both silently and aloud, of handwritten and printed texts. Another description is the practice, action, or system of inserting points or other small marks into texts, in order to aid interpretation, division of text into sentences, clauses, etc, by means of such

marks. Punctuation is used to create in written English, punctuation is vital to disambiguate the sense, clarity and stress in sentences. People use punctuation marks to structure and organize the writing. The sharp differences in meaning are produced by the simple differences in punctuation within the example pairs. Punctuation involve periods, commas, semicolons, colons, quotation mark, parentheses and brackets, apostrophes, hyphens, dashes, ellipses, question marks, exclamation points etc. Different writing communities (both between and within cultures) obey different punctuation and layout conventions in communications such as letters, reports, and publicity.

3) **Capitalization**

Capitalization is writing a word with its first letter as a capital letter and the remaining letters in lower ease in writing systems with a case distinction. The term is also used for the choice of case in text. The generally accepted rules of capitalization vary between different written languages. Conventional writing systems (orthographies) for different languages have different conventions for capitalization.

4) **Paragraph**

A paragraph is the building blocks of papers. Many students define paragraphs in terms of length: a paragraph is a group of at least five sentences, a paragraph is half a page long, etc. In really, though, the unity and coherence of ideas among sentences is what constitutes a paragraph. A paragraph is defined as a group of sentence that forms a unit. Length and appearance do not determine whether a section in a paper is a paragraph. For instance, in some styles of

writing, particularly journalistic styles, a paragraph can be just one sentence long. Ultimately, a paragraph is a sentence or group of sentences that support one main idea.

According to Oshima and Hogue (2006 : 2), a paragraph is a group of related sentences that discuss one (and usually one) main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences is unimportant; the paragraph should be long enough to develop the main idea clearly.

In general, paragraph consists of topic sentence, supporting sentences, and concluding sentence. **Topic sentence** states the main idea of paragraph. It is not only names the topic of the paragraph, but it is also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announce the specific area to be discussed is called the controlling idea. **Supporting sentences** develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. **Concluding sentence** signals the end of the paragraph and leaves the reader with important points to remember. It can do this in two ways: by summarizing the main point of the paragraph and by repeating the topic sentence in different word.

2.2.2.4.2 Usage

Usage refers to conventions of both written and spoken language that include word order, verb tense, and subject verb agreement. Usage may be easier than mechanics to teach because children enter school with a basic knowledge of how to use language to communicate. As children are learning to use oral

language, they experiment with usage and learn by practice what is expected and appropriate.

However, the oral language that many children use at home is often very different from formal "school" language. In addition, children who speak a language other than English at home may use different grammatical rules, word order, and verb conjugations.

Although it may be easier to teach "correct" usage when a child's oral language backgrounds benefit from learning about how language is used in different situations

2.2.2.4.3 Sentence Formation

Sentence formation refers to the structure of sentences, the way that phrases and clauses are used to form simple and complex sentences. In oral language, words and sentences cannot be changed once they have been spoken. But the physical nature of writing allows writers to craft their sentences, combining and rearranging related ideas into a single, more compact sentence. As students become more adept at expressing their ideas in written language, their sentences become longer and more complex.

2.2.3 General Concept of Genre

Today, genre is one of the most important and influential concepts in language education, especially in Junior and Senior High School Hyland (2004: 4) states that "genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. For many people, it is

intuitively attractive concept that helps to organize the common sense labels we use to categorize texts and the situations in which they occur".

Based on Hartono (2005: 5) the term genre is used to refer particular text types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose.

Moreover, Gerot and Wignell (1994:17) state that "A genre can be defined as a culturally specific text-type which results from using language (written or spoken) to (help) accomplish something." Therefore, genres are culture specific and have associated with particular purposes, particular stages, and particular linguistic features.

2.2.3.1 Types of Text

In general sense, a text is a form of written material. Halliday and Hasan (1984: 10) state that "we can define text, in the simplest way, perhaps, by saying that is a language that is functional. By functional we simply mean language that is doing job in some context, as opposed to isolated words or sentences that the writer might put on the blackboard. So any instances of living language that is playing some parts in a context situation, we shall call it a text. It may be either spoken, written, or indeed in any other medium of expression that we like to think of it".

Based on School-Based Curriculum (2006: 36), there are many texts taught in Senior High School. They are procedure, descriptive, recount, narrative,

report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

Summing up what has been stated above, it can be said that a text is a meaningful and purposeful stretch of language, either spoken or written, represented through the use of words, the appropriate way they arranged, and the structure of which is affected by the purpose it has.

2.2.3.2 Definition of Recount Text

Anderson and Kathy (1997:48) state that Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of the recount text is to give the audience a description of what occurred and when it occurred.

Another definition about recount text comes from Gerot and Wignell (1994: 194). They state that the social function of recount text is to retell events for the purpose of informing. Recount text is a text that retells our own past experiences. In short recount text using a chronological order of events, focusing on individual participants, and purposing to inform and also to entertain the reader. Recount text can help students to retell their experience or report on other people experiences in a written form.

According to Gerot and Wignell (1994: 194), it can be concluded that basically the generic structure in recount text consists of:

1) Orientation. It introduces the participants and explains the setting. This part usually answers the question: who it is about, what it is about, where it happened, and when it happened.

2) Sequence of events. It tells what happened and it is recounted in chronological order. It also shows how the writer felt and what he/ she was thinking of when he/she did something or something happened to him/her.

3) Reorientation. It is an optional part which provides a closure of events. It reflects on what has happened and what might happen next. The writer's comment is also placed in this part.

The language features that are used in recount text are it focuses on specific participants, they could be nouns or pronouns. Then the use of action verbs to refer to events, what the participants did, are called material processes. The use of past tense in this text is to show the events that happened in the past. The use of conjunctions is to connect one event to other events. The last is the use of adverbial phrases to indicate the place and time. We can see the following example of recount text written by Priyana *et al* (2008: 68).

Table 2.1 The Example of Recount Text

Title	**My Holiday**
Orientation	Last week, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourful flowers and a small pool.

Event 1	In the morning, my friend and I saw mount Batok. The scenery was very beautiful. We rode on horseback. It was very scary, but it was fun. Then we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.
Reorientation	We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

From the explanation and example above, it can be concluded that recount text is made in a series of events that has a purpose to retells or describes someone's experience in the past. While learning recount text, students can retell anything what they want to retell about their or somebody's experience in the past and what they did at that time. They retell it by using recount text. Everything they faced at that day will be written in this kind of text. The way in telling what they have done in the past in detail proves that they feel so enjoy when they tell their experience. It can be concluded that recount text is a very interesting text to learn and write by the students, in purpose to retell their experience in English.

2.2.4 Media

Media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting

language in its more complete communication complex (Murcia:2001). In teaching and learning media include audio visual, game, graph, computer, board, picture, textbook, teacher, smells, tastes, and so on. From the definition above, I conclude that media are the kinds of substances that are used by a teacher during teaching and learning process to support the presentation of the lesson. Students are expected to be more interested in the teaching learning process when they use media. In this study, the researcher chooses ASKfm as a technique to support the writing, because ASKfm is an example of social medium that is booming in this era.

2.2.4.1 ASKfm

Ask.fm is a question asking and answering service that gives people the opportunity to ask and answer controversial questions totally anonymously (Hansen: 2013).

The service is very easy to use, the users can pose a question to one particular person or to all users, or the users can answer any question that comes up on their feed. The answers can be either in text or video format, and users can also browse other people's profiles with the option of submitting questions directly to them.

This site is highly integrated with popular social networking sites like Facebook, Tumblr and Twitter. Users can invite their friends and followers to ask them questions by posting links on their timelines or twitter feeds. Users can also share questions or responses on a user's ask.fm profile on Facebook by "liking" them.

2.2.4.2 Principle in Using ASKfm

Some strategies are suggested in using ASKfm, they are:

1) **Allow or block anonymous questions**

On ASKfm the users have the option to ask question to other users while being anonymous or receive anonymous questions from others. Anonymity can be a useful and fun feature on ASKfm. However, the users always have the option to ask questions either as yourself with your public ID, or anonymously. Users do not have to ask questions anonymously. They also have the choice to receive a single anonymous question while on ASKfm to block all anonymous questions, users may go their Setting, and then click on privacy. From there, select do not allow anonymous questions.

2) **Blocking specific users from asking the question**

Users can block other users from sending the questions anonymous or not by clicking the Block button on their profile page. Blocked users are never allowed to ask users question again. Users can see who they have blocked by viewing their Blacklist in their Privacy Settings. Users can also block a user (anonymous or not) from their inbox by moving mouse over the right rail of the question to display the report or block button, then select it. From there, simply select the block user option. The user will block user from sending they questions in the future.

3) **Controlling which questions from other users appear on your profile**

Only you have the right to decide which questions appear on your public profile. Questions from other ASKfm users only show up on your profile

when you actually answer the question they ask. If you do not answer, these questions do not appear on your profile ever. And remember, you can always block specific users and anonymous questions, any time.

4) **Controlling public visibility on ASKfm**

ASKfm is a public space for people to communicate, which means that all content posted on ASKfm can be seen by the public. All members and visitors of the site can view your posts, and your posts can also be searched for in search engines, such as Google or Bing. This means that if there is any information you do not want the entire world to see, you should be careful about posting it in a question of answer. If you have published answers by mistake, they can be deleted from your profile by clicking the delete button in the top right hand corner of the answer.

5) **How to report abuse**

If you see content anywhere on ASKfm that you feel is unacceptable and goes against these rules, you should report those immediately by clicking the report button in the top right hand corner of the profile and/ Question and answer pages.

6) **Sharing with the ASKfm "Stream"**

The Ask.fm stream shows answers from the millions of users on one single page that is updated in real time. You can choose whether to share your answers to the public Stream on your Settings Page. By choosing to show your answers on the Stream, you can increase visibility of your profile and find new friends. However, you can also attract attention you don't

necessarily want. The good thing is, you can add or remove yourself from the Stream at any time with just one click in your Settings Page.

In short, to ensure the best experience possible while on ASKfm, please always keep the following in mind: Be thoughtful about what your post. Check our Terms of Use (website rules) for details on the behavior we allow and don't allow. Chances are, if you are not sure, you shouldn't post. Behavior that is in conflict with our terms of use will not be allowed on ASKfm. Take advantage of our privacy settings to manage who can see what you post and block unwanted attention. If you see or are subject to offensive or abusive content speak up. Take time to learn and understand the tools and features on ASKfm so you can have the best experience possible. The users do not have to send or receive anonymous questions to connect, engage and have fun with your friends on ASKfm.

2.2.4.3 Contributions of Ask.fm for students

ASKfm is a popular social networking site with over 60 million registered users. The website allows individuals to ask other users questions either anonymously or as an identified user. ASKfm is a question asking and answering service that gives people the opportunity to ask and answer controversial questions totally anonymously. ASKfm is a useful social tool because it allows people to ask questions or write comments without social consequences. Many people have used the site wanting to know more about someone behind their computer or phone screens. This site is highly integrated with popular social networking sites like facebook or twitter. Users can invite their friends and followers to ask them questions by posting links on their

timelines or twitter feeds. Users can also share questions or responses on a user's ask.fm profile on facebook by "liking" them.

ASKfm has numerous positive impacts on the teaching learning process, since both of students and teachers are using this media as a tool to communicate. As most of students already use it, teachers have also started to familiarize themselves to maintain an effective and trendy communication

Ask.fm is also improve the students writing skills, since it concerns with the essential mechanics of writing such grammar, syntax, punctuation and capitalization.
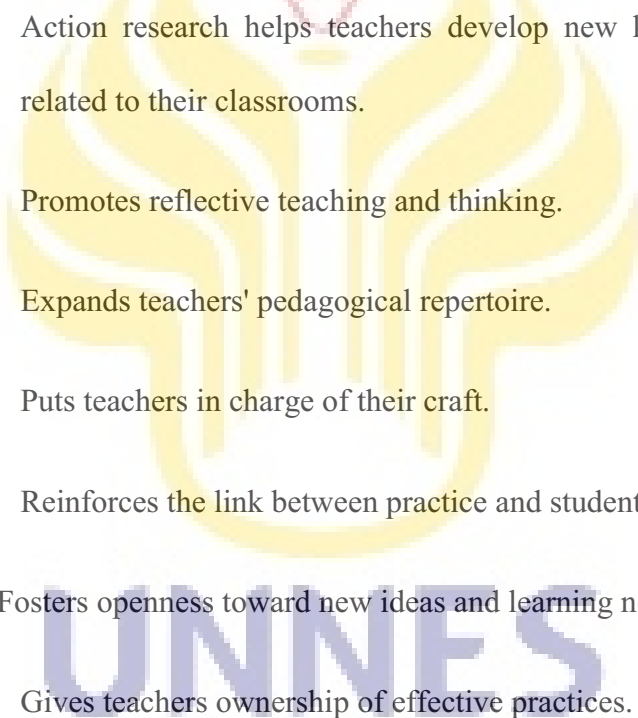
2.2.5 Action Research

Burns (2010: 2) stated that the action research is related to the ideas of 'reflective practice' and 'the teacher as researcher' that involves a self reflective, critical, and systematic approach to exploring the teacher's own teaching context. Other statements are from Fraenkel and Wallen (2008,p,.589) who stated that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Some researchers agree that action research is effective to teacher training program. It can develop professionalism in teaching for the teacher.

It can be concluded that action research is conducted by the teacher in a classroom in order to develop professionalism in teaching. By doing action research, the teacher knows about the situation while implementing a new way of teaching.

2.2.5.1 The Benefits of Action Research

An action research is conducted by a teacher in a classroom in order to develop professionalism in teaching. It can be an interesting option for the writer or the teachers in teaching and learning activity. Hensen in Hine (2013) stated that action research has several advantages the teacher and writer. The advantages can be listed as follows:

a) Action research helps teachers develop new knowledge directly related to their classrooms.

b) Promotes reflective teaching and thinking.

c) Expands teachers' pedagogical repertoire.

d) Puts teachers in charge of their craft.

e) Reinforces the link between practice and student achievement.

f) Fosters openness toward new ideas and learning new things.

g) Gives teachers ownership of effective practices.

By doing action research, automatically the researcher or the teacher has data which is consisting about the information of school and students. The data result can be used as decision to change the education system in their school. By doing so, the education system be more effective in teaching and learning activity.

2.2.5.2 Steps in Action Research

There are so many experts explain about the steps of conducting action research. However in this study, I quote the steps of action research based on Kemmis. A classroom action research is conducted cyclic. According to Kemmis (1990) cited in Mills (2000: 97), a cycle consists of four steps. They are planning, action, observation, and reflection. The steps can be seen in the figure below.
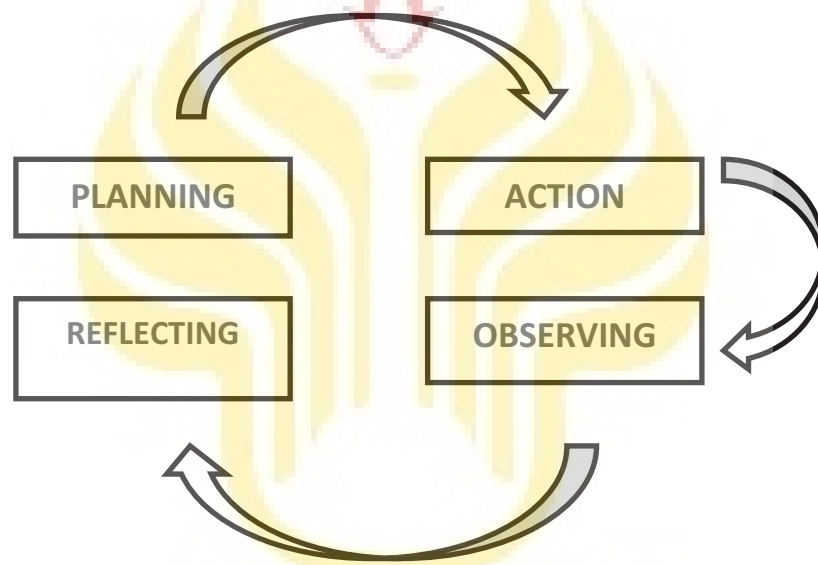

Figure 2.1 Steps of Action Research (From Mills, 2000)

Planning is the first step to conduct an action research and this is the important one. Plan means identify the problem area. It is conducted before a researcher starts her/his action research. The purpose of this activity is to know the problems and find a good solution for the problem.

The second step is action. Action is an implementation of planning. An action is the main phase of action research. It is followed by observation and reflection.

This phase is the implementation of the planning proposed by the researcher to solve the problems.

Next, in the observing step, a researcher has to observe all events or activities during the research. It is time to get evidence by analyzing the action and deciding whether the action was successful or not.

The last step is reflection. This activity is done after the implementation of treatment in action step. The result of reflection is used to establish the next steps of a research. In other words, a reflection is an investigation to know the result of a research whether a research was success or failure in reaching the research purpose.

From the detailed explanation above, it can be concluded that planning always becomes the first step in doing any activities. Planning is the reference in doing the action. While action is the second step which realizes the planning that has made by a researcher. The observation is needed to know the quality of the action. Based on the observation, a researcher can determine whether it is necessary to do a revision after doing an action or not in order to reach the purpose in doing an action research.

2.3 Theoretical Framework

In this part, I bring an interesting teaching media to increase students' writing recount text by using ASKfm in SMP Negeri 1 Tahunan. In this study, I give a brief explanation about ASKfm and show them how to use this social media.

As I explained in the previous part, ASKfm gives a chance for the users to show their talent about written skill. It will be an interesting media for the students to support the teaching learning process, so they will be more active in writing recount text through ASKfm. The writer believes that ASKfm will be good source to increase students' writing recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of what have been discussed in the previous chapter and also the suggestions for language teaching.

5.1 Conclusions

Based on the result of this study that was presented in the previous chapter, the conclusion was summarized as the following.

There is any significance difference in the mastery of writing recount text of the students taught by using ASKfm medium. It can be proved from pre-test and post-test. The mean of pre-test was **57.22** and the mean of post-test was **77.78**. The increasing was **20.56** points. Those score were showed in the previous chapter and were presented in the tables. The mean of post-test was higher than the KKM.

The H$_a$ is accepted. After finding out the result of this research the researcher believed that ASKfm gave contribution in using social medium as the learning medium especially in writing recount text. According to the students' questionnaires and tests, the researcher concluded that there was an improvement in their motivation in learning English as well as the achievement The students became more active and enthusiastic in learning English by using ASKfm. Thus, the students used social medium not only for communicating with others, but also for supporting their learning English.

5.2 Suggestions

Based on the conclusion above, introductory sentence I would like to offer some suggestions.

First for the teachers, they should be able to use various methods and materials, media or teaching aids of teaching writing recount text in order to promote the students' interest in writing recount text. Teaching writing recount text is recommended for English teacher, especially Junior High School teacher to motivate the students' interest, their improvement in learning writing recount text and to prepare them to continue to Senior High School.

Second for the students, the students should encourage themselves to learn English especially writing recount text by trying to write something that interest them. The students could have more exercises of writing recount text by finding another problem around them, discussing it with the teacher or friends and then writing it on a paper.

Third for the researchers, to get wider generalization of the result of this study, such activity should be conducted in other classes of other schools, and I hope, there will be many researchers that will teach writing recount text more effectively in the future.

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