

CHAPTER I

INTRODUCTION

A. Problem Background

The English language is accepted as a foreign language in the country of Indonesia, formally taught in Indonesia from elementary school to university. As a result, the pupils need to be proficient in English. It contains four fundamental linguistic abilities. They entail speaking, reading, listening, and writing. Some facets of English, such as vocabulary, syntax, phonetic/phonology, etc., go along with those abilities. (Faliyanti, 2015).

Writing is one of the four vital skills in learning English. Writing skill must be distinct from academic activities or educational institutions. Yusuf et al., (2017), states in the world of writing education, it is impossible to separate it. Writing is also a communication tool poured on paper, computers, and cell phones. Writing is used to find and organize ideas because our ideas can be adequately expressed. For writing skills to be better, attractive, solid, and clear to readers, it needs to be improved with lots of practice.

Writing is a necessary yet challenging skill for students to learn, as writing in a foreign language is more complicated than in Indonesian due to the structure, orthography, and semantic significance being distinct. Therefore, writing must have a lot of vocabulary that must be mastered and correct grammar or other writing rules to make it easy to understand. Not only that, many students have difficulty writing because they determine the topic. Virdyna, (2016) argue some students find it challenging to decide on issues when they want to write. They need more ideas to complete their assignments. In this particular case, students must engage in some knowledge in order to comprehend the idea that will later be expressed in writing. As a result, teachers must successfully impart knowledge by encouraging students to develop their writing skills and communicate ideas, concepts, and messages in writing.

There are many different kinds of writing, including expository, persuasive, narrative, and descriptive. There are many different types of writing, including narrative text, hortatory exposition text, analytical exposition text, recount text, procedure text, and report text. Researcher focused on

students' abilities in creating an analytical exposition text in this study. The class XI analytical exposition text material in the 2013 curriculum of the Ministry of Education and Culture of the Republic of Indonesia attempts to explain information and concepts linked to numerous facets of life, such as the economy, environment, education, health, etc. It was also intended to influence readers to concur with the opinions expressed and conveyed by the author in reaction to a particular issue. Wicaksana (2016), state that the generic structure The first thesis in an analytical exposition of the text establishes the subject, identifies the speaker's or writer's viewpoint, and provides an outline of the argument. Secondly, there is an argument consisting of points and elaboration, and thirdly there is reiteration to restate the speaker's or writer's position or conclusion. The ability to communicate ideas and make arguments in writing while taking into account social functions, textual organization, and language aspects accurately and in context is that expected of students.

The researcher conducted a pre-survey on 306 students in writing analytical exposition texts and obtained the following data :

Table 1. 1
Pre-survey Data on Students' Writing Scores in the Eleventh Grade at MA
Negeri 1 Metro

	Score	Class									Total	Category	Percentage
		IPA 1	IPA 2	IPA 3	IPA 4	IPA 5	IPS 1	IPS 2	IPS 3				
1	80-100	7	9	4	3	5	7	6	4	45	High	15%	
2	66-79	18	22	10	10	12	11	17	13	113	Medium	37%	
3	0-65	13	7	24	26	21	20	15	22	148	Low	48%	
	Total	38	38	38	39	38	38	38	39	306		100%	

Source: Teacher data on analytical exposition text assessment in class XI IPA MA Negeri 1 Metro.

According to the data previously, it could be explained that the 45 students got 80-100 in the category of highest scores with a percentage of 15%, then 113 students scored 66-79 in the medium category with a portion of 37%, and 148 students in the lowest score category, namely 0-65 with a

percentages of 48%. Therefore, there are 306 students overall, and the full rate is 100%. There are still a lot of kids with weak writing abilities.

Many causes make students experience difficulties or even need more enthusiasm in writing. After surveying several students of class XI MA Negeri 1 Metro, internal factors made them experience problems in writing. Namely, they needed help determining ideas and constructing words. In addition, external factors that cause students to become bored during learning are school facilities that cannot be used optimally, causing boredom and a lack of enthusiasm for writing, an unattractive learning environment, and a lack of media use in learning. In addition, the need for an inappropriate teaching approach also creates difficulties. Therefore, students need engaging learning to be enthusiastic about learning and improve their writing skills. To encourage an enjoyable learning environment and keep students engaged throughout the learning process, engaging material is expected to be used.

The outcome of the pre-survey have been that writing is difficult for students. Therefore, it is necessary to use exciting media. Hence, the researcher is interested in utilizing TikTok videos as media and education. A TikTok video is a video that is uploaded to the TikTok application where the video is of short duration. Usually, the videos on the TikTok application contain entertainment, trending phenomena, information, education, and much more. Researchers are interested in choosing the TikTok video media because it is inevitable that in this modern era, almost all teenagers have the application, and this TikTok video will help students find ideas in writing. The researcher conducted an experimental design to find out whether or not there is an influence on the scores of students when writing analytical exposition texts using TikTok videos. Using the justification provided, the researcher carried out research titled: "The Influence Of Using Tiktok Video Toward Students' Ability In Writing Analytical Exposition Text At The Eleventh-Grade MA Negeri 1 Metro".

B. Problem Identification

In accordance with the background of the problems, the problems are able to be classified as follows:

1. A lack of writing enthusiasm in students. Many students think that writing is boring.

2. Students need help finding ideas to write something and composing words.
3. Learning media can be more attractive when learning to write.
4. The facilities provided need to be utilised optimally for learning.
5. The less attractive learning environment, so students need more approach from the teacher.

C. Problem Limitation

Due to the problems described above, many instructional media are used for learning English, particularly in writing. The researcher would like to researching the influence that using TikTok video media regarding the writing ability of students in the classroom XI MA Negeri 1 Metro.

D. Problem Formulation

The following research questions are based on the problems mentioned above:

1. Is that any influence for the use of Tiktok Videos on the writing ability of students in class XI MA Negeri 1 Metro?
2. Is there any significant influence before and after the use of TikTok videos on the writing skills of class XI MA Negeri 1 Metro students?

E. Research Objectives

Considering the problems described before, the aims of the researchers in conducting the study were:

1. To find out whether using TikTok videos has an influence on the writing abilities of class XI students at MA Negeri 1 Metro.
2. To determine the significant influence before and after TikTok videos on the writing abilities of XI students of MA Negeri 1 Metro.

F. Research Scope

The scope of the research are as follows:

1. The research design is experimental research.
2. The research subject is class XI MA Negeri 1 Metro.
3. The research object is a TikTok video media in writing class.
4. Place of research at MA Negeri 1 Metro

5. Time the research will be conducted in the even semester of 2022/2023

G. Research Benefits

1. Benefits for students:

The results of this research are helpful for class XI students at MA Negeri 1 Metro because they can guide them in using new writing tools for learning to prevent boredom and increase motivation for better study habits.

2. Benefits for the teacher:

It is hoped that the findings of this research would assist teachers in identifying the challenges that children have when writing. When teaching students to write, teachers will find new and more modern teaching media like TikTok video content.

3. Benefits for researchers:

For future researchers, the results of this research will add new knowledge about the effects of using TikTok videos and can serve as motivation and information for those who wish to conduct similar research.