

CHAPTER I

INTRODUCTION

1.1 The Background of the Research

Language was an important instrument in human civilization, which was used as a means of interaction with others. Everyone who used language definitely aims to convey information, ideas, knowledge, and thoughts. In this century English became the most widely spoken language in the world. English was an international language, therefore English was often used as a tool to communicate between countries.

English was a universal language, and almost all humanity uses English for various purposes, such as business, education, economics, government, and so on. In English there were 4 important points, the 4 points were reading, listening, speaking, and writing. In this research, The writer only focused on writing, because writing was an important skill of the four skills and each student was expected to be able to write because writing can develop ideas that wanted to be expressed creatively in a writing media.

Writing was one of the skills that must be learned in every English learning process. According to Westwood (2008:56) said that writing was one of the most difficult skills to master, because it required a variety of mastery such as: linguistic, cognitive, and social competencies. Therefore writing was a difficult skill because it must pay attention (Content 30%, Organization 20%, Vocabulary / Word Choice 20%, Language use 20%, Mechanics 10%). In general, there were many problems which was faced by students in writing essays.

There were many learning media today, such as motion audio visual, silent audio, internet media (application), print media. In this study, The writer used tumblr application as a media in writing, because *Tumblr* application was an application based on social media where The writer chose this application because this application more accentuate the blog feature (media writing). Therefore Matteson (2011:54) said that this application was the place of modern blog sites.

Yunus and Salehi (2012:383-389) tried to find out how teachers in Malaysia view using *tumblr* application as a learning medium to improve students' ability to write blogs efficiently. Vitiara (2017:1-12) examined the influence of increased student writing using tumblr media, and the *tumblr* app has a positive effect and influence in teaching writing.

The writer chose this media because this media gave a different nuance in writing essays, and this media was already available blog feature (media writing). The writer believed through this media, students would gain good influence and writing experience. This research was conducted for 2 months and started from the beginning of Juny to July 2021. here were the results of his research:

Table 1.1

The Result of Preliminary Research

No	Initial Name of the Students	Content of scoring	Writing Score
1	NPZ	Content : 9 Organization : 6 Vocabulary : 8 Language use : 7 Mechanics : 7	37
2	ZG	Content : 9 Organization : 8 Vocabulary : 8 Language use : 7	39

		Mechanics : 7	
3	NFH	Content : 7 Organization : 5 Vocabulary : 11 Language use : 7 Mechanics : 4	34
4	KUB	Content : 10 Organization : 7 Vocabulary : 8 Language use : 17 Mechanics : 8	50
5	RA	Content : 10 Organization : 11 Vocabulary : 11 Language use : 8 Mechanics : 4	44
6	L	Content : 10 Organization : 5 Vocabulary : 8 Language use : 7 Mechanics : 5	35
7	MCS	Content : 9 Organization : 16 Vocabulary : 7 Language use : 8 Mechanics : 7	47
8	SRS	Content : 10 Organization : 4 Vocabulary : 8 Language use : 7 Mechanics : 5	34
9	MSH	Content : 9 Organization : 16 Vocabulary : 7 Language use : 8 Mechanics : 7	47
10	N	Content : 15 Organization : 8 Vocabulary : 12 Language use : 8 Mechanics : 7	50
11	YG	Content : 19 Organization : 10 Vocabulary : 11 Language use : 15 Mechanics : 4	59
12	NR	Content : 10 Organization : 5 Vocabulary : 8 Language use : 8 Mechanics : 4	35
13	YS	Content : 15	50

		Organization : 7 Vocabulary : 8 Language use : 13 Mechanics : 7	
14	SS	Content : 16 Organization : 7 Vocabulary : 8 Language use : 11 Mechanics : 5	47
15	JP	Content : 10 Organization : 10 Vocabulary : 10 Language use : 8 Mechanics : 6	44

Total Score = 652

Total Data = 15

Mean = 43,46

Based on the presentation of the table data above, The writer convinced that the level of writing students were low, especially in writing argumentative essays. The standard score of English at the school was 75. Based on The Result of Preliminary Research above, The writer found a lot of problems which was faced by students in writing argumentative essays. Lack of interest and knowledge of students in learning english and lack of grammar, vocabulary, and arguments that support resulting in a lack of understanding in shaping sentences into a complete and solid paragraph. Therefore the writer chose this title because the title of this study is interesting, and The writer wanted to try how much influence *Tumblr* application as a media student in writing argumentative essay

1.2 The Problem of the Research

To do this research, the writer formulated the research question : “Does *Tumblr* application media affect argumentative writing skill of the third grade students at SMA YAPIM Medan ?”

1.3 The Objective of the Research

By looking at the problem formulation above, the purpose of the above research is “The purpose of this study is based on the background and issues above, which aims to find out if *tumblr* app significantly affects argumentative writing skill of the third grade students at SMA YAPIM Medan”

1.4 The Scope of the Research

There were a lot of media in teaching Writing: such as *Blogger, Tumblr, Wordpress, Twetter, Facebook*, and so forth . In this study, The writer focused on Tumblr application and the writer focused on argumentative writing, taking into account content, organization, vocabulary, language use, and mechanics. From writing argumentative essay, the writer could learn the quality and ability of each student. The writer would examine in class XII IPA 1 and XII IPA 3.

1.5 The Significances of the Research

The research finding would be expected to have both theoretical and practical significance.

1. Theoretically

- 1) The result of the research could become a new perspective in teaching writing
- 2) The result of the research could become a new model in the research of teaching media.

2. Practically

1) For the english department students

(1) students are not only able to write argumentative writing but also were able to create a blogs with their creativity, and they could upload the result of writing to the internet so that others could see the results of their blogs

(2) giving a different nuance in writing and student's learning achievement becomes increasing

2) For the teachers

(1) The teacher could find out the advantages and disadvantages of using Tumblr application to the students

(2) The obstacles which was faced by students could be a learning in improving students' argumentative essay writing ability and wanted to know the benefits

3) For the researchers

(1) For other researchers, it was expected that this finding could be a reference for them to conduct a similar research study about writing ability

1.6 Hypothesis

Hypotheses in this study were formulated as follows :

Ha : There was a significant effect of using *Tumblr* application media on argumentative writing skill of the third grade students at SMA YAPIM Medan

Ho : There was no significant effect of using *Tumblr* application media on argumentative writing skill of the third grade students at SMA YAPIM Medan

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the writer would explain about the materials which was involved that aim to provide concepts and provide clear ideas in this study. These were include, 1. Theoretical Framework. 2. Language. 3. Skills in english. 4. teaching writing. 6. The definition of argumentative essay, how to write an Argumentative essay, 7. Definition of Tumblr application, The use of *tumblr* application, The benefits of *tumblr* application, 8. The previous of the Research. 9. The conceptual framework.

2.2 Language

Language was a communication tool for interacting and sharing information with others. According to Wibowo (2001:3), language was a system of meaningful and articulate sound symbols (produced by means of words) that are arbitrary and conventional, which were used as a means of communicating by a group of humans to give birth to feelings and thoughts. According to the statement, we knew that language was an important tool for communicating with society. without language, the whole community would have difficulty receiving and sending information

2.3 Teaching English

In the world of teaching english, we often find what was approach, method, procedure and technique. Here is an excerpt from Harmer (2001 : 78)

1. Approach

This referred to theories about the nature of language and language learning as a source of language teaching practices and principles. An approach described how the language was used and how its components interlock—in other words, it provided a model of language competence. One method described how people acquired their language knowledge and made statements about the conditions that promote successful language learning

2. Strategies

According to E. Stones & S. Morris (1971:110) state that teaching strategy was a generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy.

For Example:

- 1) Free writing was a strategy in increasing the students to explore their ideas

3. Method

The method was the main realization of the method. The initiator of the method has made a decision on the type of activity, the roles of teachers and learners, the types of useful materials, and certain syllabus organization models. The method included various procedures and techniques as part of its standard fare. A theory was put into practice at the level a method. It includes decisions that:

- 1) The particular skills to be taught
- 2) The roles of the teacher and the learner in language teaching

- 3) The appropriate procedures and techniques
- 4) The content to be taught
- 5) And the order in which the content will be presented

The types of methods can be grouped into several approaches, including:

- 1) Based on the provision of information :

Lecture method, Question and answer method, Demonstration Method

- 2) Based on troubleshooting :

Brainstorming Method, Group Discussion Method , Small Group Discussion ,Method (Buzz Group), Panel Method, Debate Forum Method, Seminar Method, Symposium Method

- 3) Based on assignments :

Drill Method, Assignment Method (Recital), Game Methods (Role Playing, Sosiodrama, Simulation), Working Group Method (Workshop), Case Study Method

4) Technique

According to Anthony's model (1963) that the actual implementation in language classroom. In teaching, teachers must have many of techniques known in teaching to improve the ability of students. They could take the form of an exercise or just any activity that you have to do to complete a task. For instance, when using videos, teachers often use a technique called "silent viewing" which consists of playing the video without sound and asking students to figure out what the characters were saying.

Learning techniques were concrete methods which is used during the learning process. The following are the types of techniques in the learning process : lecture techniques, question and answer techniques, discussion techniques, assignment techniques, training techniques, inquiri techniques, demonstration techniques

2.4 The Definition of Writing

Writing was a skill that must be mastered in learning English, because writing is a form of communication that allowed students to put their knowledge and ideas in a medium. According to Murcia, Celce-Marianne, and Olshtain, Elite (2000:142) that writing was a process of producing words that produce text and the text should be easy to read and understand. According to other experts, Bullock (2006:3), writing was an activity to explore the mind, how to express yourself, and pour words into a medium, and aims to provide some information to the reader.

Based on the definition above, the writer concluded that writing was a way to express a thought, idea, and knowledge in which it was poured into a medium. By writing people can share ideas, feelings, and knowledge with the reader. A good writer was a writer who was able to communicate the results of his writing to the reader and easy to understand.

2.5 Teaching Writing

Teaching writing was very necessary, because almost all students had difficulty in writing subjects. According to Harmer (1998:79) that there were several reasons in writing subjects writing to students, especially english which acts as a foreign language. these included strengthening, language development,

learning styles, and writing as a skill. Harmer (2004:31) mentions that there were several ways to teach writing

1. Demonstrating

In this case, teachers were required to be able to convey their knowledge whose purpose was to get the attention of students. By this way students can be better understanding the learning materials provided by the teacher

2. Motivating

This was where the teacher could help, provoking the students into having ideas, enthusing them with the value of the task.

3. Supporting

A teacher required to be extremely supportive when students wer writing in class, always available (except during exam writing of course) and prepared to help students overcome difficulties.

4. Responding

When responding, we reacted to the content and construction of a piece supportively and often (but not always) make suggestions for its improvement

5. Evaluating

When evaluating, we could indicate where they wrote well and where they made mistakes, and we may award grades. In this stage, evaluation was the last part that is quite important, because teachers must be able to assess each student's ability

2.6 Argumentative Essay

Argumentative essay is scientific papers which contained arguments,

explanations, proofs or reasons. Usually, in arguing articles, there was an objective comments or information, followed by examples, analogies, and cause and effect relationship (Housden, 2013:106). Besides that, argumentative essay could also contained the arguments for (supporting the idea), and contradictions on these issues (conflict of ideas) or the topic under discussion (Gregory Nash, 2003:7). According to teaching experience, The writer found various problems write students. When students feel difficult develop and organize ideas, use correct grammar and word choice, and use correct writing skills, such as capital letters, spelling and punctuation. From the definition above, it could be simplified that argumentative essay was an argument which was wrote to become a write which contain data, factual, and evidence

2.6.1 Structure Elements of Argumentative Essay

According to Hyland (1990:69), there were the structure elements of the argumentative essay, as follows:

Table 2.6.1

The Structure Elements of the Argumentative Essay

Stage	Move
1. Thesis introduces the proposition to be argued	(Gambit) Attention Grabber – Controversial statement or dramatic illustration
	(Information) Presents background material for topic contextualization
	(Evaluation) Positive gloss – brief support of

	proposition
	(Marker) Introduces or identifies a list
2. Argument discusses grounds for thesis (four move argument sequence can be repeated indefinitely)	Marker Signals the introduction of a claim and relates in to the text
	(Restatement) Rephrasing or repetition of proposition
	Claim States reason for acceptance of the proposition. Typically based on: a. Strength of perceived shared assumptions. b. A generalization based on data or evidence. c. Force of conviction
	(Support) States the grounds which underpin the claim. Typically: a. Explicating assumptions used to make claim. b. Providing data or citing references
3. Conclusion Synthesizes discussion and affirms the validity of the thesis.	(Marker) Signals conclusion boundary. For example, “thus”, “therefore”, “toconclude”, ”the lesson to be drwan is”, and so on.
	(Consolidation) Presents the significance of the argument stage to the proposition.
	(Affirmation) Restates proposition.
	(Close) Widens context or perspective of proposition.

1. Introduction and thesis statement

Introduction in an essay was important in writing essays. the purpose of the introduction was to attract the reader. statement on thesis controls the focused on the essay. paragraphs should be able to develop and support thesis statements. there are several points about the thesis statement, namely introducing the idea of an essay, it limits the topic to the appropriate size for the length of the essay.

2. Argument/Body

In the content of the paragraph, students can create as many paragraphs as possible (as they see fit). in this context, divided into 3 supporting paragraphs covering topic sentences and supporting sentences (2-5 sentences).

3. Conclusion

Conclusion was the end of an essay in which the author must leave an impression in writing or implied to the reader.

An example of argumentative essay:

Table 2.6.1

The Example of Argumentative Essay

Should Smoking be Banned?

Generic Structure	Essay
Introduction and thesis statement	Now a days, many people smoke every time and every where, therefore they reap many negative consequences on their life. On the other hand, smoking brings many positive impacts to the country and society. In this essay, I will discuss

	benefits and disadvantages of smoking and I will explain my opinion about both of these things
Argument 1	There are two important risks for the people who do smoke. The first problem that be noted is smoking cigarette can cause diseases such as cancer, heart attack, pregnancy disorders, asthma, and others. Because they smoke, in this world people have passed away. In Indonesia, everyday many smokers are in search of treatment at the clinic to treat coronary heart attack. As it is commonly understood, the disease is no longer particular only for people who smoke however additionally for the people who stay arround the smokers when they smoke cigaratte
Argument 2	Also, another danger is that people who smoke are including human wasteful because every day they Another case is people who smoke are including human wasteful because every time they spend a lot of money only to smoke. In Indonesia, every day smokers spend more than hundreds of millions money to buy cigarette. It is obvious when looking at this example that smoking brings dangers to human life, and It is clearly that smoking can cause many problems.
Argument 3	However, many humans accept as true that cigarette has many benefits for human life. The first advantage to support a great deal cash to the authorities from taxes. The government will earn a lot of money. For example in Indonesia. Each year the state obtains trillions of money from cigarates tax. When looking at this example, there is no doubt that the administration earns plenty cash from cigarette. Beside that, many people work at cigarette company. For instance, in Indonesia round, thousands of human beings work in a range of tobacco companies. They reap a massive earnings from the company so that they can live happily. Moreover,businessmen acquire much money from cigarette when they export to overseas
Conclusion	This brings us to the conclusion that both of these have benefits for humans.

	However, I strongly believe that the dangers of smoking is crueller than the benefits of smoking. Therefore, I advise people to stop smoking.
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2.6.2 The Features of Argumentative Essay

According to Spangler (1986:253), the features of argumentative essay are includes:

1. A well-defined, controversial issue
2. A counter argument
3. A clear position taken by the writer
4. A persuasive argument as to why the writers stance is correct
5. Support the thesis by using facts, data, quotes, theoretical questions
6. A reasonable, confident tone (lack of bias)

2.7 Media

The term media came from Latin and the plural form of the word "Medium". Literally, the word had an intermediate meaning, or from the sender to the receiver of the message. Areif Sardiman et al. (1996:30) Transmission medium means an intermediary or messenger from the sender.

According to (Heinich et all, 2002:220), the media was a communication channel. Heinich media, such as films, television, graphics, printed materials, materials, and computers. Heinich also associates the relationship between the media with the message and the method (method).

1. The Kinds of Media

Experts classify media types learning was based on the nature, characteristics, complexity and simplicity of the message published. Rudy Bretz (2004) in Sanjaya (2006: 212). 20 classification traits the main media was divided into three main elements: sound, vision and motion. In Bretz also distinguishes between telecommunications and recording media, so there were eight media classifications, namely:

- 1) motion audio visual media, such as sound movies, videotapes
- 2) silent audio visual media
- 3) semi-motion audio media, long-voice writing
- 4) motion visual media, such as silent films
- 5) silent visual media, such as print pages, photos, microphone
- 6) audio media, such as radio, telephone, audio tape
- 7) print media, such as books, modules, self-taught materials.
- 8) Extensive and simultaneous coverage such as: TV, radio, and facsimile;
- 9) Coverage is limited to rooms, such as movies, videos, slides, audio tape posters.
- 10) Media for individual learning, such as books, modules, learning programs

Unlike the explanation above, in this study the writer used tumblr application as a learning medium in improving students' ability to write argumentative essays. Through this application researchers believed that this application was able to increase motivation, knowledge of good blog writing, and so forth.

2.8 Tumblr application

Tumblr was a rich resource available to researchers. *Tumblr* was one of favorite social media, because the user could make a blog with simply. Despite its popularity, *Tumblr* was described which is "forgotten" (Anderson 2015:156-181) Social network compared with other major platforms inspired from Facebook (www.facebook.com) and Twitter (www.twitter.com) a large number of published academic research (Wilson et al., 2012:203-220; Williams et al.,2013:1-74). This article set out to evaluate and classify the research results in the following areas: Tumblr was published in english using the classification framework developed by us based on the research results of Twitter (Williams et al., 2013:1-74).

Advantages of the Internet, it also maked it easy for foreign language learners to access the virtual classroom, and students could access some websites for language learning, and some online materials that were even physical the classroom can't give it. As Deore (2012:111-112) said, the Internet provided a information was concentrated in one place. With this media, web blogs could be used as media for EFL teaching language classroom, especially teaching writing.

According to Zhang (2009:64-72), blogs were easy to link each other to create a larger online community. Language learners could use personal a blog as an electronic portofolio that shows the development over time. By publishing a blog on the Internet, students have the opportunity to provide writing opportunities for classmates and other readers. The readers could comment on what they read. According to Egbert (2006), Stated in Kavaliauskiene et al. (2006:220-233), Application of Information and Communication Technology (ICT) had become very popular in language learning. However, the teacher must

pay attention that technology was essential to provide a learning experience that focuses on authenticity and applicability language and content (different according to learner's needs) and support learners develop literacy in various situations.

According to Campbell (2003:2), a blog could be regarded as an online journal individuals could constantly update their own language, thoughts and ideas through software that makes it easy for one to do this. Therefore, in era 4.0 all students must use some simple media to make a lesson/study became happy and effective and made a change in learning process.

Based on explanation above, the author wants to bring Zhang (2009:64-72) theory to answer the problem of the research.

2.8.1 *Tumblr's strengths and weaknesses*

Zhang (2009:64-72) There were some strengths and weakness of using *Tumblr* application as a media :

1. Strengths

- 1) The teacher could use Tumblr to publish for evaluation.
- 2) Promote student's learning materials and help teachers can reflect on their teaching content.
- 3) All contents were visible in chronological order, and well organized.
- 4) Teaching and learning resources

- 5) To easily share lesson summarized allows teachers and students Found information easily. Students could learn more from the comments Post and get direct feedback from the teacher online.
- 6) All tasks of writing become easy and were save in Internet (*Tumblr*)

2. Weakness

- 1) Some functions on the Tumblr page were not so simple use, may distract the focus of the learning process.
- 2) There was no specific notification when the content of the *Tumblr* was edited, it may cause some problems in evaluating the contents.
- 3) Once the students come online, they may open other webpages which was not related to the target of learning.

2.8.2 The Use of *Tumblr* in Teaching Writing

Tumblr could be set up to teach more writing skills ways of communication. Students should master writing ability to get things done. They must be able to communicate in writing and send information for intended readers and practice writing in the classroom. Students could work alone on a project and publish it using *Tumblr*. In this semester, the teacher played the role of guiding them, and it would give them more opportunities to discover their creativity. To better understand the use *Tumblr*, it was recommended to have a complete classroom Use Tumblr activities in writing lessons. they are Follow:

1. The teacher posted some *Tumblr* links for resources.
2. The teacher asked the student to visit the teacher's *Tumblr* From their personal computer and student worked Individually.

3. Students read the task on the teacher's *Tumblr* and follow Associated.
4. Then, students wrote their personal comments on the teacher's *Tumblr*
Students posted their *Tumblr* to the work.
5. After posting the task, students must visit other tasks Friends post some comments on the Tumblr page.
6. In class, the teacher must follow the students Online activities or as a host in a classroom.

2.8.3 *Tumblr* Application's features

In kinds of feature's *tumblr* application, there were consist of 7 features :
Blog, Dashboard, post, explore, and reblog.

1. Blog

The main function of the blog and the powerful function of *Tumblr* were indeed the case. Therefore, like *WordPress* and *Blogger*, after setting up an account on *Tumblr*, users would have the flexibility to create a blog with the desired name. After signing up the account, the students can post their material on tumblr

2. Dashboard

Dashboard was a management panel used to make it easier for users to manage blog content, design, logo and description. The users could also access other menus not found by regular visitors from this panel.

3. Post

As mentioned above, the users can post various content on *Tumblr*.

The first As mentioned above, users can post various content on *Tumblr*. The first content type is text, in which friends can also insert images. The steps for creating text-type content are roughly the same as for other blog services. An editor window with many tools will appear. In addition to text posting, users can also post videos, audios, links and quotes

4. Explore

This were where *Tumblr* differs from other blogging platforms. On Tumblr There were a feature called "Browse", which allowed users to easily found other blog content that has been clicked on. Each content would be separated by post type, from where users could immediately re-blog, follow the blog or like them.

5. Reblog

This feature allowed users to easily republish another blog post easily

2.9 The Previous Study

Here were some previous research by using argumentative writing on their research as following:

1. The Effect of Using *Tumblr* on the EFL Students' Ability in Writing Argumentative Essays (pre-experimental design) at English Department, Universitas Negeri Malang, Indonesia by Meiga Rahmanita Graduate Program in ELT, Universitas Negeri Malang, Indonesia and Bambang Yudi Cahyono Universitas Negeri Malang, Indonesia (2018). *Journal of Language Teaching and Research*, Vol. 9, No. 5, pp. 979-985, September 2018. The researcher

used the Tumblr app as a media to improve students' writing skills in argumentative essay writing. Basically this media was almost the same as other media because it gave creativity in writing argumentative essays and also activate their previous knowledge in writing. it could be seen from the average score got by the students on pre-test was 56,22 and on post test was 77,83 It showed that the results of the post-test improved in their writing. From this study, I as the made this research as my reference.

2. The use of *Tumblr* to enhance the students' writing skill in recount text (Classroom action research) at MA Al Khoiriyyah Semarang in Academic Year 2014/2015 by Nita Kurniati (Education and teacher training faculty Walisongo state islamic university Semarang 2015). The researcher used the Tumblr app as a media to improve students' writing skills in recount text writing. Basically this media was almost the same as other media because it gave creativity in writing argumentative essays and also activate their previous knowledge in writing. The result of the test showed that the average students score in the pre-cycle test was 60.7, the average students score in the cycle I test was 79.8 and the average students score in the cycle II test was 86.4. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the research enhanced student's skill in writing recount text. From this study, I as a the writer made this research as my reference.
3. Teaching writing with *Tumblr* in senior high school (Classroom action research) by MUSTARINI BELLA VITIARA at English Study Program of

the Language and Arts Education Department of Teacher Training and Education Faculty of Tanjungpura University, Pontianak. the researcher found that the students in learning English had low writing competence. The eleventh grade students of SMA Negeri 3 Pontianak should have at least 78.00 as their minimum score for all skills in English, including writing. It was very different from the fact taken from the results of the students' pre-test, the eleventh grade students of class XI IPA 2 only got 71.2 for the mean of students' writing scores. From this study, I as the writer made this research as my reference.

Referring to previous findings and research, it suggested that, media and method would bring reality to the classroom and make interactions more meaningful. It would successfully connected teachers and students in the writing process to create a written essay. Therefore, the writer decided to use the media (*Tumblr* Application) to improve students' writing skills in writing (Especially argumentative essay)

2.10 The Conceptual Framework

Writing was one of the most important skills in English, because writing was the most important part of communication tools. Through writing, everyone could not only express emotions and ideas, but also communicate by providing facts and ideas. In writing, there were many types of narrative texts, procedure texts, recount texts, news items, etc, but the writer would discuss argumentative essays because most students would encounter difficulties in writing argumentative essays

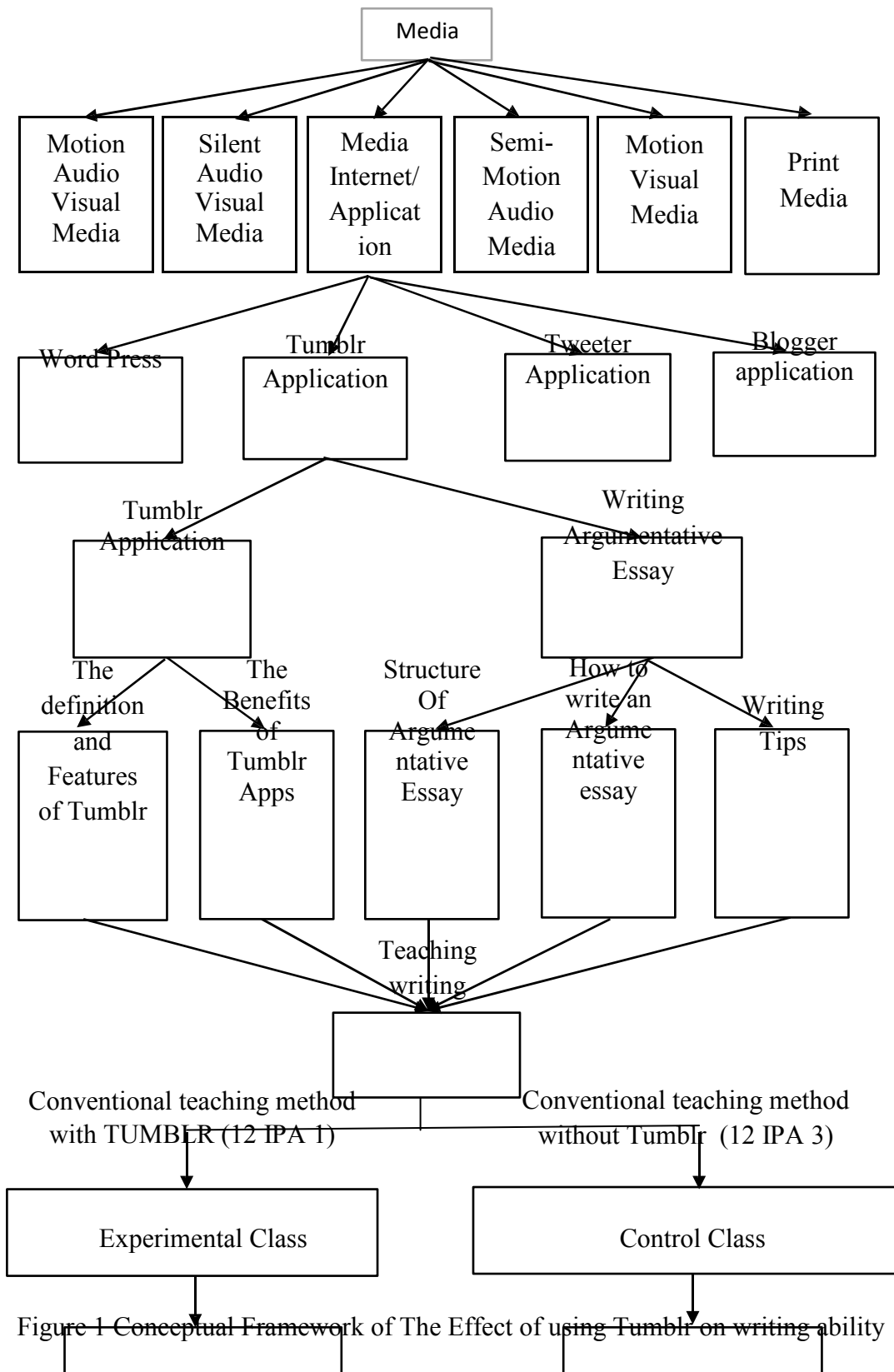


Figure 1 Conceptual Framework of The Effect of using Tumblr on writing ability

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research Design

The design of this study was experimental quantitative. To collect the data, groups of students would be involved. The experimental group was taught by using *Tumblr* application as media. While the control group was taught by explaining the media (paper) as usual in class.

The research design can be figured as follows:

Table 3.1

Table of research design

Group	Pre-Test	Teaching	Post-Test
Experimental group	√	<i>Tumblr</i> Application's media	√
Control group	√	Without <i>Tumblr</i> app (paper)	√

In this study, The writer would try 2 medium that use *Tumblr* application and without using *tumblr* application (using paper as media). To test both of media, the researcher used conventional learning method. Conventional learning method was a learning method that focuses only on lecture method.

In this method, students were required to memorize the material provided by the teacher and not to connect the material with the current situation. The main focus was the writer wanted to know how much influence 2 Media (Modern

media vs. Traditional Media) on students' interests and abilities in writing an argumentative essay. But in order to be balanced, the writer used 2 teaching methods that are the same, namely conventional teaching method

3.2 The Population and Sample

This research was conducted in the twelve-grade students in the academic year of 2021/2022.

1. Population

Best (2002:13) states that a population was a group of individuals, namely: person, object, or item from which samples would take for the measurement. The population of this research was all the first-grade students of SMA Indonesia Membangun in the academic year 2021/2022 that consist of 343 students into eight classes.

2. Sample

According to Arikunto (2010:232) sample was some representative of the research. The writer would research in 2 classes which were XII IPA-1 as the experimental class and XII IPA-3 as the control class. As usual, each class consists of 32 students, but now in a pandemic situation, each class consists of 10 students. The researcher applied Tumblr application as a media in the experimental class, while the control group only applied the media as usual in the learning process.

3.3 The Instrument of Collecting data

The writer found out about the students writing ability by giving an

argumentative essay test . The writing tests were pre-test and post-test.

3.4 The Technique of Collecting Data

There were some steps in collecting the data for this research. The writer had used the test in the data collection technique. The test would be going to use to measure the persons' competence and to achieve the objective. The data was collected by giving an argumentative essay test. The writing test was conducted by Pre-test and Post-test.

1. Pre-Test

Before starting the experiment, the writer gave a pre-test to the students in the control and the experimental class with the same test, to know the students' ability in writing argumentative essay. Students wrote an argumentative essay with a topic that were determined.

2. Treatment

After giving the pre-test, the researcher applied Tumblr application to the experimental class, and for control class the researcher asked the students to take a paper as writing media

Experimental class	Control Class
<p style="text-align: center;">Pre-Test</p> <ol style="list-style-type: none"> 1. Greeting to the students 2. Checking to the students's list 3. Explaining the purpose of the research 4. Giving the test 5. Monitoring all students and their works 6. Asking the students to collect their paper 	<p style="text-align: center;">Pre-Test</p> <ol style="list-style-type: none"> 1. Greeting to the students 2. Checking the students's list 3. Explaining the purpose of the research 4. Giving the test 5. Monitoring all students and their works 6. Asking students to collect their paper

7. Closing the meeting	7. Closing the meeting
Conventional Teaching Method	Conventional Teaching Method
Learning Activities	Learning Activities
<ol style="list-style-type: none"> 1. Introducing myself to students, giving goals and greeting students 2. Giving an explanation of the understanding of argumentative essay and the steps of writing an argumentative essay 3. Explaining what the Tumblr app is, its benefits, and how to use it 4. The teacher practices directly the use of <i>tumblr</i> app 5. Asking to the students if they have any difficulties and also problems about how to operate the <i>tumblr</i> application 6. Asking to the students to do an assignment to create an argumentative essay by using <i>tumblr</i> application 7. Monitoring and seeing students's difficulties and obstacles in writing and using <i>tumblr</i> app 8. After writing, the teacher asks students to post their writings to <i>tumblr</i>'s blog 9. Making conclusions and allowing students to ask about the difficulties experience 10. Closing the class 	<ol style="list-style-type: none"> 1. Introducing myself to the students, giving goals, and greeting students 2. Providing an explanation of the understanding of argumentative essay and the steps of writing an argumentative essay 3. Giving an assignment to write argumentative essays using paper media 4. Monitoring the students and allowing the student to ask about the obstacles in writing 5. Collecting students's writing 6. Making the conclusion about today's material 7. Closing class
Post-Test	Post-Test
<ol style="list-style-type: none"> 1. Greeting the students. 2. Checking the student's list. 3. Giving the test. 4. Monitoring all students and their works. 5. Asking the students to collect their task. 6. Giving a conclusion and giving some vision and mission about what the purpose of the writing test 7. Saying thank you and goodbye to students. 8. Closing the meeting. 	<ol style="list-style-type: none"> 1. Greeting the students 2. Checking student's list. 3. Giving the test. 4. Monitoring all students and their works. 5. Asking students to collect their task 6. Saying thank you and goodbye to students. 7. Closing the meeting.

3. Post-Test

The writer gave the post-test to the students. The test was also the same as the pre-test with a different topic. Thus, the score would be compared

3.5 The Technique of Analysing Data

1. Calculating the score of the pre-test and post-test in the experimental and control groups.

$$M = \frac{\sum d}{N}$$

Where : M = Mean $\sum d$ = Total Score N= Sum of students

2. Tabulating data from the scoring of the experimental and control group.
3. Interpreting the result of writing an argumentative essay

3.5.1 Testing Hypothesis

To analyze the data in order to find out the difference means of scores of both experimental group and control group, the writer used the T-test formula. This formula was used to know the effect of this research. The test was calculated by using T-test formula as follow that developed by Arikunto (2010:354-355)

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{D_x^2 + D_y^2}{n_x + n_y} \right]}}$$

Where:

t = the effect

M_x = mean of the experimental group

M_y = mean of the control group

D_x^2 = the deviation square of the experimental group

D_c^2 = the deviation square of the control group

N_x = the sample of the experimental group

N_y = the sample of the control group

Concluding on the data Analysis

1. H_a (Alternative Hypothesis) was accepted if the T-calculated is higher than t-table ($t_{\text{calculated}} \geq t_{\text{table}}$)
2. Finding the degree of freedom (df) = $N_1 + N_2 - 2$

3.6 Validity

Validity was the vital consideration in developing and evaluating measuring instruments. Validity is defined as the extent to which an instrument measured what was claimed to measure.

1. The Validity of The Test

Arikunto (2006:168) stated the validity was a measurement that shows the levels of the instrument's validity. An instrument could be said valid if it could measure what is supposed to be measured. There are three types of validity: (1) content validity, (2) criterion-related validity, (3) construct validity. This study used content validity. In this case, the writer used content validity. It referred to the degree to which the test measures. Thus, by applying content validity, the writer would know whether the test items were valid or not to behavioral objectives.

The following table was the analytical scoring rubric was used by the researcher to assess writing adopted Adopted from Jacobs et al. (1981:133)

Area	Criteria	Score
Content/Ideas	Excellent to very good : Excellent or very good subject treatment Topic; topic narrow enough; various ideas; independent and thorough Explanation of the theme; content related to the theme; accurate details; initial thoughts; Clear writing purpose):	30-24
	Good to average : Enough topics to deal with; some ideas or Controversy; a certain independence of topic interpretation; the most relevant content Topic; fairly accurate details):	23-18
	Fair to poor: The treatment of the subject is almost inadequate;various ideas; some Irrelevant content; lack of details):	17-10
	Very poor : Inadequate treatment of the subject; very broad topics have no purpose Writing; there are no various ideas or arguments; the content is irrelevant and there are few useful details):	9-6
	Inadequate : Unable to complete the task effectively. not enough Evaluation):	5-0
Organization	Excellent to very good: Fluent expression, clear thinking and Supporting; appropriately organized paragraphs or chapters; effective introduction Strong support and effective conclusions; logical ordering (consistency);conjunctions Appropriate use (cohesion)	20-17
	Good to average : Uneven expression, but the main idea stands out; segmented or Obvious department organization;logicalordering(consistency);someco	16-12

	connectives (Cohesion)	
	Fair to poor: The expression is very uneven and the ideas are difficult to follow; the organization does not help the reader in a logical sequence (coherence) that is difficult for the reader to follow; most conjunctions absent (cohesion)	11-8
	Very poor : Lack of fluent expression; thoughts that are difficult to follow; a little feeling Organization; poor introduction, weak support, poor conclusions; meaningless Logical order (coherence); unused connectives (cohesion)	7-5
	Inadequate : This aspect of the task cannot be effectively addressed. Not enough evaluation	4-0
Vocabulary/ Word Choice	Excellent to very good : Wide range of vocabulary; accurate words/idioms Selection and usage; appropriate selection to match the register.	20-17
	Good to average : Sufficient vocabulary; occasional mistakes Choice and usage of words/idioms; registration is not always appropriate.	16-12
	Fair to poor: Limited vocabulary; obvious mistake Choice and usage of words/idioms; registration is not always appropriate.	11-8
	Very poor : No vocabulary range; frequently used word/idiom choices, and Usage; no obvious sense of registration.	7-5
	Inadequate : This aspect of the task cannot be effectively addressed. Is not Enough evaluation	4-0
Language Use	Excellent to very good : Handle the proper structure with confidence, The sentence structure is reasonable, and the structure	20-17

	is strong and diverse. There are almost no protocol errors, Tenses, numbers, word order, essays, pronouns, prepositions; meaning never vague.	
	Good to average : Acceptable syntax-but the problem is more complicated Structure; the most suitable structure; agreement, tense, number, word order, some errors in the article)	16-12
	Fair to poor : Insufficient structure range, only showing control Architecture; agreement, tense, number, word order, article, Pronouns, prepositions; sometimes obscured	11-8
	Very poor : The main problem of structure-even simple ones; sentences and Poor structure, incomplete or clumsy; common mistakes of negation, consistency, tense, Numbers, word order/function, articles, pronouns, prepositions; meanings are often obscured	7-5
	Inadequate : This aspect of the task cannot be effectively addressed. Is not Enough evaluation	4-0
Mechanics/ Conventions	Excellent to very good : Complete commands to show writing conventions Such as spelling, punctuation, capitalization and layout.	10-8
	Good to average : Spelling, punctuation, capitalization and layout	7-5
	Fair to poor : Errors often occur in spelling, punctuation, capitalization, and layout	4-2
	Very poor : Very poor grasp of conventions; full of spelling errors, Punctuation and capitalization; the layout is distracting. Can't solve Effective tasks. Under-assessment	1-0