

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Writing is a skill that involves the thoughtful expression of ideas through the written word. It is a form of communication that goes beyond spoken language, allowing individuals to convey thoughts, share information, and communicate complex concepts in a structured way. Raimes (1983) as cited in (Göçen, 2019) defines Writing as the communication of ideas clearly, fluently, and effectively and the transfer of emotions, thoughts, wishes and dreams by using symbols in an effective way in accordance with the grammar rules. Writing skill is one of the essential skills in education and daily life because it helps students convey ideas, arguments, and thoughts effectively. In the era of globalization, writing skills in English are very important for international communication, continuing studies, or entering the workforce. Interestingly, writing is often considered one of the difficult language skills for students, so studying factors or methods that can improve this ability becomes very relevant.

English is a foreign language taught in Indonesia, but is not commonly used in everyday life. It is commonly taught at school, which are in junior high school, senior high school and university. In teaching and learning process of English, there are many kinds of writing that should be achieved such as descriptive, recount, narrative, report, and procedure. Each text has different features, such as purpose, generic structure and grammar. In this research, the author uses descriptive text.

High school students were chosen as the subjects of the study because they are at a strategic stage of cognitive development to strengthen language skills, including writing, so this study can provide an overview of the effectiveness of the method in the relevant age group. In addition, writing skills, including creating descriptive texts, are an important part of the high school curriculum in Indonesia, so the results of this study can provide direct benefits in developing learning in schools. Furthermore, high school

students tend to be more open to innovative learning methods, such as playing Korean Roleplay, compared to elementary or junior high school students who are more limited to traditional approaches, making them an ideal group for this study.

Teachers play a reliable role in teaching English to their students. Students face several challenges when it comes to writing in English. One of the challenges is the influence of their native language, which can affect sentence structure, vocabulary use, and overall coherence in their English compositions. The transition from Bahasa Indonesia to English writing often poses difficulties in maintaining clarity and adhering to English grammar rules. Another challenge is the limited use of English outside the classroom. Since English is not commonly used in everyday life, students may struggle with developing a natural and fluent writing style. The lack of opportunities for authentic language practice can hinder their ability to express complex ideas and convey nuanced meanings in their written work. Moreover, fear of making mistakes and facing criticism can create a reluctance to take risks in writing. This fear may hinder students from experimenting with new vocabulary, sentence structures, or expressing more complex ideas, ultimately limiting their growth as proficient English writers.

In addressing these challenges, a comprehensive approach that involves targeted language teaching, enhancing comprehension of native English texts, and creating a supportive learning environment that encourages risk-taking and constructive feedback is essential. Efforts to bridge the gap between classroom learning and real-world application can contribute to improving Indonesian students' proficiency in writing English. As technology develops, students can take advantage of technology to improve the quality of their writing.

Technology has played a major role in helping overcome the many challenges faced by students. Along with the advancement of technology, nowadays technology is becoming easier to help students engage their goals in learning both in class and outside. This change allows students to obtain education efficiently without wasting a lot of time and money. Social media networks as a result of technological advances will not only function as technology itself, but are also very useful in education.

Kevin Systrom and Mike Krieger successfully created an application called Instagram in 2010 which this platform is included in the photo and video sharing social media category. Instagram allows users to upload, share, and view visual content, such as photos and videos. Additionally, users can interact with content shared by others through likes, comments, and direct messages. As times evolves, Instagram is now not only used as a social media network for posting photos/videos, but it has also been utilized as a platform for online interaction. Role-playing has become a phenomenon on Instagram, which has started to be played by many teenagers in Indonesia.

As for what is currently busy on the Instagram platform (not only Instagram, but Twitter and Facebook as well), namely, Role-Playing (RP), which is a role-playing game that uses other people's faces (artists, actors, actresses, idols, etc.). Nuraini (2021) stated that Roleplay is an activity that has actually been around for a long time among fans. Through roleplay, they try to express their imagination. They act like they are artists and create their own world by imitating the activities of their real idols. Instagram or other social media accounts that create accounts for role-playing are usually called RP accounts. This type of account can be created in various places, including online discussion groups, chat rooms, and even specific websites devoted to roleplaying. The term "RP" can also refer to a player practice that affects how players interact, act, and communicate with one another. This is also often used by introverts who find it difficult to express themselves in real life, they usually play role-playing to find friends and also to improve their English skills. This technique provides opportunities for students to practice how they communicate in different social roles.

Korean Roleplay provides an authentic context that is relevant and engaging for students, motivating them to write more frequently and creatively. In roleplay, most of them use English to describe characters, dialogues, and situations, which helps expand vocabulary and understand the use of language in various contexts. In addition, roleplay also increases students' interest in Korean culture, especially K-POP, making it an effective way to align learning with their interests, making the learning process more fun and meaningful. This activity also encourages collaboration with others to develop

stories and improve writing, providing opportunities to learn from fellow community members.

In recent years, there has been a growing interest in using social media platforms, particularly role-playing activities, to enhance language learning and improve English writing skills. It's also worth noting that caution should be exercised when engaging with social media platforms, as not all content or interactions may be appropriate or conducive to language learning. It's essential to create a safe and controlled learning environment, particularly for younger learners, by selecting appropriate platforms and monitoring their usage. Instagram is one of the most popular social media among teenagers, including high school students, who are already familiar with its features and uses. This platform supports a combination of text and visuals, making it suitable for practicing descriptive text writing skills through captions or posts that describe characters and situations. In addition, Instagram provides a social interaction space through comments or DMs, allowing students to practice writing naturally and receive feedback from other users. Furthermore, the active Korean Roleplay community on Instagram creates an authentic environment that is ideal for exploring the impact of this method on students' writing skills.

Writing skills should be focused on students' understanding of how to produce / produce words well. This study observes whether social media Instagram improves students' writing skills, especially in writing descriptive text. Their interest is proven here whether Role-Playing increases their interest in learning English, especially in improving their writing skills or they only use Role-Playing to spill their emotions and only as entertainment.

Students find it challenging to learn English because of their lack of fluency, grammar, vocabulary, and pronunciation. Based on the previous explanation, it is necessary to conduct a research about STUDENTS' PERCEPTION ABOUT PLAYING KOREAN ROLEPLAY ON MEDIA SOCIAL INSTAGRAM IN IMPROVING WRITING SKILLS ON DESCRIPTIVE TEXTS.

## **B. Identification of the Problems**

Based on the background above, problems can be identified as follows:

1. Students' ability in writing is still low since the influence of their native language, which can affect their writing quality.
2. Students are poor in vocabulary mastery which becomes the problem to make a descriptive text.
3. Students lack confidence in their writing skills, making them hesitant to engage in creative writing tasks like descriptive texts.
4. Students often make grammar mistakes in descriptive writing due to limited practice and feedback.
5. Students face challenges in maintaining unity and coherence when writing descriptive texts, leading to disorganized paragraphs.

In this case, students should come up with a creative strategy to pique their interest in learning how to improve their writing abilities.

## **C. Scope of The Problems**

The object of this research is focused on senior high school students in who use Instagram platform to play Korean Roleplay. This study uses Instagram as a social media network. The scope of this research is based on the abilities and interests of students who are concerned with the main abilities in writing descriptive text, such as focusing on the use of language which focuses on grammar and vocabulary. It also points out that many students don't know enough vocabulary to write good descriptive texts, and a lot of them are not confident when it comes to writing, especially when they have to be creative.

#### **D. Research Questions**

1. How does students' writing descriptive text ability improve in terms of vocabulary and grammar by Role-Playing on Instagram at Senior High School Students?
2. What are the students' perception on improving their ability in writing descriptive text through Role-Playing on Instagram at Senior High School Students?

#### **E. Objectives of the Study**

This study objective are to find out:

1. To explain the improvement of writing descriptive text ability in terms of vocabulary and grammar by Role-Playing on Instagram
2. To describe the students' perception in improving their ability in writing descriptive text through Role-Playing on Instagram

#### **F. Significance of the Study**

The significance of the research is classified into two - theoretically and practically.

1. Theoretical Significance

The results of this research can be a research document that proves the success or failure of this research and also as a reference for other students so they can improve the way they learn in class.

2. Practical Significance

For teachers the results of this study can contribute to enriching their way of teaching to improve writing descriptive text skills, for students this research can provide them with information on how they can use social media, especially role-playing to improve their writing descriptive skills, for other authors this study provides them with information regarding the use of social media Role-Playing for learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Previous Studies**

There are some previous Studies that have similarity with this research. The first research by Siti Nurhaliza Arsyad, *The Twitter Role-Players Perception on the Role of Roleplaying in Writing Skill Improvement* (2020), based on research results, the conclusion of this study is twitter role-players focuses on their perception of the role of roleplaying in improving writing skills. It describes how these players perceive improvement in their writing skills while communicating in English within the role-play context. The research delves into the micro and macro riting skills of Twitter role-players, analyzed through documentation obtained from their old to current tweets. Two key conclusions emerge:

1. Role-players exhibit positive responses to the improvement of their writing skills through role-playing on Twitter. While they face challenges with unfamiliar words, they employ various strategies to overcome these obstacles.
2. Writing skill improvement among role-players involves both micro and macro skills. They can construct sentences and paragraphs and demonstrate skills summarized from Brown's micro and macro skills, but the study suggests that not all aspects are covered.

The second research by Alfu Nikmah and M. Akmalun who used This study was qualitative in nature, meaning it aimed to investigate the quality of relationships, activities, situations, or materials. Qualitative studies focus on understanding the characteristics and nuances of a specific activity rather than using numerical data. Instead, qualitative data is typically gathered through methods such as interviews, field notes, photographs, audio recordings, videotapes, diaries, personal comments, memos, official records, and textbook passages. To achieve the goals of this study, a case study research design was employed. A case study is a research approach used to investigate a specific phenomenon and answer particular research questions. It seeks different

types of evidence to obtain the most comprehensive answers. In this case, the study aimed to gain an in-depth understanding of how role play is implemented in teaching speaking English at IAIN Kudus and to explore the responses of the participants towards the use of role play in the teaching process. The study took place at IAIN Kudus, and data were collected using three instruments: observation, interviews, and written documents. The researchers observed the teaching sessions, conducted interviews with the participants, and collected relevant written materials. The gathered data were then analyzed and presented in a descriptive manner to provide a detailed explanation of the findings. The study identified four stages of implementing role play in a speaking class: opening, main, follow-up, and closing. The students' response was positive, as it allowed them to be creative and reduce their fear or inhibitions associated with speaking English.

## **B. Theoretical Background**

### **1. Students' Perception**

Slameto (2003) stated that perception is a process that involves the entry of messages or information into the human brain. Perception is not just seeing or hearing something, it's a whole process where a person truly connects with what they experience. According to Santrock (1991) perception is the process of organizing and interpreting information sensory to give meaning. When someone is exposed to something (like an experience, a sound, an image, or a situation), they don't just observe it from the outside. Instead, they absorb it, feel it, and interpret it based on their own emotions, knowledge, and background. In other words, perception means the way people personally understand and react to the things they encounter.

### **2. Definition of Writing**

Writing is a process that involving both physical and mental aspects. Writing involves the cognitive process of generating ideas, contemplating their expression, and structuring them into coherent statements and paragraphs that are understandable to the reader (Nunan et al., 2003). Writing is also a process that requires the writer to engage

in thoughtful planning and organization. This process includes brainstorming, considering how to convey those ideas, and arranging them in a logical and coherent manner. Writing also requires the writer to consider the reader's needs and expectations, ensuring that the message is clear and engaging.

Writing is a fundamental process that involves generating ideas, organizing them logically, and expressing them clearly through written words. It is a means of communication that allows individuals to convey thoughts, feelings, and information to others. Langan (2010) said that writing is a skill that can be learned, just like driving or cooking. In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge (Harmer, 2004). Those who believe it's a natural gift may avoid writing, believing everyone finds it easy. This attitude leads to avoiding writing and not trying their best. Without changing this mindset, effective writing is unlikely to be learned. Improving students' writing skill by printed paper sometimes couldn't work properly, it is caused by the changing of era (Renaldi, 2017). Most of students believe that using social networking services to teach EFL writing brings a lot of benefits. For example, students with lower language skills could interact with the other students with less stress. Effective writing requires careful consideration of the audience and purpose to ensure the message is delivered appropriately. Writers must think critically about their ideas, choose the most suitable words and phrases, and structure their writing in a way that is coherent and engaging. This skill can be developed and refined through practice, feedback, and reflection. Writing plays a crucial role in academic, professional, and personal contexts, serving as a tool for learning, persuasion, and self-expression. It is a powerful form of expression that enables individuals to share their perspectives, insights, and stories with the world.

### **3. Descriptive Text**

Descriptive text is a type of writing that aims to clearly describe a person, place, thing, event or idea to the reader. The main goal is to create a detailed picture in the

reader's mind by using specific language. Kane (2003) stated that description text focuses on the senses—the way something feels, sounds, and appears. This can make the subject more alive and make it easier for the reader to imagine and connect with what is being described. This may also tell about character traits and personality. Although description mostly concerns with visual experience, it also touches on other types of perception. Feelings like happiness, excitement, fear, loneliness, and gloom can also be described by emotions. For example, instead of simply saying, "The garden was beautiful," a descriptive text might say, "The garden was filled with blooming, colorful flowers, their petals glistening in the warm sunlight, while the air was sweet with the scent of roses and lavender".

According to Gerot and Wignell (1994), the social function of a descriptive text is to describe a specific person, place, or thing. The generic structure consists of two main parts: Identification, which introduces the subject to be described, and Description, which elaborates on the subject's parts, qualities, and characteristics.

- Identification serves as the introduction, where the subject of the description, such as a person, place, or thing, is clearly identified. This section establishes what or who is being described, setting the focus for the reader.
- Description is the detailed part of the text, where the subject's specific features are elaborated upon. This includes descriptions of physical appearance, characteristics, behaviors, or any qualities that define the subject. This part helps the reader visualize or understand the subject more clearly by breaking down its attributes.

## **4. Roleplay**

### **4.1 Definition**

Roleplay, a creative and imaginative activity, involves assuming the persona and characteristics of a specific character or individual, often fictional, and interacting within a predetermined scenario or setting. According to Nugraha (2020), Role-playing refers to a social activity conducted on social media platforms where individuals

assume the identity of someone else and engage in interactive and imaginative play. The individuals who participate in this activity are known as role-players. The role-playing is typically done by adopting the personas of admired individuals, such as idol artists, cartoon characters, or superheroes, as well as creating original fictional characters. The purpose of engaging in role-playing is to establish a virtual identity by emulating the traits and characteristics of the chosen character. This enables participants to interact with one another and generate a social environment within the digital realm. He also added that Roleplay is a fan activity where someone pretends to be a character that they idolized—in sum, they play a role. In fandom world, celebrity role-playing not only can be done in theatrical stage act (live performance), but also be done in the world of cyber, that is through social networking website's account. Commonly, Role-playing is carried out on Twitter. Even though the usage other social media platforms, such as Instagram and Facebook.

Role-playing refers to individuals or enthusiasts who create social media accounts in the name of their idols. Roleplay is a fan activity where individuals act or pretend to be the character of an idol or artist, using the artist's identity. Essentially, role-playing has existed since the era of Facebook around 2008, although the term "Roleplay" was not yet known at that time. These roleplayers interact with each other in the virtual world, using the characters they've chosen and portraying them based on the background of those characters. This includes characters from anime, dramas, movies, actors, actresses, and other public figures. Currently, there are two major fandoms that are part of this role-playing, they're anime fans and k-pop fans.

In roleplay, there are the terms IC (*In Character*) and OOC (*Out of Character*). *In Character* is where the roleplayer plays their character, their traits and personality must match the character that they are playing. While in *In Character* mode, they do not discuss their personal life. Meanwhile, *Out of Character* means the roleplayer is not portraying their character or deviates from the character they are supposed to play and it's usually often carried over to the roleplayer's real life. There are several terms that can be found when playing Roleplay on Instagram:

### 1. FC (Face Claim)

Face claim is an artist or character used as the face or appearance of an RP character. Usually comes from K-pop idols, artists, or anime characters.

### 2. Intro

An intro is a short introduction of a character, including their name, age, role and interesting facts. For example: "Meet, Carlana Areinhart Pham. Shortly Lana or Rein. 18 and forever young. Using Pham Hanni as character. Hard worker but loves to play music. Hate dry texters." This intro should be in keeping with the character's personality so that other players can easily recognize them.

juphewter

🐾★! evanthe chicago is a young girl with a dream who goes by she/ her pronouns. she loves being called as Chigo (not the chicken one okay!). december fifth. using feminine pronouns. prefers rain over heat. ♡♡♡ proud cat owner. she enjoys dying her hair but doesn't want to kill it. have memory issues. kinda bad at dms. trapped in a delusion of her own making. naps way too much. doesn't have a specific music taste. but let me tell u, her personality depends on what song she listening to 🎧 last slide is my universe site! the link in my bio, go check it out byf.

### **Figure 1. Example of intro on Korean Roleplay (source: researcher documentation)**

### 3. Fambest (Fams/Bestie)

Fams / Bestie which means family / friends obtained from playing Roleplay. In roleplay world we can search for family and friends just like in real life. In roleplay, roleplayers usually get fambest through interactions and closeness that are naturally formed with other accounts. "Finding Fambest" Posts or Stories: Some roleplayers also create special posts or stories to find fambest, such as "Open Fambest." They invite other accounts to interact and find those who have a vibe or character that matches them.

### 4. CF (Close Friends)

Close Friends is one of the features created by Instagram. This feature is used by roleplayer to upload something that is not related to their character. In roleplay world, the Close Friends feature on Instagram is used by roleplayer for personal and intense interactions, such as sharing sneak peeks of storylines, exclusive character content, or more personal OOC (Out of Character) moments. They add their fambest or close friends to this list to share special stories and daily updates, and discuss OOC without leaving their RP account. Close Friends is also a safe space for them to vent and share emotions related to RP or real-life experiences without having to worry about being seen by all followers.

5. CP (Couple)

Similar to fams/besties, characters in this Roleplay can also establish relationships with other characters they like, either through a matchmaking fanbase account or through interactions they establish that over time the two RP characters come to like each other.

6. Temporary Swap (TS)

Temporary Swap or TS is a term used when a roleplayer temporarily changes their character or Face Claim (FC) to another character. Usually roleplayers want to create a different atmosphere. For example, their character Karina aespa temporarily changes character to Minji Newjeans for 3 days, then after 3 days the roleplayer will return to their original character as Karina aespa.

7. Menfess (Mention Confess)

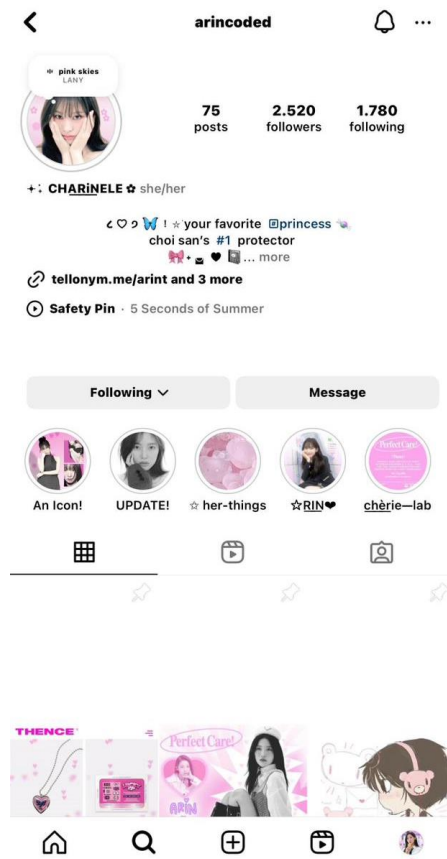
Menfess is an abbreviation of mention confess or mention confession. Menfess is a system where roleplayers can send messages, confessions, or opinions anonymously through a menfess account (usually there is a special account created for this purpose) to be uploaded publicly to the RP community. Menfess is popular because it provides a space for RP players to share thoughts,

appreciation, or even criticism more openly without revealing their real identities.

#### 8. Leave RP (LRP)

In roleplay, leave RP (LRP) means a player decides to stop RPing, either temporarily or permanently. Common reasons include lack of time due to other priorities, loss of interest in the character, conflict between roleplayers, stress or burnout, and a desire to move on to a new character or community. Usually, roleplayers who leave will announce this decision through their story, caption, or bio. If it is only temporary, they will write "hiatus" or "semi-hiatus" as a sign of returning.

The creativity of roleplayer in role-playing has become a long-standing tradition among fan groups. By using roleplay, they try to express their imagination through posts that containing their fantasies of acting out the role of their idol, similar to what the idol does in daily life. This roleplay practice has been widely adopted by fans, and has even become a culture among them to channel their imagination. By creating posts that depict their imaginations, fans aim to build closeness with their idols, including through roleplay activities. By using idol characters, they create a fake world according to idol's life. The context of roleplay referred to in this study is the social media Instagram. These roleplayers will act as other people on the social media Instagram, in this case the person they play is their idol.



**Figure 2. Roleplayer account (source: researcher documentation)**

Roleplayer users can be called "Roleplayers" if they create social media accounts using the identity of a celebrity, for example, someone who wants to parody Hanni from the girl group NewJeans. A prospective roleplayer must create an account with a username and display name that match the character they want to parody if they wish to play roleplay IC (in character). In addition, they should use the celebrity's profile picture to enhance their identity. On Instagram, there is also a bio section where roleplayers can include their interests and emphasize that the account they created is merely a parody of the celebrity and not the real account of the celebrity. In this case, they usually add "Not Impersonating" in their bio. This is necessary to prevent other fans from confusing the parody account with the celebrity's real account.

They take on new identities and create a new life alongside fellow "identity borrowers" in the virtual world, much like in real life. These roleplayers interact with

one another just as people do in the real life. They form friendships, look for jobs, date, and even build families within the roleplay community.

## **4.2 Effects on playing Roleplay**

Role-playing on Instagram has both positive and negative effects on users. One notable positive impact is improved communication in a foreign language. When users portray characters they admire, they often need to use English to match the role. English is the common language for interacting with other role-players from different countries. Since English is an international language, it becomes the preferred way for role-players from diverse linguistic backgrounds to communicate. The more users write statuses or interact with roleplayers from other countries in English, the more their English writing skills improve.

### **4.2.1 Positive Impacts**

- 1 Improving Foreign Language Skills:** Role-playing on Instagram, especially in English, can enhance users' foreign language abilities. Since English is used as a communication tool between countries, users are encouraged to write and interact in the language, helping them improve both their writing and understanding of English.
- 2 Boosting Creativity:** Role-playing encourages users to think creatively as they develop characters, stories, and unique interactions. This involves writing narratives, creating plots, and consistently playing their roles, fostering creativity.
- 3 Building Global Connections:** Role-playing allows users to interact with people from different countries and cultures. This helps them expand their social network globally, improve cross-cultural understanding, and enrich their personal experiences.
- 4 Enhancing Social Skills:** For individuals who may feel shy or struggle with socializing in real life, role-playing can be a way to develop social skills, such as interacting, collaborating, and understanding different perspectives.

### 4.2.2 Negative Impacts

- 1 Loss of Personal Identity:** Becoming too immersed in the world of role-play can blur the lines between real life and the virtual world. Users may start identifying too strongly with their characters, affecting their sense of self in real life.
- 2 Neglecting Real-Life Responsibilities:** Excessive involvement in role-playing can lead users to neglect their real-life responsibilities, such as work, school, or real-life relationships.
- 3 Risk of Identity Misuse:** Although role-playing is meant to be a safe activity, there's a risk of identity misuse or fraud on social media. Some users might exploit fictional identities for harmful actions, like scams or manipulation.
- 4 Social Media Addiction:** Spending too much time role-playing on Instagram can lead to social media addiction. Users may devote excessive time to the platform, neglecting other important aspects of their daily lives.

Role-playing on Instagram has different effects, it depending on how users engage with the activity. On one hand, it can be an effective way to improve language skills, expand social networks, and boost creativity. However, on the other hand, there are risks of addiction, identity misuse, and losing the balance between real life and the virtual world. Therefore, it's important for role-players to participate responsibly, so the positive impacts outweigh the negative impacts.

## 5. Instagram

Instagram is a social media app and platform that allows users to share photos and videos while connecting with others. Kevin Systrom and Mike Krieger successfully launched Instagram in 2010, creating a platform for sharing photos and videos on social media. As one of the most popular apps in its category, Instagram allows users to share moments, connect with others, and engage with content through features like reels, instagram stories, live streaming and direct messages. It also allows users to edit and enhance their posts with filters, captions, and hashtags, so they can reach a broader audience. Over time, Instagram introduced features like Stories, Reels, and IGTV,

encouraging more creative. Over the years, Instagram has evolved into a global hub for self-expression, influencer culture, and brand marketing.

The majority of students in Indonesia are active on Instagram, as it has become an important platform for connecting with peers, sharing everyday moments, and exploring new trends. They often use their Instagram accounts to stay in touch with friends, follow popular content creators, and interact with influencers who align with their interests. Instagram is also a space for them to participate in trending challenges and express themselves creatively through photos, videos, and stories. Many students showcase their hobbies, personal achievements, and school events, making the Instagram platform a major part of their social lives.