



Teaching Writing by Using Social Media For High School Students in Indonesia

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Abstract

The purpose of the research is to find out the impact of using Facebook as a medium of discussion on the students' ability in writing, especially writing recount text. In the classroom, students set up their Cellphone to write and discuss a recount text. The research question is "Is there any significant effect on students writing recount text by using face book as medium for discussion on Senior High School students?" In the preliminary study it was found that the students' writing ability was low. Hence, the writer is interested in trying to solve the students' problem by using Facebook as a medium of discussion. The design of this research was an experimental research. The sample for this research consisted of 25 students. The result of this research found that Facebook as medium for discussion significantly affect the students writing ability.

Keywords: facebook, recount text, and social media

Pengajaran Menulis dengan Menggunakan Media Sosial untuk Siswa SMA di Indonesia

Abstrak

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis, terutama penulisan teks recount dengan menggunakan Facebook sebagai media diskusi. Di kelas, siswa menggunakan Cellphone mereka untuk menulis dan mendiskusikan recount teks. Pertanyaan penelitiannya adalah "Adakah pengaruh yang signifikan pada siswa yang menulis recount teks dengan menggunakan facebook sebagai media diskusi di SMA?" Pada penelitian pendahuluan ditemukan bahwa kemampuan menulis siswa rendah. Makanya, penulis tertarik untuk mencoba memecahkan masalah siswa dengan menggunakan Facebook sebagai media diskusi. Rancangan penelitian ini adalah penelitian eksperimental. Sampel untuk penelitian ini terdiri dari 25 siswa. Hasil penelitian ini menemukan bahwa Facebook sebagai media diskusi berpengaruh signifikan terhadap kemampuan menulis siswa.

Kata kunci: facebook, recount text, dan social media

1. INTRODUCTION

Writing is one of the four language skills in English teaching program. As stated in the curriculum 2003, the aim or the standard competency of English teaching at the Senior High School is to help the students communicate in English both oral and written (Department of National Education, 2003). This means that the students should master all the four language skills, speaking, listening, reading and writing. However, learning English now is much different from two or three decades ago. The presence of information technology has brought much changes in communication among people. One of the impact is the birth of sophisticated mobile phone with the ability to facilitate mass communication and eventually form an Internet-based social system or social network consisting of many people from different places that are connected together to allow communication and interaction among them. Almost all people know and use this technology in everyday life.

There are many kinds of social network. Facebook is one of them that the students so familiar with. They use it almost every day in their spare time. In Facebook, the students feel free and enjoy writing their thoughts, feeling, and opinion in informal way. As a teacher we have to realize the special quality of implementing Facebook in teaching writing that Facebook offers which is never possible before. However, teacher must also be aware of the possible weakness of it and continually examine the uses and outcomes of using it in teaching learning process.

Writing is not natural skill because someone cannot acquire this ability automatically and easily. Writing skill differs from others skill like speaking and listening which can be gained through natural process. Since someone was born, he got experiences of listening and speaking. In writing, he must recognize and understand new symbols. It is in schools that they get knowledge of new symbols in the written form when beginning to understand the significance of letter on paper. Writing is therefore a sophisticated skill combining a number of different elements that must be grammatically connected. Writing is considered the most difficult to be learned and mastered because it involves some language components (spelling, language use, vocabulary, and punctuation). Writing requires the rules of English grammar, mechanics such as the correct use of verb and pronunciation and it also involves many aspects such as paragraph development, organization of content, and it demands standard form grammar, syntax, and vocabulary.

One of the texts that are often taught by English teacher in the Senior High School is recount text. This type of text is taught at the first grade students. Recount text itself defines as a text that tells about a story of events or experiences in the past. The purpose of this text is to inform or entertain the audience. Based on my experience in one of the Senior High School, it was found that many students still have problems how to start to write a recount text. It might be caused by several factors. Firstly, the students cannot write generic structure of recount text well (orientation,

events, and resolution). They do not understand how to explore their ideas. Secondly, the students just know the features of recount itself, but they do not understand how to make recount text systematically. Thirdly, the students have problem to develop recount text to be a paragraph. They do not use grammar and vocabulary correctly. Fourthly, the students have problem in writing content and mechanic. They cannot arrange the paragraph and write systematically. Fifthly, the teacher seems to lack of strategy in writing. He does not use a proper method and materials as well as does not motivate the students write recount text. The teacher only teach the social function, schematic structure, and language features of recount text without teaching how to develop a good paragraph, so he does not makes the students understand recount text properly. In addition, the teacher needs to have appropriate media, and in this case Facebook can be a media in teaching writing especially in writing recount text. In this research I use Facebook as a medium for teaching writing. This is because Facebook are widely used by students and would give opportunity and help them to express their individual ideas by sharing their ideas easily.

Many problems faced by the students of first year of Senior High School students in writing recount text. Among of them are as follows: *firstly*, the teachers do not use appropriate media, so the students hardly to understand. Besides that the teachers have a little difficulties how transfer their knowledge to students. In teaching process, the teacher should have used the appropriate teaching media in the

teaching process so that the students understand writing recount text more easily.

Secondly, social function, the students do not understand the purpose of learning recount text and the generic structure, consequently, the students are hard to find such as, Orientation, the Events, and Re-orientation. The students' motivations of writing are low. The students do not know the goal of studying writing. Therefore, the problem of English language skills like reading, writing, listening and speaking should being master by the students.

Thirdly, the students are afraid to ask and to understand about the material which they are studying, and if they do not understand it can make them bored and do not seriously in learning English. If the students have difficulty in understanding the meaning of a text during the learning process then the writer provides a shortcut to them in a way, asked students' to find the meaning in dictionary.

The Research Question in this research is "Is there any significant effect of using Facebook group as a medium for discussion on writing of Recount Text for the High School Students? So the objective of the research is to find out the effect of Facebook on as a medium for discussion on Writing of Recount Text.

1.1. Literature Review

Writing is one of the basic skill in learning English. To write means to communicate using written language. In writing, all information is delivered through text. Writing also means producing or creating a

piece of text. Like speaking, writing requires someone to produce language. Harmer (2001: 249) states, "Language production means that students should use all and any languages at their disposal to achieve a communicative purpose rather than be restricted to specific practice points". Therefore, the form of language produced is different among those two. Speaking produces language in oral form while writing does in written form. That is why those skills belong to productive skill (Harmer,2001:246; Harmer, 2004:6).

According to Ruddell (2005:39), "Writing is the act of constructing meaning while transacting with texts". She adds that "In writing, the meaning was made through the combination of prior knowledge and previous experience; information emerging from text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication" (Ruddell, 2005:39-40). It means that in order to write something, a writer needs to have an idea or memory of certain event or phenomenon and be able to construct that idea or memory in a certain order so that the reader can catch the meaning concluded in the text.

According to Harmer (2001:255), "in writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation". It means that good content of writing only is not enough. A writer must also have sufficient language components like grammar, vocabulary, punctuation, and spelling to facilitate him/her in

expressing his/her ideas, experiences, thoughts, and feelings. The writing should be organized well, too, in order to be able to be easily read and understood by the readers.

1.2. The Process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. Harmer (2004:4) argues that the process of writing consists of 4 steps: (1) planning, (2) drafting, (3) editing (reflecting and revising), and (4) final version.

The first step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making detailed notes, jotting words down, or simply planning in the head. Harmer (2004:4) proposes three main issues writers should think about when planning to write: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece.

The second step is drafting. In this step, a writer writes what he/she has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing.

The third step is checking the first draft. This will direct the writer to edit it. In this step, the writer makes changes and corrections due to the ambiguity, grammatical errors, disorganized orders of writing and et cetera.

The last step of writing process

is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft. However, Harmer (2004:5) states, “writing process is recursive”. It means that writers revise throughout the process, frequently moving back and forth among the steps. For example, when writers think that they have done the final version; they may change their mind and go back to re-edit, redraft, even re-plan the writing. As stated by Harmer (2004:6), “Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing”.

Writing is communicating using text. Through writing, a writer communicates with the readers. According to Healey (2007:181), “Writers need to communicate with their readers, which include having a sense of audience and writing to the expectations of that audience, using peer review effectively, and revising and editing as needed rather than assuming that once is enough”. Moreover, Healey (2007:181) states that “broadening the audience base can enhance motivation for taking the time to edit and revise.” Therefore, it is clear then that the real communication with readers is very important. By sharing the writing with the readers or the audience, a writer can collect the feedback and review from them as means to revise his/her writing to be better. Revising once only by the writer himself/herself is not enough. A writer will need someone else to see the writing from another point of view to see whether there is any oddity or not in his/her writing. For example, a writer may made errors,

ambiguity, or miss-spelled words in his/her writing. The writer may not be aware of that; however, the readers who realize the peculiarity can inform it to the writer so that he/she can revise the writing.

1.3. Recount Text

Recount is one of genres taught in Indonesian schools. According to Gerot & Wignell (1994:194), “Recounts are genre that retells events for the purpose of informing and entertaining”. Similarly, Anderson & Anderson (1997:48) define “Recount text as a piece of text that retells past event, usually in the order in which they happened”. The purpose of a recount is to give the audience a description of an event covering what occurred, when and how it occurred. Some examples of recount texts are: newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

From the explanation above, it can be concluded that recount text is a piece of text which retells experiences or past events in chronological order for the purpose of informing, entertaining, or reflecting. In writing recount text, students can tell everything about their past experiences. They may also retell the experiences of other people such as family, friends, relatives, etc. The examples of recount text that can be met in our everyday life is diary writing. Some people get used to write everything happened to them in diary. Commonly, the things they write are factual events that they faced at the day. Another example of recount text is Facebook status. People tend to share what happened

to them and their feeling about it with their friends on Facebook. They post statuses that tell about their experience, usually in a very simple form. These kinds of texts are concluded as recount texts. Therefore, they are typed in simpler form and way; maybe that is why Facebook users do not realize that actually they write recount text almost every day, yet many times a day. Moreover, they do not realize that they enjoy recounting their story on Facebook.

The word “medium” (plural: media) derives from Latin word *medius* that means “between”, it refers to anything which carries information from source to receiver (Smaldino and Russel, 2005:9). Smaldino and Russel (2005:9) define media as means of communication and source of information. Another definition comes from Arsyad (2011:4-5): “media is a component of learning sources or physical aids in students” surroundings which contains instructional material that can stimulate students to learn”. Learning media arises learning motivation, interaction between students and environment, and the possibility for students to learn independently based on their own ability and interest; learning media copes with the limitation of senses, space, and time; and learning media provides equal experience for students about phenomenon happens around them and enables direct interactionare videos, television, diagrams, printed materials, computer programs, and instructors.

Media is very useful to be used in teaching learning activity. Asyhar (2012:8) states that “learning media can be perceived as

anything that are able to convey message from a source intentionally to create conducive learning environment where the receiver of the message can involve in the learning process efficiently and effectively”. In line with this, Smaldino and Russel (2005:9) state that “the purpose of media is to facilitate communication and learning”. It means that media is used not only to foster interaction between students– teacher and students–students but also to convey the learning materials.

There are several kinds of media. According to Siemens and Tittenberger (2009: 22-23), media is divided into 5 types: text, audio, visuals, video, and games and simulations. Smaldino and Russel (2005:9) propose six basic types of media. They are text, audio, visual, motion media, manipulatives (object), and people. Furthermore, Asyhar (2012:44) groups media into visual media, audio media, audio-visual media, and multimedia.

Teachers have to be able to select the most effective media to be used in their teaching so that the intended learning goals can be achieved. Siemens and Tittenberger (2009: 22) present three steps of selecting media type as follows: (1) clarify the learning intent, (2) evaluate media affordances, and (3) select media.

1.4. Facebook as Learning Media

Facebook is a social networking website and service where users can post comments, share photographs and links to news or other interesting content on the Web, play games, chat live, and stream live video. Facebook shares these

following characteristics: participation, openness, conversation, community, and connectedness (Mayfield, 2008). This social networking site has gained popularity among teenagers; almost all teenagers have a Facebook account and spend hours in there (Zhao, Grasmuck, & Martin, 2008). Facebook has attracted a considerable amount of attention from researchers and practitioners alike. Lampe et al. (2007) note that Facebook provides a base for learners to check on their action, ideas and interest of the group they belong to. Similarly, Shih (2011) and Roblyer et al. (2010) found that Facebook allows learners to interact and collaborate. Also, Haverback (2009) mentions learners' active engagement and participation. Drouin (2011) argues that Facebook improves second language reading while for Reid (2011) Facebook creates the power, allows diversity and new relationship to form interaction, language and texts.

Prior research related to writing skills and Facebook demonstrated a satisfying experience and acquisition of knowledge. Most prevalent was the mixed method study by Shih (2011), where pre-test and post-test surveys, questionnaire and interviews were used to prove immediate value to the instructors by suggesting peer assessment using *Facebook* can be interesting and effective for college students. Yunus et al. (2011) conducted a mixed method study investigating students' perceptions of the use of Facebook in teaching ESL writing. The researchers found that students improve their vocabulary from the online comments and spell check.

Such advantages of *Facebook* should be utilized by using the environment for writing and interactions, because students tend to show their interest as the writing environment is a space that students are deeply integrated in their day to day practices.

According to Bartlett-Bragg (2006:3), "A social network is a range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment". Merchant (2013:6) defines social networking as "the patterning of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighborhoods and communities." Another definition comes from Boyd & Ellison (2007:2), they define social network sites as "web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system". Research done by Akmal and Ahmad (2011) also showed that Facebook usage now is not only limited to personal interaction but has widen as a communication medium for sharing information, business expansion, education and sharing of pictures and videos as well.

2. METHOD

The design of this research is the experimental study that involves independent and dependent variable. The independent variable is

Facebook and dependent variable is the writing skills. This research focuses in two variables which used control group and experimental group. Control group is given pre-test and post-test only while experiment was being done, while experiment group was given pre-test, treatment and post-test. Thus, this research is intended to analyze and interpret a certain population by finding at the relationship between the independent and dependent variables. In other word, Facebook as an independent variable) will effect writing skills as a dependent variable.

In this research the data was taken from students by giving the test material and ask them to answer. There two tests; pre-test and post-test. The class was divided into two classes: experimental class and control class. The duration of the test was 45 minutes to conduct all the activities. In this study, the researcher uses two series of test, pre-test and post-test. This used as her research instrument to get the score of the students.

Population and Sample

The population of this research is all of the first year students in academic year 2013/2014. We assume that all element of population is homogenous as all the students are enter the University through the same Test of Entrance. Those who pass the test will be assume have the same ability. So the technique used to determine the sample was random sampling in which every individual in the population has the same chance of being selected for the sample There are ten classes of the first year with

total number of 280 students. In this study, we randomly took one class as a sample. The randomly chosen sample is X8 class which has 25 students. All of them have Facebook account.

The research indicators used in this research are presented in Table 1. We cover 4 basic skills that student have to have in order to have good writing skills. These are grammar, content, organization and mechanics.

Table 1. Research indicators used for evaluating the scores of students

Writing skill test	Indicators	Topics
Pre-test	1. Grammar 2. Content 3. Organization 4. Mechanics	Unforgettable moment
Post test	1. Grammar 2. Content 3. Organization 4. Mechanics	My holiday

The research Procedure

The procedure for determining the impact of Facebook on the student writing by using Facebook as following. Firstly, we preparing the material of recount text then posted in the Facebook group “EngliSHS5.” The students had to open the group first and try to understand the material. From the provided material, the students got the information about recount text. Therefore, the students learnt by reading the material on the “EngliSHS5”. It aimed to give the students basic

comprehension about recount text before learning it with the teacher at school. Whenever they had difficulties in understanding the material, they could ask the teacher for help. There was no need to wait for the class to ask the teacher about the difficulties. Students could ask the teacher directly at the moment by commenting on the material either having a chat with the teacher or to consult the teacher about their problems.

Secondly, the teacher explained the material to the students in the class, reviewing the materials by asking the students to read the material in “EngliSHS5” by themselves. This step does not only help the students to get a better understanding about recount text, but also help them solve their problems and difficulties in learning it. In this step, I also discussed the example of recount text which had been posted in “EngliSHS5” and asked the students to observe and analyze the generic structure as well as the language features.

Thirdly, the teacher ask each student to write a recount text, My Horrible Experience. Then the students had to make their own recount text and post it to the “EngliSHS5”.

Fourthly, give the feedback; after posting the recount text, each student have to review. The students were also asked to do peer review. It aimed to make the students able to recognize errors made by their friends so that they could give correction and advice to each other. Furthermore, the peer review activity was supposed to provide the students as much

feedback as possible so that they could realize their errors and write better later. There were 25 students in class X8. Each student had to review the recount texts written by friends from the same group by commenting on it. They might also comment on recount texts made by friends from different group. The comment was based on the given criteria of organization, content, grammar and mechanics. The guideline for the peer review besides reviewing, the students were also asked to read their friend’ recount texts as many as possible and “like” whichever text they liked. Asking each student to revise their recount text after getting review from me and their friends, each student read and studied the review. At school, teacher displayed the students’ common errors and gave explanation about how it should have been. Finally, the students were asked to revise their texts to be the better ones.

After discussing the material and the example of recount text, I asked each student to write a recount text based on the given theme. There was three themes: My Busy Day, My Hollyday, and My Lovely Day. In order to compare the performance before and after the treatment of teaching we did two series of tests. The first one is a pre-test which was performed before the research (or the treatment) was carried out. In this case, the test was conducted in the class X8. Following the pre-test we then did the second treatment by using Facebook as media for teaching writing. The second treatment or teaching process lasted for about 3 months. The score of the pre-test and the second test was compared to

know the influence of the second treatment on the student scores.

The teaching process in the second step was carried out by using the following steps. In the second and the following meeting, the listening material were explained in the class, after that the students were asked to write a recount text which the theme of My Bad Day. They have to post their writing on Facebook and give comments or opinion about the text on Facebook. The last step is the teacher and students conclude the material together.

Fourth meeting, the teacher explains the material in the class, after that the teacher asks students to write a recount text which the theme is My Horrible Experience, they have to post their writing on Facebook and give comments or opinion about the text on Facebook. In the last step again the teacher and students conclude the material together.

In Fifth meeting, the teacher explains the material in the class, after that the teacher asks students to write a recount text which the theme is My Holiday, they have to post their writing on Facebook and give comments or opinion about the text on Facebook. The last step is the teacher and students conclude the material together as before. Post-test of experimental class is done after the fifth meeting. The result of post-test is analyzed and used as final data for this research. Reviewing the materials

Besides asking the students to read the material in “EngliSHS5” by themselves, I also explained it to them in the class. This step does not

only help the students to get a better understanding about recount text, but also help them to solve their problems and difficulties in learning it. In this step, I also discussed the example of recount text which had been posted in “EngliSHS5” and asked the students to observe and analyze the generic structure as well as the language features.

In order to compare the performance before and after the treatment of teaching we did two series of tests. The first one is a pre-test which was performed before the research (or the treatment) was carried out. In this case, the test was conducted in the class X8. Following the pre-test we then did the second treatment by using Facebook as media for teaching writing. The second treatment or teaching process lasted for 2 months. The score of the pre-test and the second test was compared to know the influence of the second treatment on the student scores.

The teaching process in the second step was carried out by using the following steps. In the second and the following meeting, the listening material were explained in the class, after the students were asked to write a recount text which the theme of My Horrible Day. They have to post their writing on Facebook and give comments or opinion about the text on Facebook. The last step is the teacher and students conclude the material together.

Fourth meeting, the teacher explains the material in the class, after that the teacher asks students to write a recount text which the theme is My Horrible Day, they have

to post their writing on Facebook and give comments or opinion about the text on Facebook. In the last step again the teacher and students conclude the material together.

In Fifth meeting, the teacher explains the material in the class, after that the teacher asks students to write a recount text which the theme is My Holiday, they have to post their writing on Facebook and give comments or opinion about the text on Facebook. The last step is the teacher and students conclude the material together as before. Post-test of experimental class is done after the fifth meeting. The result of post-test is analyzed and used as final data for this research.

Data Analysis

According to Brown (2004), the scoring rubric of recount text consists of some scoring criteria, those are the *organization, content, grammar, punctuation, and vocabulary* with the rate of 1-20 for each aspect.

In order to see the effect of treatment on the students' scores we use t test to see the different between the score before the treatment and after the treatment. The formula used is as follow

$$t - test = \frac{X1 - X2}{\sqrt{\frac{(S1)^2}{N1} + \frac{(S2)^2}{N2}}}$$

X1 = mean of the score in pre-test

X2 = mean of the score in post test

S1 = standard deviation of pre-test

S2 = standard deviation of post-test

N1 = number of sample in pre-test

N2 = number of sample in post-test

3. FINDINGS AND DISCUSSION

There were 25 student samples who participate in this research. As it is already outlined in the methodology we did two series of data collection. First, data related to the student performance before the treatment or the research is carried out and we call this as a pre-test. This pre-test is intended to get the overall ability of the students before the research treatment is performed. The next step is to do the research treatment where teacher teaches writing to the students by using social media. This step is called a post-test. The students are given problem descriptions then asked them to write recount paragraphs based on the topic. The students' compositions are evaluated by two raters. The evaluation include aspects of writing, these are Content, Organizations, Mechanics, and Grammar.

Table 2 shows the pre-test results of the students from the two Raters. The total score of 25 students is 849.5 points with the average score of 33.98 points out of 100 points. Based on these scores it can be concluded that the average comprehension of these students on "content, organization, vocabulary, and grammar" are quite poor. Having these scores we conducted the research treatment by giving the students series of teaching of writing for about three months. After process of learning we gave them problem description then asked them to write recount paragraph based on the topic. The students' compositions then were evaluated on four aspects, those are Content, Organizations,

Mechanics, and Grammar. The results were presented in Table 4.

Based on Table 3, it was found that the total score of the students' post-test given by Rater 1 and Rater 2 were 1384 points with the average score of 55.36 points and 1387 points with the average score of 55.48 consecutively. The accumulative score of the two raters was 1385 points with the average score of 55.42 points. The post-test average score is higher than the pre-test score. These accumulative scores confirm that the students have made a good progress in their learning process when they use Facebook in learning writing. In other word, their comprehension on "content, organization, vocabulary, and grammar" is much better than the previous time when they did not use media Facebook yet. This progress are indicated by the significant increase of their scores. The score increase from 33.98 to 55.42 point or increase more than 60%. The difference between the two scores are also statistically significance at 5% level.

Table 2. The Results of Writing Recount Text at the Pretest

No Samples	Rater I	Rater II	Average
1	37	35	36
2	40	40	40
3	44	42	43
4	35	34	34.5
5	36	35	35.5
6	34	34	34
7	28	30	29
8	28	31	29.5
9	33	35	34
10	30	31	30.5

11	32	30	31
12	30	32	31
13	30	31	30.5
14	29	29	29
15	30	32	31
16	35	35	35
17	32	32	32
18	30	29	29.5
19	30	31	30.5
20	40	40	40
21	44	42	43
22	29	30	29.5
23	33	31	32
24	39	33	36
25	45	42	43.5
Total	853	846	849.5
Mean	34.12	33.84	33.98

Table 3. The Results of Writing Recount Text at the Posttest

Samples	Rater I	Rater II	Average
1	54	56.0	55
2	56	56.0	56
3	58	58.5	58
4	44	48.0	46
5	50	50.0	50
6	52	52.0	52
7	40	42.0	41
8	46	46.0	46
9	46	46.0	46
10	52	52.0	52
11	64	64.0	64
12	44	46.0	45
13	64	64.0	64
14	48	48.0	48
15	58	58.0	58
16	59	57.5	58
17	60	58.0	59
18	64	64.0	64
19	61	59.5	60
20	62	60.0	61
21	54	54.0	54

22	60	60.0	60
23	56	55.5	56
24	64	64.0	64
25	68	68.0	68
Total	1384	1387	1385
Mean	55.36	55.48	55.42

This research results also raise a question. Why are the students more exited using Facebook in learning writing? During the research it turned out that students prefer Facebook or other form of Information and communication technology (ICT) to conventional form of learning process such as classical learning, one way method communication and other traditional form of learning process. By using technology of social media they feel free from any burden, embarrassment or any other form of pressure, either physically or mentally or from any form of disturbances in the surrounding environment. By freeing themselves from such burden, their inner power is stronger than otherwise. From this point of view we need to consider and evaluate the variation of learning process, place and the way we are teaching.

4. CONCLUSION

The purpose of the research is to find out the students' ability in writing, especially writing recount text by using Facebook as a medium of discussion. The research found that there is a significant effect using Facebook Groups as a medium discussion on the students' ability in writing. This effect in part due to a more conducive environment created by Facebook for learning process which then affect the students' performance. Learning by using

Facebook also remove the burden on the students as they do everything by themselves without any worry and interference.

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