# FACEBOOK AS A MEDIA IN TEACHING RECOUNT TEXT

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## ABSTRACT

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Writing is one of the four skills in English that is important for the English learners. There are many text types in English, and amongst all text types, recount text is considered to be one of the most complicated text types in English. This study examines the use of facebook as a media in teaching recount text. In this year many of media can be used to teaching English, teachers must be creative to choose strategy to increase students' ability in learning English especially in writing recount text. Unfortunately, many teachers pay less attention to create new strategies. The only media that some teachers used to teach English in the classroom is textbooks. This study was aimed to discover whether there was a significant difference of students' achievement before and after the implementation of using Facebook in teaching recount text. The study involved 20 students. By using quantitative research, we get the data from test. The average score of students' pretest showed that 62.25. After received the treatment, the average score of students' post test showed that 73.25. The finding of the data there was a significant difference of students' achievement before and after the implementation of using Facebook in teaching recount text. The study concludes that using Facebook as a teaching media to improve students writing skill in recount text is considered to be an effective method. However, it is suggested that a proper topic should be provided by the teacher and the learners should maintain the comments to remain on the topic of the discussion.


**Keywords: teaching Writing, Facebook, Recount text**.

## INTRODUCTION

English is an international language. It is used in almost the whole world for any purposes as the media of communication to help people communicate and interact with others. Richards (2007:2) states that English is the language of globalization, International communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play.

English is taught as foreign language in our country, Indonesia. Teaching English in our country has many of straggle, because it is not our original language or our mother tongue. It is commonly taught firstly at school, which is in elementary or even junior high school up to senior high school. In this case, of course we rely on the role of teacher in teaching that language to children. Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language. To achieve this, there are four language skills that have to be taught, they are: listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001: 199; 246). All of the skills are important. However, one of language skills that encourage students to be more productive and creative is writing skill.

The students have to more creative to create a good written, but to make a good written is the challenge for students. According to Scott (1995: 23) stated that writing has certain characteristics which are difficult to be mastered by pupils. To write is not easy about write something on blank paper; it is more complicated and need accuracy. Writing is a combination of process and product. We need a quite long process starting from planning, drafting, editing, and final drafting to produce a piece of writing (Harmer, 2004:4). Moreover, in writing, a writer will need to express his/her ideas, experiences, thoughts, and feelings so that he/she has to be supported by sufficient language components such as grammar, vocabulary, and spelling (Harmer, 2001:255).

According Hafihz (2013: 2) there are some factor that make students' writing ability low. It can be

categorized into students' side and teacher side. Students cannot write well because they do not practice much. The other source Smith (2010) states that the most obvious reasons why the students lack in writing is that they receive a limited amount of instruction in writing and they do not write much. If the students write more, they can know more their mistakes and improve them.

For the student low writing ability, it also depends on their teacher. The teacher must give writing task in every meeting as assignment for students and the teacher must give feedback in order to make the students know their mistakes and improve their ability in writing. Hafidz (2013:2) states that the students' low ability in writing can be caused by technical problem. The teacher does not provide the chance for the students writing practice. Students may not write very much because the teacher does not give enough writing task. The teacher sometimes do not ask the students to do writing task because assigning students needs much time, in order to make the students understand their mistakes, the teacher must correct the paper one by one and word by word.

Dealing with those problems, in teaching private junior high school many of teaching media can be implemented by teacher to develop their students' ability, but in junior high school need more than theoretical to teach, teacher must build situation and teach with natural activities. As stated by Harmer (2001: 261), One of our (teachers') principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

The students' problem in writing is also caused by themselves. They are get in trouble in expressing ideas in writing. It is caused by their limited knowledge of language components such as vocabulary and grammar. They also found difficulty in organizing their ideas and sentences in writing. One of the ways to motivate the students is by creating enjoyable and comfortable situation in learning so that students feel fun to write. The feeling of fun in writing can motivate students to write very much so that their writing skill will improve. Moreover, writing habit is

very important because when it has been built, students will easier to write without spending many time to think and writing activity to be fun activity.

Actually, many of teaching media to use the writing habit has been built by the students themselves through social media such as Facebook, Twitter, Instagram, Google+ etc. Indonesia was placed as country with the fourth highest number of Facebook users in the world with the number of users reached 88.000.000 (www.socialbakers.com). It shows that Indonesian, including the school ages are quite active in Facebook. In that social network, they feel free and enjoy writing their thoughts, feeling, and opinions in informal way.

Teachers can take benefit from students' activity in writing on Facebook. They can increase students' ability and writing habit by motivating them to write more and more not only in informal situation, but also in formal one. That is writing for academic purposes. This may be done since they enjoy writing in that way.

An article is written by Saikaew, et.al (2011) shows that *Facebook* gave many advantages as education tool.

Another research about the use of *Facebook* is written by Rasyid (2013) has shown that *Facebook Groups* can help students in process of setting up of writing by enabling them to recognize aspect of writing assignment deadline and avoid plagiarism was conducted by the students. Regarding the use of *Facebook* that is good for students in learning, a study was conducted to examine the extent to which the use of *Facebook* as media in teaching recount text was conducted of the eight grade of SMP Ar- roudhlhoh Soko-Tuban. The research problem is formulated as follow: "Is there any significant difference of students' achievement before and after the implementation of Facebook in teaching recount text?

The benefits of this study give for the teacher in this study, the researcher will be able to improve knowledge in teaching English language learning and to increase their knowledge in students' writing recount text using facebook as a learning media.

**METHOD**

Pre-experimental design as a part of quantitative research was employed in this research. It aims to

discover the effectiveness of teaching recount text by using *Facebook* toward students' writing achievement test in a method to measure students' ability, knowledge, or performance and to know the success of a learning process that has been done.

A good instrument should be tested for validity and reliability. Here researchers used expert judgment. And before the tests given to a sample class, previously the researcher create questionnaire to find out readability of the test. The participant of this research at least 20 was the students from eighth grade of SMP Ar-Roudhoh Soko-Tuban.

**FINDINGS AND DISCUSSION**

Based on the result, The average score of students in the pre test before the treatments were given pre-test score of the students was 62,25. The average score of students post test after given treatments, the students' average score was improved higher than that of in the pre-test. The average score was 73,25. It can be seen the significant improvement of each component of students' writing skill. Gain of the average score for each component after the treatment was 2,87for organization, 1,73 for content, 2,3 for grammar, 1,29 for mechanic, and 1,84  for style. So that, based on the gain average scores of the test showed that the post test score was higher than the pre test score. The figure below can make easy in analyze the difference of the score.
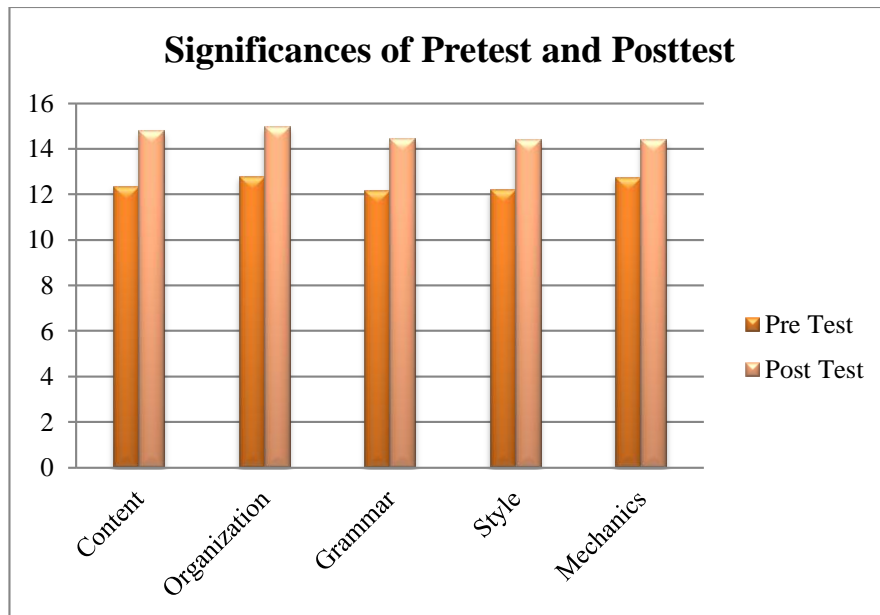
Figure. 1 significances of pre test and post test score.

## DISCUSSION

Based on the t-table value of sig. (2-tailed) of 0.001 < 0.005, because the value of sig. (2-tailed) of 0.001 smaller than 0.005. It means that there is significant difference between pre test score and post test score. From the results, it was concluded that the treatments given achieved a better result. Thus, the effect of using facebook in teaching recount text could be one of the factors in improving students' writing skill.

## CONCLUSION

This study aims to discover whether commenting actively on Facebook group post affects students skill of writing recount text. The pre-test and post-test were given to see if there is any significant difference of students' achievement before and after the implementation of using Facebook in teaching recount text.

Based on the scoring and calculation result, the increase of the average score of students after the treatment. Based on the calculation of paired sample t-test which was explain in previous chapter it shown that was sig. (2-tailed)it was higher than 0.005. It can be concluded that there is significant difference effect between students of the pre test score and post test score. In the other words, this finding agree with the result of the research was in line with the alternative hypothesis (H$_1$) that "There is any

significant difference of students' achievement before and after the implementation of using Facebook in teaching recount text". It means that this hypothesis is accepted. While, the null hypothesis ($H_0$) that "There is no a significant difference of students' achievement before and after the implementation of using Facebook in teaching recount text." is rejected.

The average score difference is nearly close to each other, 62,25 for the pre test and 73.25 for post test.

Then, after analyzing the pre test and post-test results, it can be seen from the data that there is a significant improvement of the participants writing ability after receiving the treatments.

The average score of the post test is higher than the pre test, the average of the gain score of pretest and posttest 11.00. For the English teachers need to be developed by English teachers to build, improve, and innovate themselves to be professional teachers and learners. This kind of efforts could be better supported by university environment, stakeholders, and government.

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