

THE EFFECTIVENESS OF FACEBOOK WALL TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT: A Quasi Experimental Research

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Article Info	Abstract
<p>Received: April 18, 2018 Accepted: June 17, 2018 Online: June 28, 2018</p> <p>Keywords: Facebook wall, Recount text, Writing.</p>	<p>This research aimed in finding out the effectiveness of Facebook wall to improve students' ability in writing recount text. The research applied Quasi experimental design model nonequivalent. The sample of the research were two class with the first class 20 and the second 20 class with using purposive sampling technique. The instrument of the research was writing English test. The population of the research was the eleventh grade student of SMA N 1 Sungguminasa and the number of sample was 20 students. The result of research in experimental class and control class in writing recount text in terms of content and mechanics in eleventh grade IPS 2 and IPS 3 showed. Percentage improving in experimental class in term content was 79.39 % improving from posttest 59.2, pretest 33, range pretest to posttest 26.2 % and 70.80 % improving in mechanics from posttest 69.6, pretest 40.75 range pretest and posttest 28.85 %. The percentage in control class in term of content was 66.31 % from posttest 54.05, pretest 32.5, range pretest to posttest 21.55 % and in mechanics was 58.28 % in posttest 60.7, pretest 38.35, range pretest to post test was 38.35%. Statistics hypothesis T-test value was 36.53 and T-table 1.78 which mean (H1) was significant improve.</p>

INTRODUCTION

Writing can be considered as one of the fundamental skills rather than the other skills. It is because that writing is one of the basic skills of learners who want to learn English. Meanwhile, in the learning process there are some difficulties of students who learn English as a foreign language. They have some difficulties even though English is not their first language. However, writing already becomes an enjoyable, meaningful and essential subject in the foreign language learning. Writing enhances the ability of the students to generate their ideas, to communicate one word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words. Vocabulary has an important role at this point. The students who are good at vocabulary will not face the difficulty in generating ideas.

There are some factors that make students' writing ability low. It can be categorized into students' side and the teacher's side. Students do not write well because they do not practice much. Other 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 students write more, they can know more their mistakes and improve them.

SMAN 1 Sungguminasa is the middle level of education in formal education in Indonesia, equivalent to high school, but the learning process for students was not always going well. Based on the results of a survey to one of the teachers of English language conducted on June 16, 2017 at SMA 1 Sungguminasa which suggests some obstacles experienced by students in English learning process is implemented. This is low motivation or lack interest in writing so that students feel bored on the learning of English that impact on the results of learning is not maximal.

The students' low ability in writing can be caused by technical problem. The teacher does not provide the chance for the students to practice writing. Students may not write very much because the teacher does not give enough writing tasks. The teacher sometimes does not ask the students to do writing tasks because assigning students' writing needs much time. In order that students can understand their mistakes, the teacher should correct their paper one by one, word by word. If the teacher gives the students homework to make writings, she gets the work to check the students' writing (Marza: 684).

Facebook can be a positive influence to improve students' writing skill on recount text. When the students can comment to each other, they can take a good response and feel more open to be a better. There are some solutions of this problem to help students, it needs another technique in teaching writing to be more interesting for the students. In this case, the use Facebook as a media of instruction. The research explained previously that there are many advantages in using Facebook for the students, researcher hoped that Facebook can improve their writing skill.

On Facebook, the students can share their ideas about something. Their friends can also take a look and give some arguments to each other. Their vocabulary items improve if they write it in English. By using Facebook wall, the students learn how to correct their friend's work. Some researchers describe that avoiding face-to-face interaction can lower down students' anxiety.

One of research in year 2015 about Facebook is Putri Aisyah Ningsih found Facebook was an effective media in teaching writing recount text. It was really helpful in increasing students' ability and achievement of writing recount text.

Based on the background mentioned, the researcher was interested to conduct a research on The Effectiveness of Facebook Wall to Improve Students' Ability in Writing Recount Text. This research conducted on eleventh grade students of SMA 1 Sungguminasa., researcher puts forward the problem in this research are:

1. Does Writing Recount Text on Facebook Wall Improve Students' Writing Ability in term of Content at The Eleventh Grade of SMA N 1 Sungguminasa?
2. Does Writing Recount Text on Facebook Wall Improve Students' Writing Ability in term of Mechanics at The Eleventh Grade of SMA N 1 Sungguminasa?

Based on problem statements that presented by the researcher, the researcher hypothesis is stated as follow:

- a. Alternative Hypothesis (H1) : There is significant improvement in writing recount text in terms of content and mechanics using Facebook wall in IPS 2
- b. Null Hypothesis (Ho) : There is a difference of learning achievement writing recount text between experimental class IPS 2 and class control IPS 3

LITERATURE REVIEW

Definition of Writing

Harmer (2004: 3) states writing is one of the skills to be taught in junior high schools. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English". "The students need to master these skills especially the writing skill.

Boardman (2008: 18- 25) states there are some characteristics of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. There are three characteristics in writing a good text or paragraph, namely:

- a. Coherence

A paragraph has coherence when the supporting sentences are ordered follow to a principle. The sentences are put in order so that the reader can understand ideas easily. The principles for ordering depend on the types of paragraph writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

- b. Cohesion

Another characteristic of a good paragraph is cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in support of the topic sentence.

- c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

The Components of Writing

Heaton (1975:135) divides component writing into five main areas. They are grammar/Language Use, mechanics, vocabulary, content and the last is organization.

- a. Content

The writing content has to be clear for the readers to be able to understand the message and information from it. There are two parts of content in writing, they are unity and completeness. This contents become characteristic of good writing.

b. Organization

Organization in writing concerned with coherence. It means that the writer has to arrange and organize the ideas. The paragraph can be coherence if the ideas are put in the right order.

c. Language Use/ Grammar

Language use in writing consists of correct language and point of grammar. Grammar in writing description involved the use of verb, adjective, adverb and use simple present tense. A good grammar helped the reader understand the meaning of the text.

d. Vocabulary

Vocabulary in writing involved the use of right words (selection words). The writer has to know the exact word to put in the sentence. This is important to forms a writing, but particularly in personal description more effective than those mainly transmit information.

It indicated that we cannot write or express our ideas if we did not have vocabulary. Therefore, we cannot understand the writing passage without have a lot of vocabulary.

e. Mechanics

Parts of mechanics in writing are capitalization, punctuation, and spelling. Incorrect spelling and punctuation will make the loss or different meaning in the text, so, the use of this aspect in writing have the big effect in understanding the meaning in written text.

Based on the explanation of experts can be concluded that, divides component writing into five main areas. They are grammar/Language Use, mechanics, vocabulary, content and the last is organization.

Definition of Recount Text

a. The Definition of Recount Text

Knapp (2005: 224) states recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

Anderson (1997: 29) states recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount. Describes the generic structure of a recount text.

b. Constructing a recount

A recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which other happened and the last is reorientation. It consists of a conclusion.

c. Grammatical features of a recount

A recount usually includes the following grammatical features:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of the events.

Definition of Facebook

Facebook is one of social networking media. Social networking is that the use of a website to connect each other similar interest, hobby, school, etc. Since Facebook was invented in 2004 by Mark Zuckerberg, it has been widespread used in all around the world. Facebook as one of social media is very use full for people to communicate to each other.

Many people feel an enjoyment in updating status on Facebook because other people can see status and give some argument. This kind of application is the reason why many people usually use Facebook. It makes many people can still connected even feel close to each other because Facebook can share feeling and affection. The users can also post updates safely with privacy setting. The users have to make sure that post is not widely spread, so with the privacy setting, the users can enforce the audience.

METHOD

Research Design

Sugiyono (2015: 114) quasi experimental design there are two form of time series design and nonequivalent control group design. Design which is used in this research is quasi experimental design and using nonequivalent control group design model. Before being given treatment, both the experimental group and the control group are given the test is pretest, with a view to know the condition of the group before treatment.

TABLE 1 QUASI EXPERIMENTAL DESIGN

GROUP	PRE - TEST	TREATMENT	POST-TEST
CONTROL	O ₁	X	O ₂
EXPERIMENTAL	O ₃	X	O ₄

(Sugiyono, 2015: 116)

Control group : is subject not getting treatment.

Experimental group : is subjects that do get the treatment.

Information

O₁ : Experiment group before treatment

O₂ : Experimental group after treatment

- 03 : Control group before treatment
- 04 : Unattended control group
- X : Treatment

Population and Sample

Population in this research were all eleventh grade in SMA N 1 Sungguminasa, so the population research were 384 students.

Sampling in this study using purposive sampling because researcher descend directly to a specific place that has a population of randomized research by choosing two classes, one class has been given treatment by teaching Facebook wall and one class as control class. They were XI 2 as experimental class that consisted of 20 students and XI 3 as control class that consisted of students. The reason choosing class XI 2 and XI 3 because samples that have been selected appropriate to the requirements or research objectives (obtaining accurate data). Total sample were 40 student from two class.

Variable of the Research

There two variable in this research namely:

- a. Variable independent in this research were Facebook wall as a media in process learning to improve students' Ability on writing recount text.
- b. Variable dependent were teaching writing recount text by using Facebook wall as a media in process learning.

Research Instrument

The instruments that have been used test:

Test (Pre-test Post-test)

- a. The first test that has been given (Pretest) with the aim to know the early ability of learners either, of the control class as well as the experimental class.
- b. The second test has been given (Posttest) the aim to know the early ability of learning after given treatment. Gave to see learning progress or improvement understood in both classes. Study result test were developed based on indicator on the subject. Discussions that have been set by the curriculum used in school concerned.

The Technique of Data Collection

Data collection the data was the most important activity in the research in collecting data. Some steps that have been given by the researcher as follow:

- a. The researcher gave pretest to students between experimental and control class. Pre-test for the students in the first meeting in order to know the capacity of the students' competence between the experimental class and the control class. In the pre-test, the research gave the students a topic which was "My Holiday".
- b. Treatment
The researcher explains how to make a writing recount text through Facebook wall as a media in process learning and discussion method as a media in control class
- c. Posttest
Teacher posttest to student between experimental and control group. The post-test given to know the change of understood material about recount text after the treatment by using Facebook. This post-test used to know the significant difference between the experimental classes which were used Facebook for the treatment and controlled class which were not used any treatment. In the post-test, the research gave the students a topic which were "My School Experience".
- d. Analyzing the result of test.

Data Analysis Technique

Test data were analyzed based on the following steps:

1. Calculating score pretest and posttest of students follow :

$$\frac{\text{Total score}}{\text{Maximum score} \times 100} =$$

(Nurgiyantoro, 2012:393)

2. Classifying the score of the students' answer into the following measure.

TABLE 2 RUBRIC OF CONTENT ASSESSMENT IN WRITING

CATEGORY	CRITERIA
20-18 (Excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (Good - adequate)	Essay addresses the issues but misses some points : ideas could be more fully developed, some extraneous material in present
14-12 (Adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right
11-6 (Unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider

| the topic carefully

(Brown, 2004: 244-245)

TABLE 3 RUBRIC ASSESSMENT IN MECHANICAL

CATEGORY	CRITERIA
20-18 (Excellent to good)	Correct use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (Good - Adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible
14-12 (Adequate to Fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas
11-6 (Unacceptable)	Serious problems with format of paper: parts of essay not legible errors in sentence punctuation and final punctuation: unacceptable to educated readers
5-1 (College Level work)	Complete disregard for English writing conventions: paper illegible : obvious capitals missing, no margins, severe spelling problems

(Brown, 2004: 244-245)

TABLE 4 RUBRIC OF STUDENTS SCORE CLASSIFICATIONS

NO	SCORE	SCORE CLASSIFICATIONS
1	85-100	Very Good
2	65-84	Good
3	55-64	Fair
4	35-54	Poor
5	0-34	Very poor

(Depdikbud, 2006: 29)

2. The average score of post-test of content and mechanic of experiment class :

$$\frac{\sum X}{N1}$$

(Gay, 2006: 334)

Where:

MX: Mean of experimental class

$\sum Y$: Total of deviation of experimental class

N1 : number students of experiment class

3. The average score of post-test of content and mechanic of control class:
The formula is as follow;

$$My = \frac{\sum y}{N2}$$

(Sugiono, 2012: 315)

Where:

MY: Mean of control class

$\sum y$: Total of deviation of control class

N2: Number students of experiment class

4. Find the number of deviation values deviated to the experimental class. The formula is as follow;

$$\sum X^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

(Arikunto, 2010: 355)

Where:

$\sum X^2$: Deviation of each post test score from pretest of experimental class

N : Number students of experiment class

5. Find the number of deviation values deviated to the control class. The formula is as follow;

$$\sum Y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

(Arikunto, 2010: 355)

Where:

$\sum Y^2$: Deviation of each post test score from pretest of control class

N : Number students of experiment class

6. Calculates the difference of the mean value of the initial test (y) with the average value of the final test (x) using “ t test” by the formula used in this research is as follows;

$$T - test = \frac{M_x - M_Y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_1 + N_2 - 2} \right] \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

(Sugiono, 2012: 324)

Where:

Mx: Mean deviation of experimental class

My: Mean deviation of control class

$\sum Y^2$: Deviation of each post test score from pretest of experimental class

$\sum Y^2$: Deviation of each post test score from pretest of control class

7. Calculation of learning outcomes through treatment

$$P = \frac{X2 - X1}{X1} \times 100 \%$$

P: Percentage
X2: Score post test
X1: Score pre test

(Gay, 1981: 32)

RESULT

The research was aimed to describe to use of Facebook wall in improving students' ability in writing recount test of SMA N 1 Sungguminasa. Based on pretest and posttest in experimental class and control class in writing recount text in terms of content and mechanics in eleventh grade IPS 2 and IPS 3. The researcher can concluded that:

Students' Writing Ability in Terms of Content Using Facebook Wall

a. Experimental Class

The result writing ability in term of content.

The following is the score of the result of learning English student IPS 2 in writing recount text in term of content through learning Facebook wall media before being given treatment and after given treatment:

TABLE 5 STATISTICS OF CONTENT IN WRITING RECOUNT TEXT IPS 2

CONTENT	PRE TEST	POST TEST	RANGE
	33	59.2	26.2

Data table 4 it can be known that there were pretest 100 % students do not mastered on writing recount text in term of content. In pretest mean 33 in writing recount text in term of content from 20 students. The result of posttest showed mean 59.2 from 33 value pretest. The range between pretest and post was 26.2.

b. The Result Writing Ability In Term Of Mechanic

The following is the score of the result of learning English student IPS 2 in writing recount text in term of mechanics through learning Facebook wall media before being given treatment and after given treatment:

TABLE 6 STATISTICS OF MECHANIC IN WRITING RECOUNT TEXT IPS 2

MECHANIC	PRE TEST	POST TEST	RANGE
	40.75	69.6	28.85

Based on Table 5 it can be known that there were pretest 100 % students do not mastered on writing recount text in terms of mechanic. In pretest mean 40.75 in writing

in term of mechanic from 20 students. The result of posttest showed in mean 69.6. The range between pretest and posttest was 28.85.

TABLE 7 STATISTICS PERCENTAGE OF CONTENT AND MECHANIC IN WRITING RECOUNT TEXT IPS 2

INDICATOR	PRE TEST	POST TEST	PERCENTAGE IMPROVING
Content	33	59.2	79.39
Mechanics	40.75	69.6	70.80

Data Descriptive Statistics percentage of content and mechanic in writing recount text showed in content was 79.39 % improve from the post test score 59.2 and pretest was 33. The data in recount text in term of mechanics was 70.80 improve from the post test score was 69.6. Can concluded that learning by using Facebook wall to improve students ability in writing recount text in term of content and mechanics is significant improve.

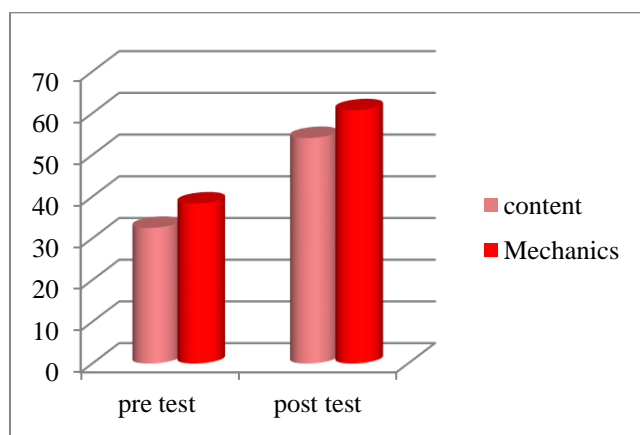


FIGURE 1 PERCENTAGE PRE TEST AND POST TEST IN EXPERIMENTAL CLASS

Based on Chart in pretest mean 33 in term of content, 59.2 in posttest from 20 students. Pretest mean 40.75 in term of mechanics, 69.6 in posttest from 20 students. The percentage in content 79.39 %and mechanics 70.80 %.

Students` Writing Ability in Terms of Content Using Discussion

1. The result writing ability in term of content

The following is the score of the result of learning English student IPS 3 in writing recount text in term of content from data pretest and posttest through learning to use discussion method through learning to use discussion method before and after learning through discussion method showed that:

TABLE 8 STATISTICS OF CONTENT IN WRITING RECOUNT TEXT IPS 3

CONTENT	PRE TEST	POST TEST	RANGE
	32.5	54.05	21.55

Based on table 7 it can be known that there were pretest 100 % students do not mastered on writing recount text in terms of content. In pretest mean 32.5 which mean low category. Data post test showed mean 54.05 which mean fair. The range between pretest and posttest was 21.55.

2. The result writing ability in term of mechanic.

The following is the score of the result of learning English student IPS 3 in writing recount text in term of content from data pretest and posttest through learning to use discussion method before and after learning through discussion method showed that:

TABLE 9 STATISTICS OF MECHANIC IN WRITING RECOUNT TEXT IPS 3

MECHANIC	PRE TEST	POST TEST	RANGE
	38.35	60.7	22.35

Based on table 8 it can be known that there were pretest 100 % students do not mastered on writing recount text in terms of mechanic. The pretest mean 38.35 which mean low category. Data post test showed in mean 60.7 which mean low fair. The range between pretest and posttest was 22.35.

TABLE 10 STATISTICS PERCENTAGE OF CONTENT AND MECHANIC IN WRITING RECOUNT TEXT IPS 3

INDICATOR	PRE TEST	POST TEST	PERCENTAGE IMPROVING
Content	32.5	54.05	66.31 %
Mechanics	38.35	60.7	58.28 %

Data Descriptive Statistics percentage of content and mechanic in writing recount text showed in content was 66.31 % improving with the post test was 54.05 and pretest was 33. The data in recount text in term of mechanics was 58.28 % in percentage improving with the post test was 60.7.

Based on the results of data percentage improving, it can be concluded that the experimental classes taught through Facebook wall improve compared to control classes that teach through the method of discussion. This shows that significant improvisation by using Facebook wall different teaching by discussion method.

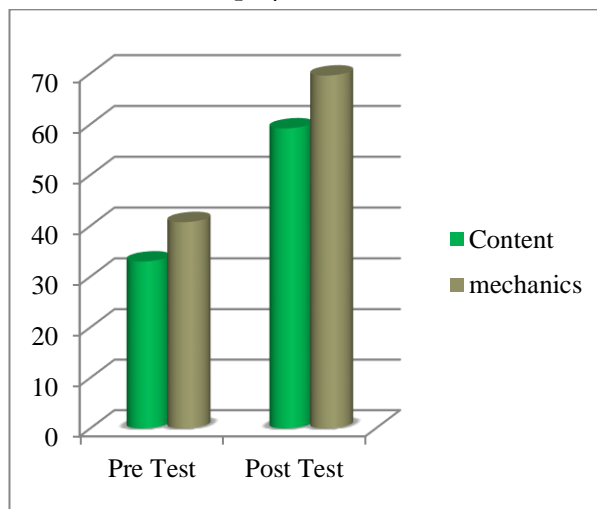


FIGURE 2 PERCENTAGE PRETEST AND POSTTEST IN EXPERIMENTAL CLASS

Based on chart in pretest mean 32.5 in term of content, 54.05 in posttest from 20 students. Pretest mean 38.35 in term of mechanics, 60.7 in posttest from 20 students. The percentage in content 66.31 % and mechanics 58.28 %.

DISCUSSION

Many researchers found out how Facebook can be useful in improving students' language learning. In a conceptual paper, Blattner and Fiori examine how Facebook can provide opportunities to enhance the "development of socio-pragmatic competence in language learners" and "the sense of community in language classroom"

Comparison in this thesis is researcher used types of research quasi experimental and the researcher found average 79.39 from 20 students and previous research 79. Using Facebook wall in content is 79.39 and 70.80, in mechanics.

Students' Writing Ability in Terms of Content and Mechanics by using Facebook wall

The result of pretest 100 % students do not mastered on writing recount text in term of content. In pretest mean 33 in writing in term of content. Data post test showed mean 59.2. The range between pretest and post was 26.2. The result of mechanic in pretest mean 40.75 in writing in term of mechanic. Data post test showed in mean 69.6. The range between pretest and posttest was 28.85.

The students' ability in writing by using Facebook wall was improvement. The result of percentage showed 79.39 % in content and 70.80 % in mechanic of posttest. It can be known that there were pretest 100 % students do not mastered on writing recount text from 20 students very poor in terms of content and mechanics.

The students' ability taught by using Facebook wall is very good. It means that the Facebook wall arise the student' motivation to get ideas, taught, feeling, and express them into written. By Facebook wall, the students can express their idea freely. Facebook wall usually capture past events, and surely can help students remember details about people, places, and events. In short, they can be powerful sources of text. Besides, the Facebook wall is the worth a thousand words because one Facebook wall can tell students something, even have sequences of story behind it. It was appropriate to write recount text. Facebook wall also help to make the classroom more cheerful place. Through Facebook wall that the researcher used in experimental class, it can be known the score of each student in improving writing recount text by using Facebook as a Medium of Language Learning There are many websites that demonstrate and guide teachers on how to use Facebook for classroom teaching and learning process.

Facebook with its many unique features such as online games and chat room can encourage people to engage and interact with anyone all over the world. However, since most of features are in English, the users have to understand in order to be active in using all of the features. Using media such as Facebook, students can read and listen to a story before writing and recording their own version of similar story. This media provides the multiple modalities needed to meet the needs of students with different learning styles and strategies. The aural, visual, tactile, and kinesthetic learners have access to a variety of computer-based activities that are well suited to their preferred learning style Teaching Learning Process in

Treatment in doing the treatment the researcher explained about the meaning of recount text, the language features and how to make a good story of recount text. The researcher also explains about how to arrange the sentence in simple past tense.

Teaching Recount Text through Facebook the researcher used some procedures in implementing Facebook in classroom. They are as following:

- a. The teacher created a separate group page. On this page students can find their classmates and can communicate with them as well as with the teacher
- b. The teacher built knowledge of the topic
- c. The teacher gave a sample of recount text
- d. The teacher gave some questions to guide students to write recount text
- e. The students wrote their recount text based on experience
- f. Students wrote in Facebook every time in English
- g. The teacher control in class on process wrote of Facebook
- h. Teacher evaluates the student's writing on the wrong Facebook every week in wrong
- i. The teacher gave the final score of students' writing

When the teacher decides to use Facebook in classroom, some problems will come up when it is applied. In this case, in teaching recount text by using Facebook there must be some advantages and disadvantages.

The advantages of using Facebook in teaching writing recount text is that the teacher can bring the classroom into Facebook because one features of Facebook is Group, so the teacher can make students join the Facebook group. As a leading social network, Facebook is believed to be the most ideal social networks to analyze the possibilities of interaction in classroom environment. The teacher can share the example, pictures, and video about recount text, so the students can comment and argue in the group. When they use Facebook, the relationship between teacher and student can also continue after the course. It creates a social bond between student and teacher by interaction on Facebook.

However, some students do not currently use Facebook today because there are many social networking sites around them. It is one of disadvantages of Facebook in teaching recount text. Social networking sites such as Blackberry Messenger, WhatsApp, Twitter, Instagram, and Path are commonly used by students. It is hard for teacher to apply Facebook for teaching recount text even though Facebook is more appropriate for it. Furthermore, when the teacher shares video or text on Facebook group and wants a faster feedback, it is hard to make the students online one at a time.

In conclusion, there is always advantage and disadvantage if Facebook is applied in the classroom. Thus, the teacher should be able to overcome the problem as well.

Students' Writing Ability in Terms of Content and Mechanics by using discussion method

The result of pretest 100 % students don't mastered on writing recount text in terms of content. In pretest mean 32.5 which mean low category. Data post test showed mean 54.05 which mean low fair. The range between pretest and posttest was 21.55. The pretest of mean was 38.35 which mean low category. Data post test showed in mean 60.7. The range between pretest and posttest was 22.35.

The students' ability in writing by using discussion method was not maximal. The result of percentage showed 66.31% in content and 58.28% in mechanic of posttest. The result all the percentage was significant improvement by using Facebook wall.

Teaching writing recount text without using Facebook Wall has a different procedure in this class. The researcher (teacher) gave them some texts (story passages), they did not read the story but they just listened to the teacher who read it and explain it orally. They got the same thing, that was the story, but different in technique.

Although the teacher read the story carefully and clearly, they were still confused and got wrong perceptions of the meaning that they heard. They often asked the meaning of the words to the teacher, but some of them tried to look for the meaning in the dictionary. Sometimes, when the teacher asked the meaning of the new words, they did not answer what she asked because they did not want to know and they prefer to be quiet.

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