

THE USE OF FACEBOOK IN ENGLISH LANGUAGE TEACHING (ELT) TO INCREASE STUDENTS' ABILITY TO WRITE RECOUNT TEXT: A Pre-Experimental Research

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Article Info	Abstract
<p>Received: August 10, 2018 Accepted: November 15, 2018 Online: December 28, 2018</p> <p>Keywords: Social Media, Facebook Group, Recount Text.</p>	<p>The aim of this research was find out whether the use of Facebook Group as a medium effective to increase students' ability in writing recount text of the second grade students of MTs Aisyiyah Sungguminasa. This research used Pre-Experimental Research. The subject of the research was the second grade students with the sample of this research was 25 students from class VIII C and it used Purposive Sampling Technique. The researcher gave recout text to measure the students writing recount text. All of the students were given pre-test before using Facebook Group as a medium and after they got the treatment, the researcher gave post test to the students. The result of this research showed that the writing recount text of the second grade students of MTs Aisyiyah Sungguminasa, before taught by using Facebook Group was poor categorized. The mean score of pre-test was 61,04 and mean score of post-test was 85,48. It means that the mean score of post-test was greater than the mean score of pre-test. Then the improvement of the students' writing ability was 40%. Then the calculating the t-test value for recount text was 12,87 and t-table for recount text was 2.064. it mean that the t-test was greater than t-table. The alternative hypothesis (H₁) was accepted and the null hypothesis (H₀) was rejected. Based on the research findings, it could be conclude, that applying Facebook Group as a medium had significant to increase students' ability at the second grade of MTs Aisyiyah Sungguminasa.</p>

INTRODUCTION

Writing is organization of communication in written-form to express our ideas or to transmit the messages. Yuharnianti (2002:7), the students' problem in writing is also caused by the difficulty of expressing ideas in writing they didn't know put the ideas into words then putting words into sentences and putting sentences into paragraphs until they are bored and uninterested with the use of conventional media in learning process.

Social media is a part of our lives. Social media is an online media which the users can share, comments and do more in many things. Social media has many advantages when students used it properly. There are many kinds of social media such as WhatsApp,

Facebook, Twitter, Instagram, Line, Wechat, and Tumblr but this research the researcher only focus on Facebook.

Facebook is a form of social media that gradually and steadily transforming education and the way most subjects are taught. Facebook tools such as timeline, groups and graph search have the potential to the revolutionist the way homework is planned, completed and reported (Fordham, et al. 2013: 2-3).

Based on the explanation above, this research was aimed to describe the use of Facebook in teaching writing recount text, especially on one of the feature of it's Facebook that is Facebook Group in teaching writing, this research title was " The Use of Facebook in English Language Teaching (ELT) to Increase Students' Ability to Write Recount Text at the Second Grade of MTs Aisyiyah Sungguminas.

LITERATURE REVIEW

The first is conducted by Yunus and Salehi (2012) "The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students Perception. The research design for this study is mixed method survey. 43 year 3 students from the Faculty of Education, Universitas Kebangsaan Malaysia who were completing their Bachelor's degree in Teaching of English as a Second Language (TESL) were selected as the participants. The findings show that "Facebook Group" is an effective tool to improve students" writing skills, especially in the brainstorming stage.

The second is conducted by Khusnita (2013), the result of the observation sheet showed that after learning writing recount text using Facebook, the students become more attentive, active, attacted in joining the lesson; and happier and more serious in writing. The analysis of the questionnaire showed that the students gave possitive responses towards the use of Facebook in their learning. Based on the overall results of the research, it can be concluded that the use of Facebook contributes to the improvement of students, skill and the increases in their motivation in writing recount texts.

The third is conducted by Ningsi (2015), this study entiled " the Effectiveness of Teaching Writing Recount Text. Text for Tenth Grade Students of SMA Negeri 4 Kota Tangerang Selatan". Found Facebook is an effective media in teaching writing recount text. It is really helpful in increasing students' ability and achievement of writing recount text.

Based on the previous studies above, it can be concluded that by integrating facebook in formal language teaching, the students will be more interesting and enjoyable to the students. it could guided the students toward their own ability to create a good writing. The researcher that Facebook is potential to be benefitted in teaching writing recount text.

Definition of Facebook

Suthiwartnarueput & Wasanasomsithi (2012: 29) examined the use of Facebook as means by which users can participate in discussion boards about grammar and

writing. Facebook tools such as timeline, groups, and graph search have the potential to the revolutionist the way homework is planned, completed and reported.

Facebook Group

Yunus & Salehi (2012; 87), Facebook Group is a feature that available on the social networking site. Facebook in which unlimited number of are allowed to participate and interact via post and chat style for a specific purpose.

The Use of Facebook as Medium in Writing

Nowdays, Indonesia young people spend huge amounts of their time doing anything on Facebook. They interact with others on Facebook, mainly in written form. It makes the implementation of Facebook on learning writing is considerable. Take the Facebook in Students' learning is supposed by Friedman (2012: 17) who argues that "the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social media in their learning".

The Advantages and Disadvantages of Using Facebook in Teaching Recount Text.

The advantages of using Facebook in teaching writing recount text is the teacher can brings the classroom into Facebook Group, so the teacher can makes students join the facebook Group. As a lending social networking, Facebook is believed to be the most ideal social network to analyse the possibilities of interaction in classroom environment. The teacher can brings the students enjoying the Facebook Group classroom.

The disadvantages of using Facebook in teaching writing recount text, are some students in Indonesia do not currently use Facebook today in teaching. Social media sites such as Messenger, WhatsApps, twitter, Instagram, and Line, are commonly used by students. it is hard for teacher to apply Facebook for teaching through Facebook is more appropriate for it.

Definition of Writing

Writing is course of creativity, communication, information, advocacy, and enjoyment, in addition, Siregar (2012: 4) writing is a capability of producing a sequence of sentences arraged in a particular order of linking them in certain ways.

Recount

Recount is a text, which retells events or experience in the past. Its purpose to retell events. The generic structures of recount are orientation events-reorientation. Recount text is text function as for telling an incident in the past. Constructing a recount 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 other in which other happened and the last is capitalization. If the sentences were capitalization correctly, ambiguous meaning and misunderstanding would be appeared. Besides, through correct capitalization of sentence.

The Components of Writing

a. Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. This term is usually known as unity and completed.

b. Organization

in organization of the writing, the researcher focuses on how arrange and organize the ideas chronologically. The also should presents their ideas basedbon the order which flow from the beginning to the end.

c. Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing study.

d. Language Use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, agreement.

e. Mechanics

Mechanics in writing deal with capitalization, punction and spelling appropriately. This aspect is very important since it leads reader to understand to recognize immediately what the researcher means to express definitely.

METHODS

This research, the researcher used pre experimental research with one group pre test and post test. Pre test was given before the treatment and post-test was given after the treatment.

01	X	02	Whether:	01	:Pre-test
				X	:Treatment
				02	:Post-test

This research used two kinds of variable namely independent and dependent variable; independent variable of this research was Facebook Group and dependent variable of this research was students' writing recount text. The population of this research was the second grade students of MTs Aisiyah Sungguminasa consist four classes. The total of the population was 115 students. This research used purposive sampling technique for selecting sampling. The sample of this research was class VIII.C consist of 25 students.

Data Analysis

After the treatment, the result of pre-test and post-test was evaluated. The result of the students' score in pre-test analyzed statistically. To analyze the individual students' score in pre-test and post-test, the researcher used formula by Depdikbud (1985) as follow:

$$\text{Scoring} = \frac{\text{Total Correct Answer}}{\text{Total number of items}} \times 100$$

Then, the research computing the mean score using formula which is designed by Arikunto (2006):

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- X : Mean Score
- $\sum X$: Total Score
- N : The number of students

After conducting the mean score of pre-test and post-test the researcher classify into seven classifications by Depdikbud (2006):

TABLE 1. PRE-TEST AND POST-TEST CLASSIFICATION

<i>Classification</i>	<i>Score</i>
Excellent	96-100
Very Good	86-95
Good	76-85
Fairly Good	66-75
Fairly	56-65

Then, the researcher computing the frequency and rate percentage of the students score by Gay (2012):

$$p = \frac{F}{N} \times 100$$

Where:

- P:Percentage
- F:Frequency
- N:Total number of students

After that, the researcher computing the standard deviation of the students' score in pre-test and post-test by Gay (1981):

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

- t : test of significance
- D : the difference between pre-test and post-test
- \bar{D} : mean of different score
- $(\sum D)^2$: The Square of the sum the different score
- N : number of sample
- 1 : consonant number

The last steps is classifying of testing accept or reject the hypothesis by Gay (2006) as follows:

TABLE 2. TESTING CLASSIFICATION

<i>Testing</i>	<i>Null Hypothesis</i>	<i>Alternative Hypothesis</i>
$t\text{-test} > t\text{-table}$	Rejected	Accepted
$t\text{-test} < t\text{-table}$	Accepted	Rejected

DISCUSSION

After presented in finding, the result of test showed that in pre-test 2 students or 8% classified into very good score, 10 students or 40% classified fairly good score, 5 students or 20% classified into fair score, 7 students or 28% classified into fairly poor score, and 1 student or 4% classified into poor score. While in the post-test, 3 students or 12% classified into excellent score, 8 students or 32% classified into very good score, 11 students or 44% classified into good score and 3 students or 12% classified into fairly good score.

The mean score of pre-test was 61.04 and the mean score of post-test was 85.48, classified into good score. It showed that the means score of the students' post-test was greater than the means score of the students' pre-test or $85.48 > 61.04$ and the improvement of the students writing from pre-test to post-test was 40%. While, the standard deviation of the students' pre test was 13.37 and the post-test was 8.42.

The value of t-test was 12.87 and value of t-table was 2.064. it means that t-test was greater than t-table or $12.87 > 2.064$. based on the t-test value, the researcher found that there was significance difference in the result of pre-test and post-test. It could be concluded than Facebook Group was effective to increase students' write recount text.

CONCLUSION

Based on the findings and discussion, it could be concluded that by applying Facebook Group in the class, students' writing at MTs Aisiyiyah Sungguminasa could be improve. It could be saw in the mean score of pre-test and post-test showed that mean score of pre-test was 61.04 and post-test was 85.48. This result proved that was effective to increase students' write recount text. It means that Facebook Group was successful.

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