The Effect Using Facebook as a Medium for Discussion to Improve Students' Writing of Recount Text of the First Year Students at SMAN 5 Pekanbaru, Riau, Indonesia

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Abstract

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. 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 students writing recount text to improve the students of SMAN 5 Pekanbaru?" On the preliminary study the writer found the students' writing ability was low. Hence, writer was interested in trying to solve the students' problem by implementing Facebook as a medium of discussion. The design of this research was an experimental research. It was quasi experimental of research. The researcher took one class as the sample of that consisted of 25 students. Cluster random sampling technique was used by the writer to take the sample. The technique of data collection was test. The researcher found the result of T was 12, 64. Then, compared to T-table from df = 24 that shows 12, 64 at significant level of 5 % it shows 2,06 and at level of 1 % it shows 2,79. It can be said that 2,06<12,64>2,79. It means that Tc > Tt. Ha is accepted. In other words, there is significant effect of using Facebook as a medium for discussion of writing recount text of the first year students of SMAN 5 Pekanbaru.
Keywords: *facebook, recount text, and medium*

INTRODUCTION

In the era of technology, social network is not a new term. Almost all people know what it is although they cannot define it. Based on my limited knowledge, I define social network as Internet-based social system consisting of many people from different places that are connected together to allow communication and interaction between them. There are so many kinds of social network, such as Path, Twitter, Interpals, Google+, and Facebook. On the other hand, Facebook one of the social networking which is students so familiar with Facebook and 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.

Therefore, as a teacher we have to realize the special quality of implementing Facebook especially in teaching writing that Facebook offers new ways in of teaching which is never possible before. However, teacher must also be aware of the possible bad effect of it and continually examine the uses and outcomes of using it in teaching learning process.

Writing as one of the four language skills is part of syllabus in English teaching. It can be seen from the curriculum 2004, standard competency of senior high school (Depdiknas: 2003) starting the aim of English teaching is that students can communicate in English both oral form and written one. As stated by Finnocchiaro and Brumfit (1983: 149), "writing should reinforce and help extends the listening, speaking, and reading skill".

Writing is not natural skill because someone cannot acquire this ability automatically and easily. Writing skill differs from others skill like speaking and listening. The two other skills can be gained through natural process. Since someone was born, he was got great experiences of listening and speaking. In writing, he must recognize and understand new symbols. It is in schools that he gets knowledge of new symbols in the written from when beginning to understand the significance of letter on paper. Writing is therefore a sophisticated skill combining a numbers of different elements that must be grammatical 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 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 the writer's experience of SMAN 5 that is one of the senior high school is located on Marpoyan, Pekanbaru. When the writer taught students in there, many students still have problems how to start to write a recount text. It might cause by several factors. The first is the students cannot write generic structure of recount text well (orientation, events, and resolution). They do not understand how to explore their ideas. The second is the students just know the features of recount itself, but they do not know understand how to make recount text systematically. The third is the students have problem to develop recount text be paragraph. They do not use grammar and vocabulary correctly. The fourth is the students have problem in writing content and mechanic. They cannot arrange be paragraph and cannot to write systematically. The fifth is the teacher has lack strategy in writing. The teacher does not use a method and materials as well as motivate students have to enthusiastic in writing recount text. They only teach of social function, schematic structure, and language features of recount text without teach how to develop a good paragraph, so it makes the students cannot write recount text properly. In addition, the teacher needs to have appropriate media, and Facebook can be media in teaching writing especially in writing recount text

The reasons of the writer uses Facebook that the students are widely gives opportunity and help them to express their individual ideas by having them share their ideas easily. For this reasons the writer propose a research in writing entitle **The Effect of Using Facebook Groups as a Medium for Discussion of Writing of Recount Text of First Year Students of SMAN 5 Pekanbaru**

Problems

Many problems that faced by the students of first year students of SMAN 5 Pekanbaru in writing recount text as follows: the first, the teacher does not use good media, and the medium is complication, so the students hard to understand. Besides the teachers, have a little ability about transfer their knowledge to students. In teaching process, the teacher should use the appropriate teaching media in the teaching process that makes the students understand English about writing recount text more easily.

The second is social function: the students do not understand the purpose of learning recount text, and then the generic structure, 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.

The third, 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 Limitation of the Problem

It has been showed above that the students have many problems in writing text. In this research, the writer focuses on recount text because based on the English syllabus of year –X in the first semester, students are expected to be able to write a recount text especially personal recounts and recount text has some components there are organization, content, vocabulary, grammar, spelling and punctuation but the writer focused on organization, content, grammar, and mechanics.

The Research Question.

Is there any significant effect of Using Facebook Groups as a Medium for Discussion of Writing of Recount Text of the First Year Students of SMAN 5 Pekanbaru?

The Objective of Research

To find out whether there is a significant effect of Facebook Groups as a Medium for Discussion of Writing of Recount Text of First Year Students of SMAN 5 Pekanbaru

Hypothesis
    The writer makes hypothesis as follows:
    1. **The null hypothesis (Ho)**
        Ho: There is no significant effect of using Facebook Groups as a Medium for Discussion of Writing of Recount Text. **The alternative hypothesis (Ha)**
        Ha: There is significant effect of using Facebook Groups as a Medium for Discussion of Writing of Recount Text

LITERATURE REVIEW
General Concept of Writing
    Writing is one basic skill in learning English beside listening, speaking, and reading. To write means to communicate using written language. In writing, all information is delivered through text.
    Writing 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"s 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.

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.

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

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, re-draft, 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.

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). According to him, "media is a component of learning sources or physical aids in students" surroundings which contains instructional material that can stimulate students to learn". The examples of media process and product are improved, (2) learning media arises learning motivation, interaction between students and environment, an

d the possibility for students to learn independently based on their own ability and interest, (3) learning media copes with the limitation of senses, space, and time, and (4) 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.

Arsyad (2011:26-27) explains the benefits of using learning media as follows: (1) learning media clarifies the presentation of message and information so that the learning prs with teacher, society, and environment.

There are several kinds of media. According to Siemens &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 &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.

Facebook as Learning Media

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".

METHODOLOGY

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. 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.
X Using Facebook (independent Variable)Y Writing Skills (Dependent Variable).

In this research the data was taken from students by giving the tests 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.

Population

The population of this research is all of the first year students in academic year 2013/2014. There are ten classes of the first year with total number of 280 students.

The technique used to determine the sample of this research was random sampling in which every individual in the population has the same chance of being selected for the sample. In this study, we took one class as the sample. The sample is class number X8 which has 25 students who have Facebook account.

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.

Indicators of the Research

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

1. Pre-test

The pretest was carried out to determine the early background ability of the students who are selected as the sample. In this case, the writer conducted pre-test to the class X 8.

2. Treatment

In the first meeting is treatment, we use Facebook and learning process during four meeting sessions. The writer taught the students by using the following steps:

In the second 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 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

Third 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 Busy 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. The last step is the teacher and students again conclude the material together.

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.

3. Post-test
Post-test of experimental class is administrated after the fifth meeting. The result of post-test is analyzed and used as final data for this research.

Data Analysis Technique
According to Brown (2004:244-245), the scoring rubric of recount text is consists of some scoring criteria; the criteria are the *organization, content, grammar, punctuation, and vocabulary* with the rate of 1-20 for each aspect.

Recount Text Scoring Rubric

Aspects	Score	Explanation
Organization: Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or

		conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some