THE ROLE OF FACEBOOK ON IMPROVING THE STUDENTS’ WRITING

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Abstract: This research was conducted at year ten students of SMA N 1 Sintang in academic year 2013/2014. The purpose of this research is to know the role of facebook on improving the students’ writing at year ten students in SMA N 1 Sintang in academic year 2013/2014. This was a Classroom Action Research (CAR) which was designed in two cycles. The participants of the research were the students of class XB which consisted of 35 students. To collect the data, this research provided the written test to measure the students’ achievement of writing text, questionnaire, interview and field note. Based on the computation, the result of the mean score of the students from the first cycle to the second cycle was improved from 51,5 to 80,0. The passing grade of the class also improved from 22,9% to 88,6%. Based on the questionnaire, interview, and the filed note, the students were interesting using facebook as their discussion space in learning writing. They can get input from their peer-comments in the facebook group. The students’ involvement also improved which contributed to the progress of the students’ achievement in writing. It shows that the use of facebook, especially facebook group is effective in teaching writing.

Keywords: the role of facebook, students’ writing

Writing is an activity where the students write and share what they are thinking. Urquhart and McIver, (2005:23) states that writing is about expressing knowledge.
and you want your students express their knowledge as thoughtfully and clearly as they can. The students usually use writing as a tool to record the teacher’s explanation, to make notes, to do the assignment or exercises, to summarize the lessons, to write their diary, etc. Through writing, teachers can identify students’ ability in using the language, because writing does not only deal with list of vocabularies and the knowledge of grammar, but also the ability to organize thoughts into series of paragraph.

Based on the researcher’s experience in daily teaching learning activities, writing may look often felt difficult and complicated for the second language-students. They have difficulties in creating text and developing their ideas. It can be seen from the result of the students’ writing which is not as the expectation. In every writing composition task, most of the students failed or can not reach the minimum criteria standard (Kriteria Ketuntasan Minimum), 70. The mistakes that are commonly done by the students such as writing ungrammatical English sentences, for example: not using suffix s/es after V1 for the singular subject, using V1 for the past event, using wrong pronoun, using to infinitives after modals, etc. The students also use not appropriate vocabularies and capital letters at the beginning of the sentences or name of people. There must be something that can make them interested in learning writing and also help them if they have the problem. Teacher needs media or techniques that can help students to focus on the writing and help them to create text.

The role of media is important in teaching writing. Media help teachers to motivate students by bringing a real life in the classroom and by presenting language in its more complete communicative context. The writer sees that some internet technologies, like social media can be used as the media to teach English, especially writing (Harwood, 2010:61). The use of social media can bring a new atmosphere for the students in learning. They can learn by using social media that they are already familiar to use. Facebook is found to be the most popular social media site used by students. It can be used as useful and enjoyable media in teaching writing because it has features to support the teaching of writing, such as status, groups, notes, chats, page, and many more.

e-Learning offers new opportunities for both teachers and students to enrich their teaching learning experiences, through virtual environments that support not just the delivery but also the exploration and application of information and promotion of new knowledge (Holmes & Gardner, 2006:14).

This study is conducted to find out the role of facebook group on improving the students’ writing to the tenth graders of SMA Negeri 1 Sintang, the students’ responses toward the use of facebook group and the students’ writing text result during the use of facebook group as an additional media in teaching and learning writing.

The writer conducted this research by using one of the features of facebook, that is facebook group. This decision is made because facebook is currently the most popular online social media site among students. Facebook group is a feature that is available on the social media site of facebook. The users can make one or join and participate in it. Members of group can share and discuss about something in common among them. For this study, a facebook group is created
specifically for the purpose of providing students with a space where they are in control of the content and the direction of their learning, as well as providing more opportunities for students to write. The teacher is the administrator of the group and acts as a facilitator for the group.

The writer sees that Facebook group can help the students to learn writing easily and enjoyable. Through Facebook group, the users can give comment or feedback about certain topic which is discussed among them, so they can read the other opinions that are possible to enrich their opinions about certain topic discussed. Those activities can be very helpful for the students in order to improve their writing.

In this study, the writer would like to find out the role of Facebook group on improving the students’ writing by accepting the comments or feedback from their peers about their grammar, vocabulary, and spelling. This is because of the writer as their teacher, sees that many students have tried to write their status on Facebook in an ungrammatical sentences, used incorrect vocabularies, and wrote wrong spelling. By using Facebook group, students can ease these problems because they can get comments from the other users about their writing. They can also enrich their idea to write more and better.

From 213 students of year ten of SMA Negeri 1 Sintang in academic year 2013/2014, more than 95% have Facebook account. Some of them even have more than one account. And more than 50% of them used to write their status in English, but again, they write in ungrammatical English sentences, using not appropriate vocabularies, using not appropriate capital letter, etc.

In relevance with the curriculum applied at school, KTSP Curriculum (Kurikulum Tingkat Satuan Pendidikan), the students of tenth grade should be able to write some kinds of text. One of them is descriptive text. This kind of text has a purpose to describe a particular person, thing, or place. It is considered as a difficult writing because the students have to master the elements in the text organization such as identification and description.

Based on the problem which is stated above, the writer has decided to choose Facebook account to improve students’ writing. The teacher as the writer in this study, has to find a new atmosphere to the students that is using Facebook group as an additional media to improve their writing skill, especially writing descriptive text.

Writing is one of the language skills which very important in learning a language. People use writing form to communicate between one to other people. Writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. This language skill is used to communicate from one another by writing.

Writing is one of the four language skills that should be acquired by the students. Writing is an activity of using the language to express the students’ ideas, feeling or desire in the written form. Writing is about expressing knowledge where the students express their knowledge as thoughtfully and clearly as they can (Urquhart and McIver, 2005:23).

Writing is essential for students to develop their English. Writing is a process of exploration that offers benefit to the students which the students write
to make their ideas clear and comprehensible (Urquhart and McIver, 2005:3). Writing helps students to recall information they have learnt and focus their learning, thus they can understand and memorize the lesson better and it will last longer (Urquhart and McIver, 2005:60).

Writing skill is the ability to express one’s ideas in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement (Murcia, 2001: 206)

To make the writing activity enjoyable and comfortable, it is important for the students to know the process of writing. The process refers to the steps of constructing ideas in order. According to Sorenson (2010: 5), writing processes are as follows: (1) Pre-writing: The pre-writing processes refers to the kinds of things of the students do to get ready to write. Helpful hints to suggest how to think. How to plan. How to make choices. Pre-writing prepares the students to write freely, (2) Writing: Suggestions for writing follow with details about how to use the building blocks of good writing: good sentences, good paragraphs and good multi-paragraph papers, (3) Revising: In this stage, the students are helped with probably toughest part of writing: polishing the composition. Improving content. Improving structure. Improving emphasis. Improving continuity. The goal of this phase of the writing process is to improve the draft, (4) Proofreading: Once the students have completed the revision, check for spelling, punctuation, grammar, mechanics, and usage.

Facebook is the world's most popular social networking website. It makes it easy for you to connect and share with your family and friends online. Facebook has even helped the web become more open and social (GCFLearnFree.org)

In this modern technology and ICTs era, online social networks have taken the attention of educators and policy-makers as an alternative tool for language teaching and learning. Bartlett-Bragg stated that social networks as a “range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment”.

However, between different SNSs, different visibility and access options are provided. Currently, the most popular of these SNSs is facebook. Facebook is essentially a personalized profile of which users have complete control over its content. A user’s profile can be viewed by other users in the same ‘network’ by default, unless the profile owner specifies otherwise. Users are able to share photos, comment on friends’ walls, send messages, chat, create and join groups within this online community. Of educational interest is the fact that this means that users are continuously involved in the sharing of information, interacting and communicating with other users, collaboration and the sharing of ideas and opinions via posts and status updates. For this reason, the researcher believes that Facebook is potential as an educational tool due to these features offered.

Language learning has grown beyond the boundaries of the four walls of the classroom; in fact, most language learning occurs outside and informally. Informal learning, through a medium like ICT therefore, is a significant alternative environment for language practice and use and thus, should not be taken lightly. Informal learning experiences are seen as the link or the bridge
between social media and academic content. So it offers more opportunities for students to be highly engaged with educational content in formal learning settings. Educators are too rigid and narrow-minded in the idea that learning cannot take place outside of a classroom.

In a *facebook* community, community building, inter-personal relationships and social networking occur without the conscious effort of the user. This can be seen as learning and practice opportunities for learners via informal learning, which occurs outside of the classroom. Learners work together to construct knowledge, work collaboratively to negotiate content and meaning and indirectly learn from one another, forming a dynamic community that builds each member up. Moreover, they can take the benefits of authentic language interaction as well as the socialization awareness that is gained through use of *facebook* groups, which are more often than not neglected if learned through language text books.

Nowadays, *facebook* is very popular among youth lives. It become the forerunner as far as social networking sites go. *Facebook* is designed in a way that facilitates mass participation from its users. *Facebook*, therefore, can be seen as a platform in which students are able to appreciate and value the benefits of collaborative learning, which are not available to them if they are to work individually. *Facebook* clearly has the ability to connect learners with each other in new networks of collaborative learning that are both social and academic in nature.

Students are engaged in a good deal of writing even in this era of ICT – in blogs, twitter, text messages and, of course, *facebook*. Strangely, students considered these types of informal writing as “communication” and not likened to the “writing” tasks that are given in schools. This shows that students are still unable to see the connection between the writing learned in the classroom and the meaningful communicative use outside of the classroom. But the writer believes that *facebook*, and specifically *facebook* groups, has the potential to improve students’ writing skills by being the link between academic “writing” and outside “communication”, providing learners with an authentic and personalized context in which to aid their writing. This makes up for meaningful learning when the members of the group are able to generate ideas that are shared by, and built upon through the response and feedback given by peers.

**METHOD**

To answer the problem in this research, the writer conducts Classroom Action Research. The purpose in using this method is to find out the role of *facebook* improving students writing at year ten students of SMA 1 Sintang.
Figure 1: Kemmis and Taggart model of CAR (1988:14)

Classroom Action research is classroom-based research conducted in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. Another definition of Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. The Classroom Action Research (CAR) as reflective practice is use to overcome classroom problems and to improve the quality of teaching and learning. The model of CAR is based on the model of Kemmis and McTaggart cited in Burns (2010:9), CAR typically involves four broad phases in a cycle of research. The first cycle moves through the major phase of planning, then followed by action, observation, and reflection. Reflection phase is then used to revised the process in the next cycle. The cycle may become a continuing process until the researcher has achieved a satisfactory outcome and feels it is time to stop.

Classroom Action Research is research designed to help a teacher or practitioner find out what is happening in his or her classroom, and to use that information to make wise decisions for the future.

Kemmis and McTaggart (1988:5) stated the definition of action research: “Action research is a form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices are carried out. Group of participants can be teachers, students, principals, parents and other community members, - any group with a shared concern. The approach is only action research when it is collaborative, though it is achieved through the critically examined action of individual group members”.

The research consists of four steps, they are: **Planning**: In this step, the writer as the teacher plans a teaching learning activity to solve the problem found in the
teaching learning process. The plans include the preparation before the teaching learning process such as making lesson plan, preparing teaching materials and instruments for data collecting. The writer also designed lesson plan, questionnaire and creating a facebook group. Acting: This stage is the implementation of planning. The teacher invites the students to be the member of the facebook group and asks them to post their descriptive text in the group. Then, the teacher asks the students to give comments or feedback to their friends’ writing. After being commented by their friends, the students have to re-post their writing. Observing: In this stage, the teacher was helped by a collaborator to observe the students’ activities in the teaching learning process in the classroom and facebook group by observing the students’ writing and their friends’ comment. So, the teacher knows the students’ participation and their writing improvement from the first posting to the last one. Reflecting: The teacher discusses the result of students’ writing and find the solution for the obstacles to be applied in the next cycle. Furthermore, the data is analyzed and reflected, then a new plan is made out of this process.

To know the improving of the students, the writer has some indicators in this Classroom Action Research, they are: (a) There must be a correlation between what is taught in the classroom and the lesson plan made, (b) There must be an improvement from students’ writing descriptive text after using facebook group as their discussion space, and (c) A significant score should be shown in each cycle.

The writer conducted the classroom action research at SMA Negeri 1 Sintang, jalan S.Parman no 07 Sintang, West Kalimantan.

The participants of this study are the students year ten class B SMA Negeri 1 Sintang academic year 2013/2014, which consists of 35 students; 16 male and 19 female students. Class tenth B is chosen because this class’ problems related to descriptive text writing were found but actually, most of the students in class X B are interested in English more. They are very enthusiastic in learning English. Meanwhile, the students of tenth B are chosen because all students in this class had already become active facebook users and became the researcher’s friends in facebook. In addition, most of them in this class have laptop or mobile phone as the source to support the teaching learning process through facebook group as the medium in this research.

The tools of data collecting in this research are: (a) Written Test: Written test is used to measure the students’ achievement in writing text, especially descriptive text, (b) Questionnaire: The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze (Cohen, Manion & Morrison, 2007:319), (c) Interview: The use of the interview in research marks a move away from seeing human subjects as simply manipulable and data as somehow external to individuals, and towards regarding knowledge as generated between humans, often through conversations (Kvale, 1996, cited in Cohen, Manion and Morrison, 2007:349), and (d) Field Note Field note is note that used to record some event in some places or someone (participant) in the research as a data. The field note is used in the observation to note the data that is
needed such as a problem of the place (classroom or school), and the participants (teacher and students) while in teaching learning activity.

The data analysis is a process of arranging, sorting, classifying, and combinating the data in order to be able to be interpreted. The interpretation can be done during the research by trying to understand the data collected (Mukhtar, 2013).

In solving the problem, the writer tried to analyze and decode the students based on the criteria from this scoring rubric of descriptive text, as follow:

**Table 1 : Scoring Rubric of Descriptive Text (Brown, 2005)**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
<th>Performance Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT (C)</td>
<td>4</td>
<td>The topic is complete and clear and the details are relating to the topic</td>
<td></td>
</tr>
<tr>
<td>30% Topic</td>
<td>3</td>
<td>The topic is complete and clear but the details are almost relating to the topic</td>
<td>3x</td>
</tr>
<tr>
<td>Detailed</td>
<td>2</td>
<td>The topic is complete and clear but the details are not relating to the topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>The topic is not clear and the details are not relating to the topic</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION (O)</td>
<td>4</td>
<td>Identification is complete and descriptions are arranged with proper connectives</td>
<td></td>
</tr>
<tr>
<td>20% Identification</td>
<td>3</td>
<td>Identification is almost complete and descriptions are arranged with almost proper connectives</td>
<td>2x</td>
</tr>
<tr>
<td>Description</td>
<td>2</td>
<td>Identification is not complete and descriptions are arranged with few misuse of connectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Identification is not complete and descriptions are arranged with misuse of connectives</td>
<td></td>
</tr>
<tr>
<td>GRAMMAR (G)</td>
<td>4</td>
<td>Very few grammatical or agreement inaccuracies</td>
<td></td>
</tr>
<tr>
<td>20% Use of present tense</td>
<td>3</td>
<td>Few grammatical or agreement inaccuracies but not affect on meaning</td>
<td>2x</td>
</tr>
<tr>
<td>Agreement, Pronoun, Word Order</td>
<td>2</td>
<td>Numerous grammatical or agreement inaccuracies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Frequent grammatical or agreement inaccuracies</td>
<td></td>
</tr>
<tr>
<td>VOCABULARY (V)</td>
<td>4</td>
<td>Effective choice and words and word forms</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td>3</td>
<td>Few misuse of vocabularies, word forms, but not change the meaning</td>
<td>1.5x</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Limited range confusing words and word form</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Very poor knowledge of words, word forms and not understandable</td>
<td></td>
</tr>
<tr>
<td>MECHANIC (M)</td>
<td>4</td>
<td>It uses correct spelling, punctuation and capitalization</td>
<td></td>
</tr>
<tr>
<td>15% Spelling</td>
<td>3</td>
<td>It has occasional errors of spelling, punctuation and capitalization</td>
<td>1.5x</td>
</tr>
<tr>
<td>Punctuation</td>
<td>2</td>
<td>It has frequent of spelling, punctuation and capitalization</td>
<td></td>
</tr>
<tr>
<td>Capitalization</td>
<td>1</td>
<td>It is dominated by errors spelling, punctuation and capitalization</td>
<td></td>
</tr>
</tbody>
</table>
The Formula of Scoring: \[ \text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M \times 10}{50} \]

Table 2: Score Category Level:

<table>
<thead>
<tr>
<th>No.</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>4</td>
<td>Very good</td>
</tr>
<tr>
<td>2.</td>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>3.</td>
<td>2</td>
<td>Fair</td>
</tr>
<tr>
<td>4.</td>
<td>1</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**FINDINGS AND DISCUSSION**

**Findings**

In the first cycle, the writing assignment was set in group and individual. The first meeting encompassed teaching materials of descriptive text and how students get input from their friends’ comments in the *facebook* group. In this meeting, the writer divided the students into groups of five. Every group had to try writing draft of descriptive text and they discussed in group. While in second meeting, the students were provided time to have individual assignment, where they created descriptive text individually. In addition, the teacher provided chance students to brainstorm the ideas before they post the finished text on *facebook* group.

While conducted the first cycle, the writer found the students still had problems in working individually. Most students were confused what they should do to create the text. Besides, there some students who were busy with their own businesses. They were stuck only to the the topic without tried to make it more complete. They actually made text but not in specific and clear. Some of them even didn’t understand the instruction, so they posted different kind of text type. Those were actually the problems that had to be overcome in the next cycle.

As can be seen from students score, the score of students were still unsatisfactory. The result of individual students’ score showed that from 35 students, only five students whose scores were 80-100 (student no 3, 9, 19, 30, and 31), ten students whose scores were 60-79, and twenty students whose scores were under 60. Then the sum of students’ score was divided by the number of students to obtain the mean score. It was 51.5.

From the students’ writing score, we can see that twelve students got very low score. Ten students got 25, one student got 35, and one student got 45. Seven of the students didn’t understand the instruction. They posted the other text type; narrative and recount, while the others were very poor in elaborating the topic and wrote too short. They just wrote not more than 100 words as the instruction. They were also poor in grammar, vocabulary and the mechanic.
In the second cycle, the assignment was also conducted in the second meeting. In the action, the teacher set the students to have individual assignment. For the first meeting, the teacher and students discussed about the students work which they have posted on the facebook group where they can give comments and suggestions about their friends’ work.

In the this cycle, the writer reflected several actions to conduct in classroom activity. The writer set the lesson plan to solve the students’ difficulties in composing descriptive text especially about grammar and mechanic.

Also in the second cycle, the teacher had the students to pay attention towards the way how they create the descriptive text, especially about grammar and mechanic. The teacher explained more about the simple present tense agreement, word order and pronoun. The teacher also put a stress on the use of capital letter, spelling, and punctuation. In this cycle, the writer hoped that students write better than the previous one. After the second cycle was done, the writer found that the process worked well in which the students could manage their sentences in proper tense form and showed improvement in mechanic and word order.

The result of individual students’ score showed that twenty six students got 80-100. Those students wrote their descriptive text very well. They were able to develop the detail description. They were also good in the use of simple present tense agreement, the use proper vocabularies and pronoun, and the use of capital letter. There were twenty six students got scores 80-100, five students whose scores were 60-79 and only four students did not passed, but no one were under 60. The result of the students’ mean score was 80,00. In conclusion, the result of the students’ writing score and the students’ passing grade from the first cycle to the second cycle impoved satisfactory. All of the students posted the correct text type that is descriptive text.

There were twelve students who got score under 50 in the first cycle but all of them have improved significantly in the second cycle. Seven of them even rose more than 50. This phenomenon occurred because the teacher explained about the descriptive text more details with clear examples. Besides the students paid more attention to the teacher’s explanation and involved enthusiastically in the teaching learning process by asking questions to the teacher, as the finding in field note of the second cycle.

Meanwhile, there was one student who didn’t get improvement. That student got 80 both in the first cycle and in the second cycle. This phenomenon occurred because that student thinks that his score was good enough so he just wrote the same way.

Based on the result of the questionnaire, it was clear that the use of facebook group to teach writing descriptive text got positive responses from the students. Most of the students, thirty four students, like using facebook as the media in English class and twenty seven students don’t find any difficulties in using facebook as a teaching tool. Concerning with the use of facebook group as teaching media, most of the students felt that they were helped in writing descriptive text. Facebook group also allows for almost immediate feedback and fun interaction that the researcher expects will motivate students in improving their writing.
(Boyd, 2008:92). Besides, the teacher did a good job because she could explain the materials of descriptive text clearly. In addition, most of the students felt that *facebook* group was fun and interesting.

Related to the students' writing skill, most of the students felt that writing was difficult. They had difficulties in vocabulary and grammar. They could create writing descriptive text well because they felt motivated and interested in writing descriptive text by using *facebook* group. Thus, the existence of comments or feedback on *facebook* group was very helpful for the students. The students felt that it can help them to get progress in writing their descriptive text. They were also relaxed because the atmosphere was different from if they study in the classroom.

The students were also enthusiastic in reading their friends’ compositions and giving the comment to them. Their comments were about the sentence structure or grammar, spelling, pronoun, vocabulary, the use of capital letter or mechanic, etc. Although not all of the students gave comment to their friend’s writing, but it was sure that they had read it. More than 88% of the students (at least 31 students) had read every student’s composition.

Based on the students’ writing, they got difficulties in writing descriptive text because they were lack of understanding the present form or the use of suffix of -s/-es after V1 if the subject is singular, the use of punctuation (comma and full stop), the use of capital letter for the name of a person or at the beginning of a sentence, the use of wrong pronoun to replace male or female person, and difficulties in using the appropriate words because of their lack of vocabulary. These phenomena commonly occurred to the students in their writing because of the difference structure or grammar between Indonesian as the students’ L1 and English as their L2. Since writing has many components that have to be mastered by the students, those components might be difficult for the students. This statement is in line with the statement of (Hyland, 2003:32)

Based on the students’ writing result from the two tasks in the two cycles, the students’ content, organization, and vocabulary terms showed significant progress. Meanwhile, the students’s grammar and mechanics terms got only a little progress.

According to the students’ writing result, it showed that the content of their writing got better. They could write clear and complete sentences and the details are related to the topic. The progress was not only showed by the content of students’s writing but also by organization, vocabulary, grammar, and mechanics. It could be seen from their writing score.

In terms of content, it could be seen that in the first cycle, only five students who got very good level (score 4), but in the second cycle, students who got very good level have increased significantly. There were twenty eight students who got very good level and seven students, got good level (score 3). In addition, there were eight students got fair level (score 2) and ten students got poor level (score 1), but in the second cycle there was no student got fair level and poor level. It means that most of the students they could develop the topic clearly and completely and related to the topic.
In terms of organization, it can be seen that the students who got very good level were only one student in the first cycle and sixteen students in the second cycle. The students who were in very good in terms of organization means that their writing has fluent expression, ideas clearly stated/supported, and well-organized in clear stage of descriptive (identification, description). While the students who were in good level in the first task were eight students and there were eighteen students in the second cycle. The Students who got good level means that they had inaccurately organized identification and description well but main ideas stand out, limited supported sentences. There were sixteen students in the first cycle and only one student in the second cycle was in the fair level. The students who were in fair level showed that they had non-fluent organization among identification and description, ideas confused or disconnected. In addition, there was ten students who were in the poor level in the first cycle, but in the second cycle, no students were in this level.

In terms of grammar or language use, we can see that no student was in very good level, both in the first and the second cycle. It means that the students frequently use inaccuracy grammar or agreement. It means that their writing had many errors of using present tense, word order, pronouns, and prepositions. Meanwhile, the students who got good level were eleven students in the first cycle and twenty eight students in the second cycle. It means that their writing had several errors use of present tense, word order/function, pronouns, prepositions and the meaning of the word seldom obscured. Next, the students who got fair level were twelve students in the first task and only seven students in the second task. The students who were in fair level showed that their writing had frequent errors use of present tense, word order/function, pronouns, prepositions, and the meaning of the word was confused or obscured. Then, there were twelve students in the first cycle got poor level, but in the second cycle, none of the students were in this level.

In terms of vocabulary, it can be seen that there was none of the students got very good level in the first cycle and only three students in the second cycle reached very good level. The very good level students mean that their writing range was sophisticated, effective word choice and usage. Meanwhile, there were twelve students in the first cycle and twenty eight students in the second cycle who were in good level which means that they were able to make adequate range, occasional errors of word choice and usage, but the meaning of the word did not obscured. Next, there were twelve students got fair level in the first cycle and only four students in the second cycle were in the fair level. It showed that their writing had limited range, frequent errors of word choice and usage, and the meaning of the word was confused or obscured. Then, there were eleven students got poor level in the first cycle but in the second cycle, no students were in this level.

In terms of mechanics, there were no students in the very good level in the first cycle and only five students got this level in second cycle. Students who got very good level means that they had few errors of spelling, punctuation, capitalization, and paragraphing. Then the students who got good level were eleven students in the first task and twenty five students in the second task. It means that the students had occasional errors of spelling, punctuation, and
capitalization. Next, the students who got fair level were twelve students in the first cycle and five students in the second cycle. The students who were in fair level showed that they had frequent errors of spelling, punctuation, and capitalization. Then, in the first cycle, there were twelve students in the poor level, but none of the students were in this level in the second cycle.

From the explanation above, it is clear that the students made progress in their writing. Most of the students could create better writing than their previous one, although there were some students who still have difficulties related to the content, organization, grammar or language use, vocabulary, and mechanics. It can be said that facebook, especially facebook group is an appropriate media to improve the students’ writing descriptive text. The students made progress in writing descriptive text, since they could improve their writing through comments or feedback given by their friends on facebook group.

Based on the note during teaching learning, in the first cycle the teacher still had problem with classroom management. It was caused that there were some students busy with their own business or talked to their friends. They also got difficulties when the teacher asked them to create descriptive text. But in the second cycle, the teacher found that the students paid more attention the lesson and to the teacher’s explanation.

Based on the interview of some students, there were some factors that support the use of facebook on improving students’ writing. It was concluded that the students feel that facebook give much contribution for them. They said that facebook group can be a space for them to share their writing. They also can get input from their friends’ comments, therefore it can help them create better writing. It can bee seen from one of the students answer in the interview as follow:

Student 2 : “Facebook group can be a space for me to improve my writing skill because I can get input from my friends”.

For their writing skill, students were motivated to improve their skill because they realized that their composition could be seen by all of the students in their class. Those who have not good writing skill can learn with friends. This can be seen from one of the students’s answer in the interview as follow:

Student 1: “In the facebook group, I can see my friends’ writing. It makes me feel motivated to be able to write as well”.

Furthermore, students found that facebook group was interesting because they felt relaxed in learning. Students can study whenever they want. In the facebook group they can share anything about the lesson, and get input how to write in good way. Students can also cooperative with others and build togetherness with their friends. This can be seen from one of the students’ answer in the interview as follow:

Student 1 : “I’m happy learning in facebook group because of its relax atmosphere. We learn as if we are not learning”.

Student 3 : “I’m happy learning in the facebook group because we can learn at anytime I want, not only in the classroom”.

Considering about the students honesty, the writer also interviewed some students asking whether they write the text themselves or not. From their answer,
it was clear that the students wrote the text themselves. Because they were worry enough to cheat which would make their score were not admitted by the teacher.

Discussion

In this part, the writer discusses the data presented on the previous part. This part intends to investigate the data in order to find the answer of the research questions formulated in this research, they are how facebook group contributes to the students in learning writing and how facebook group improves the students’ writing.

This classroom action research was conducted in two cycles of planning, acting, observing, and reflecting stage. The teacher kept monitoring and evaluating what had been done in the entire process in cycle one to improve the result in cycle two.

The data of research was collected in the form of writing task by composing a descriptive text, field notes, interview, and questionnaire. In aspect of students’ difficulties, the writer found some improvement on the students’ writing from cycle to cycle. According to the score, the result displayed 51,5 for the mean score in the first cycle, then rose to 80,0 in the second cycle. According to the passing grade percentage, the result showed that the number of the students who passed the task in the first cycle was only eight students or 22,9 %, but it increased significantly to thirty one students or 88,6 % in the second cycle.

The problems that happened in the first cycle were the students got difficulties to compose their writing easily. They were likely to cooperate with the other students and could not arrange their assignment individually. The students still had problems in focusing their ideas during crafting descriptive text. They just write without pay attention more about what they focus on. Besides, some students still have grammatical and mechanic error. Some of the students even did not understand the instruction that they have to post the descriptive text in the facebook group. They posted the other text type; narrative and descriptive. This phenomenon happened because they just learned about narrative text in the previous chapter and recount text in the previous semester.

In conducting the second cycle, the writer made the better plan to overcome the problems. The writer explained again the directions of descriptive text in detail, including the purpose, the organization, and the language function. The writer also explained the use of facebook group account for their writing. By implementing the better action, the writer and the collaborator could minimize the problems in the second cycle. The students paid more attention to teacher’s explanations and understood what to do in writing task.

As the result, the students’ achievement score showed improvement in the second cycle. The students got the better writing composition. The students’ mean score rose from 51,5 to 80,0. It showed the fact that from thirty five students, twenty six students got score 80-100, five students got score 60-79, only four students did not passed, but none of the students got score under 60.

Furthermore, from the field note, it was apparent that the students’ involvement rose satisfactory. The students were able to respond the teachers’ greeting, to get involved in brainstorming activity, to listen carefully to the
teachers’ explanation, and to actively participate in teaching learning activity. The students felt free in asking questions to the teacher and peers while working on their writings. Some of them wrote descriptive text and shared their feelings and difficulties during teaching learning process.

Based on the findings, the entire process of treatment in two cycles has been successfully done by the teacher-researcher to implement Facebook group as a discussion space on improving the students’ writing. This result same with Smith & Hoyler (2000) states that Facebook is the popular media and can be useful and enjoyable media in writing because it has features to support the writing. The teaching learning process is carried out task from the procedures which are designed in lesson plan presentation based on the classroom action research purpose.

From the explanation above, it is clear that the students made progress in their writing. Most of the students could create better composition than their previous writing although there were some students who still have difficulties related to the content, organization, vocabulary, grammar, and mechanics. It can be said that Facebook, especially Facebook group is an appropriate media to teach writing descriptive text. The students made progress in composing descriptive text, since they could improve their writing through comments or feedback given by their friends on Facebook group.

In conclusion, the students’ writing ability had improved significantly by using Facebook group as their discussion space.

CONCLUSION AND SUGGESTION

Conclusion

Based on the analysis of research findings and discussion, the teacher-researcher writes the conclusion as follow: (a) Facebook as the most popular social media used nowadays, is a media that can help the teacher to teach writing to the students. By using Facebook group, the teacher can invite the students to publish their writing on the group and get comments or feedback from their peers in order to improve their writing, (b) Using social media, like Facebook, is only one of various strategies in teaching writing. The teacher should vary the way to teach writing so that the students are interested in learning writing, (c) The classroom action research on the role of Facebook on improving the students’ writing at the X B students of The Senior High School of SMA Negeri 1 Sintang in Academic Year 2013/2014 could improve, not only student involvement in learning process, but also student writing score. The students’ writing score improved significantly from the first cycle to the second cycle. Students became more active and encouraged to learn that effect to the improvement of their writing ability, especially writing descriptive text. The use of Facebook group in the this research helped students to interact with their friends in writing better descriptive text, (d) The use of Facebook group in this research created conducive learning atmosphere for students such as felt relaxed, fun and students enjoyed their learning. The conducive learning atmosphere could promote motivation for students to involve in the learning activity and improve their ability, (e) The teacher’s pedagogical skill and classroom management could influence the
success of learning. In this regard, teacher has to set objectives of teaching and learning and provides condition to achieve the objective, such as preparing the lesson plan and related media, giving simple and clear instructions, monitoring the students in learning, etc, (f) From the teacher and collaborator’s field notes showed that the improvement of teacher teaching practice increased from the first cycle to the second cycle. It indicated that the classroom action research did not only to improve students process of learning but also helped teacher to reflective practice, and (g) Moreover, there are some limitations of this study. Using the technology of internet in the teaching learning process helps both students and teacher to be better. However, it will only work if the facility is provided. This study is aimed to the school of which students have internet connection around or from their hand phones, smartphones, or home internet connection.

Suggestions
At the end of the study, the writer would like to give some suggestions which could help the others to develop the quality of teaching learning process. Referring to the conclusion stated above, the writer gives some suggestions as follow: (a) The use of facebook group is recommended for teachers as one of the effective and alternative ways to teach writing based on the advantages that the teacher-researcher found during the classroom action research, (b) The use of facebook group as a teaching medium of writing descriptive text will be more effective if the students have prior knowledge about relevant vocabulary and grammar. Therefore it is suggested for teachers to teach more vocabularies and language use or grammar related to the text, (c) The teacher should be more creative in teaching writing especially in teaching descriptive text. Besides, he/she should pay attention to the students’ need by implementing new other interesting media. Facebook group is one of the media that can not only improve the students’ ability to write, but also can raise up the students’ motivation to learn, (d) In order to use the facebook group as one of the teaching leaning media, the teacher need to explain clearly the procedures that have to be done by the students and the benefits that the students may get by using the media, (e) The teacher should give the limitation of the length of the students’ writing, therefore they will not write a too-short composition as not as the teacher expectation from the tenth grade students, and (f) In order to minimize the dishonesty of the students, the teacher must give the tight regulation to the students that they must do the task themselves unless their score will not be admitted.

REFERENCES