UTILIZING FACEBOOK TO IMPROVE STUDENTS’ SKILL IN WRITING DESCRIPTIVE TEXT
(An Action Research at Grade 7 Students of SMP Negeri 1 Surakarta in the Academic Year of 2011/2012)

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2012
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I would like to certify that the thesis entitled "UTILIZING FACEBOOK TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT (An Action Research at Grade 7 Students of SMP Negeri 1 Surakarta in the Academic Year of 2011/2012)" is really my own work. It is not plagiarism or made by others. Everything related to others' works are written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.

Solo, July 2012
Irene Mutiara
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Thesis

Submitted to Teacher Training and Education Faculty of Sebelas Maret University as a Partial Fulfillment of the Requirement for Obtaining the Undergraduate Degree of Education in English

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ABSTRACT


This research aims to describe whether and to what extent the use of Facebook improves the students’ skill in writing descriptive text and to analyze what happens with the classroom situation when Facebook is used to teach writing skill.

The method used in this research was a classroom action research. The research was conducted in two cycles at the VII C grade students of SMP Negeri 1 Surakarta at the academic year of 2011/2012, from February 11th 2012 to March 3rd 2012. The research data were collected using observation, interviews, field notes, questionnaire, and tests (pre-test and post-tests). The qualitative data were analyzed through some steps proposed by Burns, they are: assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by using descriptive statistics.

The research findings show that the use of Facebook could improve students’ writing skill of descriptive text and classroom climate. The improvement of students’ writing skill includes: (1) students found ideas and more supporting details to their writing; (2) students wrote almost 4 paragraphs with more than 30 sentences on it; (3) students used more varied vocabularies; (4) students made less mistake in spelling and punctuation; (5) students could write cohesive and coherent descriptive text. Meanwhile, the improvement of classroom climate includes: (1) the students were much easier to control. They were noisy in several conditions, but it was not distract the whole activity; (2) the students used computer dictionary to help them writing; (3) the students found more inspiration to write in their Facebook page; (4) the students didn’t mind to publish their writing and even they like the commenting session.

In addition, the final result of the tests showed that their scores were also improving. The mean score increases from 72.61 (pretest) to 79.32 (test in cycle 1) and 83.82 (post-test) which was above the minimum standard of the school (Kriteria Ketuntasan Minimum/KKM): 81.00. Related to the improvement in the classroom situation, the research findings showed that: (1) the students had greater interest on the lesson; (2) they paid full attention during the class; (3) the students enjoy the lesson; (4) they asked the writer to teach using Facebook longer.

It can be concluded that Facebook are able to improve the students’ writing skill and the classroom climate. Considering the inspiring result of this study, it is suggested that other teachers can utilize Facebook to overcome the students’ problems in learning writing and be able to develop other media.

commit to user
ABSTRAK


Penelitian ini bertujuan untuk memaparkan apakah dan sejauh mana penggunaan Facebook dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif dan untuk menganalisis apa yang terjadi dengan situasi kelas saat Facebook digunakan untuk mengajar menulis.


Hasil penelitian menunjukkan bahwa penggunaan Facebook dapat meningkatkan kemampuan menulis siswa dan situasi kelas. Peningkatan pada kemampuan menulis siswa meliputi: (1) siswa menangankan lebih banyak ide dan detail tambahan pada tulisan mereka; (2) siswa menulis 4 paragraf dengan lebih dari 30 kalimat; (3) siswa dapat menggunakan lebih banyak kosa kata; (4) siswa membuat hanya sedikit kesalahan ejaan dan tanda baca; (5) siswa dapat menulis teks deskriptif yang kohesif dan koheren. Sedangkan peningkatan pada situasi kelas meliputi: (1) siswa dapat lebih mudah diarahkan, meskipun siswa masih sering ramai di beberapa kesempatan, tetapi tidak sampai mengganggu pelajaran; (2) siswa dapat menggunakan aplikasi kamus Facebook untuk membantu mereka; (3) siswa dapat menemukan ide untuk menulis dari halaman Facebook; (4) siswa tidak keberatan untuk mempublikasikan tulisan mereka.

Belum lagi, hasil tes akhir juga menunjukkan bahwa nilai siswa juga mengalami peningkatan. Rata – ratanya meningkat dari 72.61 (pretes) ke 79.32 (tes pada siklus 1) dan 83.82 (post-tes). Angka tersebut di atas Kriteria Ketuntasan Minimuml (KKM), yaitu 81.00. Sehubungan dengan peningkatan situasi kelas, hasil penelitian menunjukkan bahwa: (1) siswa sangat tertarik terhadap pelajaran dengan menggunakan Facebook; (2) mereka sangat memperhatikan selama pelajaran berlangsung; (3) siswa menikmati kegiatan belajar mengajar; (4) mereka meminta penulis untuk mengajar lebih lama.

Selanjutnya dapat disimpulkan bahwa Facebook dapat meningkatkan kemampuan menulis siswa dan kondisi kelas. Oleh karena itu, para guru diharapkan dapat memanfaatkan Facebook untuk mengatasi permasalahan siswa dan mampu mengambangkan media lainnya.

*commit to user*
MOTTO

Menunda pekerjaan sama saja dengan memberikan kesempatan bagi dirimu untuk mengerjakannya di lain waktu dengan diliputi penyesalan dan rasa bersalah

(Irene Mutiara)

It’s better to express rather than to expect. Why complicate life?
DEDICATION

This thesis is dedicated to:

My beloved parents, Chatarina Sri Sarsirah and Arnoldus Agus Maryono

My beloved Intan, Dio, and Dinar
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This thesis will never exist without the permission and approval from Prof. Dr. H. M. Furqon, Hidayullah, M.Pd, the dean of Teacher Training and Education Faculty, Dr. Mub. Rohmadi, S.S, M.Hum, the head of the Art and Language Education, and Endang Setyaningsih, S.Pd, M.Hum, the head of English Education Department of Teacher Training and Education Faculty. My sincere gratitude is also extended to all my lectures in English Department UNS, for all of the knowledge and experiences shared.

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Surakarta, July 2012

Irene Mutiara
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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing, as one of language skills, is important to help students master the other skills and of course master English language completely. The students are sometimes not brave and shy to express their ideas orally but they could tell what they think and what they want to say by writing it down into a paper first before they speak. This fact shows that writing can help students to master other language skills. Therefore, writing as a basic skill of English Language should get closer attention. The teacher should pay more attention to teach writing to the students.

Writing is a mean of communication. It is a process of producing a sequence of sentences arranged in a particular order and linked together in certain ways (Byrne, 1997). This statement is supported by Bell and Burnaby in Nunan (1989), that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, learning writing in junior high school grade 7 is purposed to make the students able to express idea in the written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of Descriptive and Procedure.

SMP Negeri 1 Surakarta, as the pioneer of RSBI (Rintisan Sekolah Bertaraf Internasional) in Surakarta should be the leader for the other school and able to give a model of a good RSBI school. It has higher standard score for the students, especially in English. The passing grade for English lesson is 81.00 which is considered higher than the other subjects. As the students of RSBI School, they are expected to be better than the regular students, especially in mastering International language, as stated in Buku Panduan Diknas Provinsi Jawa Tengah.
Pengertian sekolah bertaraf internasional adalah suatu sekolah yang telah memenuhi Standar Nasional Pendidikan pada tiap aspeknya, meliputi: kompetensi lulusan, isi, prosess, pendidik, dan tenaga kependidikan, sarana dan prasarana, pembiayaan, pengelolaan, penilaian dan telah menyelenggarakan serta menghasilkan lulusan dengan ciri keinternasionalan.

In fact, students’ English competency in SMP Negeri 1 Surakarta can not be regarded awesome; on the contrary it is ordinary. Especially for their writing skill which is need to be improved and maximized.

The main problem in writing skill the students faced in learning English is the difficulty to find some ideas to their writing. This problem is indicated from the students’ work. When they are asked to write something, they need long time to find what topic they are going to write. When the ideas are coming to their mind and they start writing, sometimes they get stuck in a point and find difficulties to elaborate their ideas. Finally, they just write a very short passage with a very simple elaboration. This problem can be seen from student’s work as follows:

My Self

Vannesa Poppy Dellarosa is my full name. I was born in Surakarta on 22 July 1999. You can call me Poppy.

Even to describe their own self, the students are difficult to elaborate their idea and find more details to support the main sentence. The difficulty in finding the most appropriate word or diction to express their ideas also becomes one of their problems. This statement is supported by student FM’s opinion in an informal interview, “kadang – kadang tahu mau nulis apa, tapi bingung nentuin kata – katanya (vocabulary-red), Mbak” (I have an idea about what I’m going to write, but sometimes I’m confused to choose the best word to express my idea, Miss). This indicator is also indicated from their works.
1) "His body and his head is look like torch.
2) "He have wound in his stomach caused by accident with his friend when he using car 6 years ago.
3) "It's very beautiful and pretty class.
4) "She said Lizard is very disgusted.

Moreover, the student feels that it is difficult to spell some words. However, they are often lazy to open and consult to the dictionary. When the students are facing difficulties in choosing or spelling a word, they prefer to write their own interpretations which are often incorrect. The problem in spelling words can be seen from the students' works below:

1) "He has whit (white) skin
2) "His skin is so white looks like porceline (porcelain).
3) "My class is very present (pleasant).
4) "She is a beautiful (beautiful) kind, smart, and lovely teacher.
5) "His hair look like wool (wool).
6) "He has wound in his stomach (stomach.)
7) "I have 1 little (little) brother.

Furthermore, the students feel that grammatical aspect (tense, article, preposition, pronoun, phrasal verb, etc.) is the biggest problem in writing, as stated by student SS, "Paling susah writing, Mba… Soalnya kita harus hapal grammar, salah penulisan grammar bisa bikin salah arti." (I think writing is the most difficult skill, Miss… Since we have to master grammar aspect, incorrect grammar may lead misinterpretation). Their problem in grammar is also indicated from their works, as follows:

1) "Mom Rizky is beautiful women.
2) "Her eyes always gived eyes hadow and mascara.
3) "Perfection it's like Vamiga Michael!
4) "His hobby are playing game and doing annoying.
5) "His hair like basketball player.
6) "She like playing.
7) "He is couple good.
8) "He is a short.
9) "There are classroom.
10) "He full name is Ivan Mahesa Murtiyoso.
11) "He very handsome.
Mechanical aspect is one of the writing aspects which are not concerned more by the students. They are often unaware of using mechanical aspects, like capital letter, punctuation, and mistyped that may lead to misinterpretation. This problem is indicated from some students’ works. They often forget to end their sentence by giving a drop. Besides, their writing texts are sometimes incoherent. Based on an informal interview, some students said that arranging sentences to be a good paragraph is difficult, as stated by student SHIP, “Kalau uda dapet ide, yang susah tu ngurutin jalan ceritanya, Mbak.” (When the ideas are coming, I find difficulties in arranging the plot).

In addition, the writer could also find some problem in the classroom climate. The control from the teacher to the classroom situation was considered low, so that the students were too hyperactive even tend to be noisy during the lesson and not fully giving attention to the teacher. It was proved when some of them asked for the instruction to the other students since they did not pay attention to what the teacher had told. When they were asked to write, some of the students were confused to find ideas about what they are going to write. They often left their sit and ‘visited’ their friends to find some inspirations which may lead noise in the classroom. The teacher had instructed the students to bring dictionary with them. However some of the students forgot to bring or disobeyed the instruction. Therefore, when they were facing difficult words they were panic and trying to ask their friends or borrow dictionary from their friends. The students also loved to chat with their friends. Instead of doing their work, some of them were gibing and disturbing their friends. Finally, the teacher had to visit them and reminded them to concentrate more on finishing the task.

The problems faced by the students are caused by some factors that may come from the students themselves, the teacher, or the media and technique used in the teaching and learning process. More than a half (13 persons) of the students who answer the questionnaire are not really interested enough in learning English, especially writing because English is just considered as a foreign language and not used in their daily conversation. This statement is supported by an informal
interview with the students,” *(Bahasa Inggris)* *menurut saya penting sih, Mbak, tapi karena gak dipake buat ngomong sehari – hari belajarnya jadi susah*” (I think English is important, but it’s difficult to learn because we do not use it in daily life). Fortunately, this problem has been overcome by the performance of the teacher who is still young and attractive. However, sometimes the teacher tends to speak too much in the class and dominate the teaching and learning activity. That makes the students are not thoroughly involved in teaching learning process. The teacher does not give adequate time, model, and practice for the students to write. He/she just merely teach vocabulary and other skill besides writing. They seldom guide the students to analyze and correct their writing. The teacher just asks the students to do writing and submit it without discussing the writing with the students. Then, the students just get the score without knowing their strength and weaknesses. It makes them difficult to improve their writing ability to be the better one.

Media and technique in writing are the other important things that should be considered well. As important as the technique, teacher should be able to create a lively classroom condition by using creative media in delivering the materials, motivating the students, giving reinforcement, and using variety of method to reach the goal. Most teachers use conventional method to teach, by giving the students lesson and presenting the materials without any creative media. Media are important things to attract students’ attention and motivation that can help them develop their creativity and imagination in expressing their idea. The teaching media include the media that can be used to present the materials such as books, magazine, picture, video, computer, tape recorder, and etc. Actually, the English teacher in SMP Negeri 1 Surakarta has tried to use media in teaching writing, like video and film, but in this internet era, video is considered as boring stuff for the students. Nowadays, kind of media of teaching and learning is more varied; books, pictures, video, and others conventional media are not interesting anymore. Modern teenagers are more interesting in computer, internet, and the ‘world’ within it. It can be seen from the questionnaire that almost 86.4 percent (19 persons) students love internet and actively operate it. Twelve (54.5 percent)
of them often utilize internet to help them doing the assignment and ten students say that they rarely use internet. None of the students says that he/she never use the internet to help him/her finishing the task. Therefore, the teacher has to be able to follow the new trend of teenagers and find an innovative idea in order to choose a media which suits students’ interest. It supported by Rockler (1988) who states innovative teaching strategies are needed to increase the problem solving capacity of the students. One of the phenomenal things in Internet ‘world’ is social network. There are many social network sites we can visit, like Friendster, MySpace, Twitter, and the most famous one is Facebook. The function of those social network sites now has been transformed. They are not only used to connect us with others, but further they can be used as a media of entertainment, trade, and even education.

Considering the problem in learning writing faced by the teacher and the students above and remembering the Internet facilities which is provided in SMP Negeri 1 Surakarta, the writer proposes a media to teach writing by utilizing Internet and using social network site, Facebook, as a solution to improve students’ competence in writing text.

Since 1990s, there is a new term Technology Enhanced Language Learning (TELL) that focuses on the utilization of internet use and communication technology. There are many reasons why internet can help teaching and learning process in the classroom proposed by Martinson (2005).

1. Up to date information.
2. Learn to retrieve information from multiple sources.
3. Students learn to teach themselves needed skills and information.
4. Used as an aid to communicate and collaborating (all over the world).
5. Increase cooperative learning.
6. Access to an extensive worldwide library.
8. “Research indicates that students benefit from learning to author Web documents (Smith, 1993).”
9. Students are highly “motivated by the opportunity to create Web sites”.
10. Internet projects require use of research skills and helps students to “improve their research skills.”
11. Internet projects require higher order thinking skills.
12. Increase of knowledge and skill when creating web projects.
13. Increase community of learning, not just teacher centered and directed.
The statement above is supported by Munoz (2009) that they are crafting on-line lives that seamlessly meld with their off-line world. Indeed, the internet is playing an increasingly important role in not only students’ social life, but also academic. Educators are now turning to Web 2.0 tools, drawing upon their ability to assist in creating, collaborating on and sharing content.

From the reasons stated above, internet can be regarded as a wide world where we can find many things and many people which can help the students improving their English skill. In internet world, the students could meet many people, include the foreigners, and get great opportunities to create real communication with them. In the term of writing itself, internet can help the students to grab many information, sources, and ideas for their writing. The most activity done by the teenagers, in this case the students, in internet is social networking. It can be seen from the fact that 63.6 percent students (14 persons) of the class where the research will be done have at least one social network account, which is Facebook. Moreover, Facebook becomes one of the five top sites they often visit when operating Internet. Selwyn (2007) says that Facebook has quickly become the social network site of choice by college students and an integral part of the “behind the scenes” college experience. This statement is supported by Munoz (2009) who says that:

Facebook also has a growing audience in perspective teachers’ high school and middle school students. To illustrate, registration for individuals age 12-17 grew by 149 percent between May 2006 and May 2007 (LipSMPn, 2007) and a 2007 Pew Internet and American Life Project study found that 55 percent of 12-17 were using social networking sites (Lenhart & Madden, 2007). Not only are many teens registered on social networking sites, but they are also very active users. The 2007 Pew Internet and American Life study found that “48 percent of teens visit social networking websites daily or more often; 26 percent visit once a day, [and] 22 percent visit several times a day” (Lenhart & Madden, 2007).

If the users are aware, Facebook can help them improving their English. They can find many ideas for their writing in Facebook and share their writing to others to be corrected in this media. Munoz (2009) defines that in addition to the
incredible usage rate among students, there are a number of unique features that make it amenable to educational pursuits.

Based on the considerations above, this research is focused on how to implement Facebook in teaching writing. It also involves the teaching and learning process that happen in the classroom.

B. Problem Statement

In this study, the writer only focuses on certain problems. These problems are formulated as follows:

1. Can and to what extent the use of Facebook improve the students’ skill in writing Descriptive Text?
2. What happens with the classroom when Facebook is used to teach writing skill?

C. Objectives of the Study

Based on the problem statements above, the objectives of this study are:

1. To describe whether and to what extent the use of Facebook improves the students’ skill in writing descriptive Text
2. To analyze what happens when Facebook is used to teach writing skill

D. Benefit of the Study

From the research result, it is expected that there will be benefits given to the students themselves, teachers, the school, and the other researchers.

1. For the Students
   a. Students’ skills in writing text will be increased.
   b. Students will be brave to show their writing to other people.

2. For Teachers
   a. Teacher will get more information about writing and alternatives teaching method to teach writing
b. Teacher could develop the teaching and learning technique in writing creatively so that the teaching learning process will be more interesting.

3. For the School
   a. The result of the study can be a parameter in the efforts of learning innovation development for the other teachers.
   b. The result can motivate the teacher to develop another innovation in different strategy.
   c. The research can be used as resource in developing technique of teaching writing.

4. For the Other Researcher
   a. The research may help the other researchers to find references for further research.
   b. The research can help them in finding starting point to explore another teaching technique in the future in order to create a better teaching and learning process.
CHAPTER II
REVIEW OF LITERATURE

A. Writing

1. The Definition of Writing

Generally, there are four basic language skills we have to master in learning a language, those are: listening, reading, speaking, and writing. Writing skill is commonly considered as the difficult skill since it belongs to productive skill that require the students to be able to produce English language either in spoken or written form. This statement is supported by Murcia (2000) who states that the writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skills. Many requirements have to be fulfilled by the students in order to make a good writing since it is complex and complicated. Therefore, lots of practice and experience in writing are needed. There are many definitions of writing proposed by some experts. Webster (2002) defines writing as the act of process of one who writes.

Moreover, Nunan (1989) defines that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts.

Further definition about writing is given by Hedge (2005) who says that there is a need to organize the development of ideas or information, ambiguity in meaning must be avoided through accuracy; the writer must choose from complex grammatical devices for emphasis or focus; and finally, they must pay attention to the choice of vocabulary, grammatical patterns and sentence structures to create a feasible meaning and an appropriate style to the subject matter and reader.
2. The Process of Writing

Peter Elbow in Brown (1994) states writing is a two-steps process, first you figure out your meaning then you put into language. The phase of creating a good writing is classified in three major groups: Pre-writing, Writing, and Rewriting.

a. Pre-writing
This stage generally involves the writer in choosing a topic, deciding on a way to respond it, and selecting the appropriate ideas. The pre-writing stages should be very active, with discussion of the topic area.

b. Writing
It is the main stage of writing process. After the writer selects the appropriate ideas, he/ she are intended to elaborate the idea by using their own background knowledge or data taken from any sources.

c. Rewriting
In this stage, the writers try to find inappropriate parts and then revise it to be a better writing. Usually, the writers get it right first time. This does not only mean grammar, but all aspect of a piece of writing the mood, the emphasis, the development, the choice of effective words, word combination, etc.

3. The Purpose of Writing

The basic purpose of writing is to deliver the writer’s ideas to the readers in the written form. Furthermore, Sholes (2009) states the three main purposes of writing are: (1) to persuade someone to buy something or to believe something, (2) to entertain them, and (3) to inform of something they might want to know.

According to Gagne (1985), there are many purposes served by writing. On the job, it is an important means of communicating and recording what has been communicated. In one’s personal life, it is a means of expression and a technique for thinking through problems. In intellectual and political areas, writing is a powerful means of persuading others to change their ideas or to take
some action. Like all other basic skills, it is liberating for the one who possesses it and its lack restricts options.

The other statements come from Halliday (1985) categorized the purposes of writing in three major classification. They serve a range of functions in everyday life, including the following:

a. Primarily for action

The purpose of writing for action can be found in public sign; e.g. on roads and stations, product label and instruction, receipt, maps, television and radio guides, bills, menus, telephone directories, ballots, papers, computer manual, monitors, printouts, and so on. For social contact, it is used to personal correspondence, like letter, postcards, and greeting cards.

b. Primarily for information

It is can be found in newspaper (news, editorials) and current affairs magazines, such as: hobby magazines, non-fiction books; including text books, public notices, advertisement, political pamphlet, scholastics, medical, etc.

c. Primarily for entertainment

Writing for entertaining people can be found in light magazines, comic strips, fiction books, poetry and drama, newspaper features, film subtitles, and games; including computer games.

4. Kinds of Writing


a. Narrative Writing

Narration is story telling, whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us. In the story we tell, we present the details in the order in which they happened.
In narrative writing, there is something happened that is chronologically.

b. Expository writing

In exposition the writer provides information about and explains a particular subject. Pattern of development within exposition include giving example, detailing, a process of doing or making something, analyzing causes and effects, comparing and contrasting, defining a term or concept, and dividing something into parts or classifying it in to categories. Exposition does not requires the plot line of narrative writing, nor the character development. Exposition is most frequently found in news, stories, articles, and reports.

c. Descriptive writing

A description is a verbal picture of a person, place, or thing. In describing someone or something, the writer needs to give the readers a picture in words. The writer has to make the word picture as vivid and real as possible. There must be an observation and a record of specific details that appeal to the readers’ sense, sight, hearing, and taste.

d. Persuasive writing

Persuasive writing is defined as the form of writing in which the author is trying to get the readers to believe in what he/she is writing. Persuasive writing can be found in speeches, political speeches, movies or books review and opinion article in the newspaper. Part of the persuasive writing are the main idea, introduction, body, and conclusion. The main idea encompasses what the author wants the reader to believe, and the remaining information support the central idea. Good persuasive writing includes facts and strong arguments to make the author’s opinion sounds logical.

In line with Langan, Buscemi (1999) also states that there are four types of writing; those are description, narration, explanation, and persuasion.
a. Description

Description is used to describe a certain object, especially about place, thing, or person. It is used when the writers want to give detail information. Time order will not be logical here, it is emphasized to the object described.

b. Narration

This kind of writing is used to narrate a series of events as they occurred in time and explain each event or part of an event in the order it took place.

c. Explanation

This kind of writing is also called as exposition. It is used to pose new ideas for the readers. It is the most common method for developing paragraph. It is usually developed by using illustration, comparison and contrast, or process analysis.

d. Persuasion

Persuasion is the attempt to convince readers that the writer’s position on issue is valid. The main purpose of this kind of writing is to persuade the readers with the writer’s idea. The success of persuasion is if the reader receives all of the writer’s arguments as the emphasis of his thought of ideas.

It is stated on the syllabus of English for 7th grade students in KTSP (Kurikulum Tingkat Satuan Pendidikan) 2006 that learning writing in junior high school is purposed to make the students able to express idea in the written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of Descriptive and Procedure. Based on that explanation and according to the two kinds of writing has been listed above, the writer will focus only on Descriptive text.

From the definitions above, it can be concluded that writing is a process of expressing ideas or thoughts in words and sentences which contains some aspects like well-organized development of ideas or information, clear and accurate meaning, appropriate grammar devices, good choice of vocabulary, grammatically
and mechanically correct pattern, and structurally correct sentence in order to create a readable text.

5. Difficulties in Writing

As stated by Murcia (2000) that the writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skills, many requirements have to be fulfilled by the students in order to make a good writing since it is complex and complicated. Therefore, lots of practice and experience in writing are needed. Nunan (1989) supports this statement by defining that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence level the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. From those statements, it can be concluded that written language is a highly complex form of communication. It is both skill and a means of self-expression. The writing skill includes competence in writing, spelling, punctuation, and capitalization. Written expression requires skills in three major areas such as handwriting, misspelling, grammatical inaccuracies, and organization can make it difficult for a reader to understand the meaning of a written piece.

Cicci in Kingston states among the three major areas of written expression, handwriting is a tool skill to improve the writing ability. Most of the students may have problem with their handwriting. Problem with handwriting are known as ‘dysgraphia’, which refers to partial ability (or inability) to remember how to make certain alphabet or arithmetic symbols. Handwriting problems include miss-formation of letters, poor spacing both vertically and horizontally, and extremely slow writing. Slow handwriting should be considered a problem, since a student’s writing speed interferes with his/her work. There are also some problems in writing proposed by Msanjila (2005).
a. **Capitalization Problem**

The misuse of capital letters is the most common writing problem. Using capital letters correctly is a writing norm which is required in all languages. It is a pedagogical problem which can be handled appropriately by professional teachers in schools. The anomaly of using small letters at the beginning of a new paragraph and using capital letters in the middle of sentences are typical examples noted in the essays. Failure to use writing norms appropriately may lead to misinterpretation of information.

b. **Punctuation Problem**

Punctuation problem may also be the result of inadequate learning or poor teaching. The students under study do not seem to appreciate not only the commas but also the value of using semicolon and the colon in places where punctuations are absolutely necessary.

c. **Poor Organization / Illogical Sequence**

Poor organization or illogical sequence may also be said to originate from poor teaching in schools. The problem could be reduced by effective teaching, the creation of a wider reading and writing habit, and involvement in discussions and debates.

d. **Spelling Problem**

This problem can only be minimized but we cannot say with certainty that it can be completely eradicated. It appears that the problem of spelling in writing is a persistent problem which applies even to professional writers, journalists and academics.

e. **Grammatical Errors**

Like other writing problems, grammatical errors seem to result from inadequate learning and poor teaching. The grammatical errors found in the corpus are what Richards (1971) calls *intralingual and developmental errors*. Intralingual errors are those problems which reflect the general characteristics of the rule learning, faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors, on the other hand, illustrate the learner’s attempt to try to build up hypotheses about the
target language from his limited knowledge learnt in schools or naturally acquired.

6. Importance of Writing Skill in Language Teaching

In Language teaching, writing is usually considered as the last language skill has to be mastered after listening, speaking, and reading. However, equal with the other language skill, writing is important. What makes writing important is that by writing, people especially students are able to express themselves. It prepares them for school itself and employment. Writing can solidify ideas and thoughts, and allow the students to reflect on them better than if the ideas remained evolving in their head. Writing helps the students with other language tasks as well. Writing is easier to examine, evaluate, and revise than speaking because it is concrete.

Teaching writing is best when the students are personally involved so that they get the learning experience with lasting value. Teacher in teaching writing should have been clear on what he/she wants to develop. The teacher also needs to choose the most appropriate means applied according to the target. Target here means all about what kind students the teacher is going to teach. The correct choice can encourage the students to have better writings.

7. Writing Descriptive Text

One of the approaches in writing is genre-based approaches, which is very helpful to the students in generating ideas and organizing their writing. In brief, there are eleven types of text, they are: description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, and review (Pardiyono, 2007). Based on the syllabus for Junior High School students grade VII, there are two text types that has to be learned by students grade VII of Junior High School in the second semester, those are: Descriptive and Procedure. It is stated in the syllabus that the students must be able to express meaning and rhetoric steps in writing text accurately, fluently, and comprehensible by using the correct written language in form of descriptive and procedure, in the context of daily life.
However in this study, the text will be focused on the descriptive text. Descriptive text is a text to describe particular person, place, or things. Anderson (1999) states that: a descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Every text type has its own characteristics and structure, so does descriptive text. The generic structure of descriptive text is quite simple. It consists of two parts only: identification and the description itself. Anderson (1999) proposes the generic structure and language features of a descriptive text in more details:

a. Generic structure

The generic structure of a descriptive text is as follows: (1) identification (mention the special participant), (2) description (mention physical features, the part, quality), and characteristic of the subject being discussed.

b. Language feature

The language feature usually found in a descriptive text are: using simple present tense, using action verbs, using passive voice, using noun phrase, using adverbial phrase, using technical term, using general and abstract nouns, using conjunction of time and cause and effect.

Eather (2011) proposes the text organization of a descriptive text as described in Table 2.1.

| Introduction | general statement about the subject
| May include: | - Who or what
| - When
| - Where |
| Details | statement describing characteristics
| For someone: | - What they look like
| - What they do
| - How they act
| - What they like or dislike
| - What makes them special |
| For something | - How it looks like, feels, smells, or tastes
| - Where it is seen or found
| - What it does
| - What makes it special |
| Conclusion | Optional statement to sum up ideas

Eather (2011) proposes the text organization of a descriptive text as described in Table 2.1.
B. Facebook

1. Media

Sumantri (2001) states *media pengajaran atau pembelajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai perantara untuk menyampaikan bahan - bahan instruksional dalam proses belajar mengajar sehingga memudahkan mencapai tujuan pengajaran tersebut.* Media is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily.

While, Sadiman (2002) defines that *media berarti perantara atau pengantar pesan dari pengirim pesan kepada penerima pesan.* Media can be regarded as a mean to deliver the message from the giver to the receiver.

From the definition above media can be defined as a means of communication used to convey the information from the giver to the receiver. Related to teaching and learning, media is meant by a means of communication used in the teaching learning process to convey the information such as teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson.

Arsyad (2004) says that media is instructional component including message, person, and tool. In its development, teaching media have been influenced by the development of technology. Arsyad (2004) differs the teaching media based on technology development on to some kinds.

*Berdasarkan perkembangan teknologi tersebut, media pembelajaran dapat dikelompokkan ke dalam empat kelompok, yaitu: (1) media hasil teknologi cetak, (2) media hasil teknologi audio visual, (3) media hasil teknologi berdasarkan komputer, dan (4) media hasil teknologi cetak dan computer.*

There are a lot of examples of teaching media. Seels and Glasgow in Arsyad (2004) classify media into two categories:

1) Traditional media
   a) project visual (ohp, slide, filstreap)
   b) unprojected visual  (picture, poster, photograph, chart, graphic, diagaram)
   c) audio
d) multimedia presentation (slide with audio, multi image)
e) dynamic projected visual (film, tv, video)
f) printed media (text book, module, workbook, magazine, handout)
g) games (crossword, board)
h) real thing (model, specimen, manipulative-mannequin)

2) Technology media

a) telecommunication-based media
b) microprocessor-based media

They are considered as instructional media since they provide messages with instructional purpose. In general, teaching media can be divided into visual aids, audio aids, and audio-visual aids. In this research, the writer focuses her study on social media in internet world, especially the most famous one, Facebook.

2. Social Network

a. The Definition of Social Network

The widespread use of internet in the society is increasing more and more day by day. It’s not only used as the media of communication and entertainment but also education. This statement is supported by Lee (2003) that the widespread use of the internet on university campuses for research and email is quickly feeding into teaching and learning in an ad hoc and piecemeal way. It is partly a response to arguments found in the Dearing Report and in particular to the claim that ‘Computer and Information Technology holds out much promise for improving the quality, flexibility and effectiveness of higher education.

There are many websites provided in the internet that can be utilized as a mean of language teaching, especially writing. Some of them which is phenomenal are blog, wikis, YouTube, and of course thousand kinds of social media site. Each of site mentioned before has their own special feature; blog, for example, functions as a media to share everything happen to someone. In easier analogy, blog is like our online diary which can be read by the entire Internet user in the whole world. Matthew (2010) states the word ‘blog’ is taken from the
words ‘web log’, but more than a simple diary hosted on the internet. There are dozens of blog hosts to choose from, one of the recommended one is wordpress.com.

Next, wiki is more of a “total website” than a blog is, though either can be used in place of a typical class website. Wikis are more adaptable to class collaboration because they are designed precisely for collaboration. While, YouTube is a famous video sharing site that allows the visitor to upload and download as many video as they want freely.

The last one is social network site which is always developed time to time. Just like the name, the main purpose of this site is as a media to socialize, create an easier communication, and connect with people in the whole world. In this site, we may meet our elementary school friends or our relatives who has been separated from us for a long time. As time goes by, the purpose of social media site is developed. It is completed by some new features to entertain the user. The users are able to share pictures, videos, enjoy the music, video streaming, play the game, and so on just by visiting one site. Social network site is like a one stop service store where people can do and enjoy many things at the same place and at the same time. There are many social network site can be visited, like Friendster, Facebook, Twitter, Google Plus, MySpace, and etc.

b. Type of Social Network

As discussed above, there are many kind of Social network site which can be visited by Internet users. Here is brief explanation about them:

1) Friendster

Friendster can be regarded as the pioneer of social network site. Buckley (2010) states Friendster was the “original” social networking website. Though it’s not the first one ever social networking website, Friendster which is founded by Jonathan Abrams in 2002 was the first that enjoyed great and diverse popularity. Nowadays, the existence of Friendster is not good as yesterday and the glory days of it has been passed; replaced by Facebook and Twitter which is simpler and providing many more features.
2) Twitter

Twitter is a social networking and micro-blogging service that enables users to send and read short messages (a maximum of 140 characters) known as tweets. Moody (2010) states although Twitter might not be as popular with students as Facebook and MySpace, it can be useful in the classroom. These text-based posts are displayed on the author’s profile page and delivered to the author’s followers. Twitter allows users to update their status and simultaneously send the information to everyone who is following them via a text message.

3) Facebook

Facebook is the most popular social network site which most of the people familiar with. It is found by a Harvard University named Mark Zuckerberg on 4th February 2006. At the beginning, Facebook is designed to be used by Harvard students only. However, it is finally developed to be able to be used by the entire internet user in the world. As the day goes by, Facebook is completed with many features, so we can not only update status, post comments, write notes, or chat with our friends, but also upload, download, and share our video and picture to all of the Facebook users, play game, have a video chat, and many more pleasure. Nowadays, Facebook is not just a great way for the user to find old friends or learn about what is happening this weekend; it is also an incredible learning tool. Teachers can utilize Facebook for class projects, for enhancing communication, and for engaging students in a manner that might not be entirely possible in traditional classroom settings (Online College, 2012). Social networking is not just for kids, trendy parents or curious grandparents anymore. Schools are getting into the act.

3. Facebook in Classroom

a. Facebook as Teaching Learning Media

Felder and Brent (2005) assert that the key to successful integration is to “mix things up”. For example, a teacher can break up long lectures with some
more interesting and livelier activities, such as role-playing exercises, games, pictures and short video clips. The more varied techniques and media used by the teacher in the classroom, the more motivated the students will be. Felder & Brent (2005) add that if the students never know what is coming next, it will probably be an effective course. It means that the teacher should be able find and use an incredible and unpredictable media or technique which is never used before in the classroom to attract students’ attention and create a more interesting classroom situation.

Furthermore, the teacher needs to consider students’ learning styles and preferences and find out what their predilection. For example, Tang and Zhang in Moody (2011) found that younger students prefer videos, whereas older students favor lectures. The teacher should also be able to mix technologies in the classroom and apply them creatively to promote teaching and learning activity.

Young and modern students nowadays live in an era when technologies is just like others daily need and internet is as important as their breakfast. For them, it is better to ignore their lunch time than do not update their status in Facebook. The existence of Social Media which dominates their life should be used by the teacher as a tool to facilitate teaching and learning activity in the classroom.

Moody (2010) defines that sites such as Twitter and Facebook can help instructors communicate with students. Users create, swap, and manipulate information on many levels and in real time. Instructors can create a Facebook group for their courses and invite students to post articles and information about various topics. This encourages an open dialogue via a medium that students often use for many hours throughout the day. Instructors can chat with students who have questions about a project and need a few minutes of their time, versus stopping by for an in-depth office visit. This works particularly well with students who have a disability or those who have internships or jobs. In addition, students who are too shy to talk in front of their peers may open up on the Web. Similarly, students might feel freer to participate in a class dialogue if they have time to collect their thoughts and put them in writing beforehand.
Even though the teacher should also consider some aspects that must be avoided when using Facebook in the classroom, as proposed by Moody (2010):

1) **Do not overlook traditional content.**
   Students must still learn the basics of solid writing and editing in magazine and other courses. Do not sacrifice the old for the new.

2) **Do not include too many YouTube video clips.**
   Everything which is too much won’t be effective for the classroom situation. Showing a bunch of video clips is just as ineffective as lectures with no visuals, photos, or video.

3) **Do not rely too heavily on a social media textbook.**
   Social network is interesting to teach, but it does not provide teaching and learning material as complete as the regular textbook. The teacher must be able to combine the use of social media and textbook equally.

4) **Do not teach in a top-down format.**
   Instructors who foster a friendly give and-take atmosphere will enjoy a free-flow exchange in which everybody talks and shares. Successful courses are collaborative rather than top-down.

5) **Do not be afraid to ask for suggestions and ideas about social media.**
   Students often know more about social media than faculty. Allow students to suggest helpful websites, and be prepared to take notes.

A good classroom situation will happen when the communication between both teacher to students and students to students are built well. An excellent way to ensure students are more engaged in the learning experience is by strengthening the communication between students and student-to-teacher. Facebook can help the teacher to strengthen the communication in the classroom. Here are some classroom activities teachers could do through Facebook proposed by Online College (2012).

1) **Create groups.** The teacher can create groups for entire classes or for study groups with smaller subsets of students that allow for easy sharing of information and communication, without students even having to friend each other.
2) **Send messages.** From unexpected absences to rescheduling exams, it is easy to send messages through Facebook.

3) **Share multimedia.** With the ability to post videos, photos, and more, teacher can share multimedia content easily with the entire class.

4) **Post class notes.** Post notes after each class period for students to have access for review outside the class or in case they were absent.

5) **Provide direct communication with the teacher.** Teacher and students can contact each other through Facebook, providing an opportunity for better sharing of information, and promoting better working relationships.

6) **Allows shy students a way to communicate.** Shy students who may not want to approach their teacher after class or during office hours can use Facebook to communicate.

7) **Facilitate classmate connections.** When students get to know each other more intimately, they become more involved in the learning experience. This is helpful in both large classes that would not normally promote such intimacy and in smaller settings that regularly depend on that connection.

8) **Make announcements.** Instructors can send out reminders about upcoming tests, upcoming due dates, or any classroom news.

9) **Brainstorm.** Students can have the ability to add their thoughts to the class any time they occur allows for more opportunities for brainstorming off each other.

10) **Share interesting websites.** Students and instructors alike can post interesting websites that add relevancy to the class.

11) **Post homework.** Posting homework through Facebook not only provides easy access for students, it also puts in writing specifically what is expected and when it is due.

Finally, teaching is not merely about transferring the language from a teacher to her/his students. A good teaching process will happen when all of the participants enjoy and involved to the activity. When the teacher engage students’
interest, in this case Facebook in the teaching and learning process, it can be expected that the students will be more interested and motivated in learning.

b. Advantages and Disadvantages of Facebook

Here are some advantages of utilizing Social Media, in this case Facebook to teach writing in the classroom:

1) Facebook promotes learning materials for students and help the teacher to reflect their teaching.
2) Facebook has several features that support educational pursuit. It is equipped with notes, chat, personal message, and ability to post picture and video.
3) Facebook allows everyone to post information and collaborate within the system. It can be used as the reflection and evaluation for students’ writing.
4) Students can learn more from the comments to their posts and get feedback from the teacher directly via online.
5) Facebook also increase both teacher-student and student-student interaction in the form of web-based communication. By using Facebook, teacher can connect with the students about assignments, useful links, and example of the works outside the classroom. Students can contact their classmates to discuss about their assignment or examination whenever and wherever they are online.
6) Facebook can help the teachers to build a closer relationship with the students. It allows them to glimpse the profile of the students which is provided in their Facebook. The closer relationship between teacher and students the better teaching and learning atmosphere will happen in the classroom.

Furthermore, College Online (2012) supported the advantages above by proposing some benefits of using Facebook in the classroom.

1) Inviting atmosphere. Since Facebook is not exclusively the instructor's any more than it is the students', this offers students an opportunity for active participation on a level playing field.
2) **Students are comfortable with Facebook.** Most students are already users of Facebook, so implementing it into class provides a comfortable way for students to participate in class.

3) **Informal.** The informality inherent in Facebook's connections lends to yet another reason students may be more willing to participate in class activities here.

4) **Students engaged outside of class.** When students are accessing the class content more often, that means they will be thinking about and engaging in the lessons more frequently.

5) **Teach personal responsibility.** Instructors can take this opportunity to teach students how to responsibly use Facebook and other social networking sites so it helps their future—not the opposite.

6) **Access to guest speakers.** Instructors who have stayed in contact through Facebook with past students who have moved on to their careers have an excellent resource for guest speakers for the class.

The benefits of using Facebook as teaching media are also stated by some experts that have been summarized by Munoz (2009) in his article:

1) Facebook is a network that connects students with other students, indirectly creating a learning community—a vital component of student education (Baker, 1999)

2) Student who participated in web-enhanced class outperformed those students in a traditional lecture format. (Hamman and Wilson, 2002)

Beside the beneficial of utilizing Facebook as a teaching media, there are many disadvantages of Facebook to teach writing in the classroom as follows:

1) Some features on Facebook, like online game may distract the focus of learning process.

2) Once the students are online, they are able to open others website that may not related to the teaching and learning target and may disturb their concentration in learning.
Hew (2011) adds that students may post inappropriate pictures of themselves on their Facebook profile. These pictures may jeopardize their chances of future employment should their profile data be mined by potential employers.

C. Teaching Writing Using Facebook

1. Micro and Macro-Skills of Writing

Ur (1996) states writing should maintain between micro aspect and macro aspect. In micro aspect, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling, and punctuation). While in macro aspect, the students emphasize on content and organization. In the other words, they express themselves using their own words, state a purpose for writing, and specify an audience. Furthermore, Brown (2004) says the earlier micro-skills apply more appropriately to imitative and intensive types of writing task, while the macro-skills are essential for the successful mastery of responsive and extensive writing. He defines the micro and macro-skills of writing as follows:

a. Micro-skills
   1) Produce graphemes and orthographic pattern of English
   2) Produce writing at an efficient rate of speed to suit the purpose.
   3) Produce an acceptable core of words and use appropriate word order patterns.
   4) Use acceptable grammatical system (e.g. tense, agreement, and pluralism), pattern, and rules.
   5) Express a particular meaning in different grammatical forms.
   6) Use cohesive devices in written discourse.

b. Macro-skills
   1) Use the rhetorical forms and conventions of written discourse
   2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

4) Distinguish between literal and implied meanings when writing.

5) Correctly convey culturally specific references in the context of the written text.

6) Develop and use a battery of writing strategies, such as accurately assessing the audience’s interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrase and synonyms, soliciting peer and instructor, and using feedback for revising and editing.

2. Activity of Using Facebook to Teach Writing

There are many aspects must be considered before composing list of teaching and learning activities that will be conducted in the classroom. The list of activities must be based on the problem faced by the students in writing and the classroom climate. The list of problem indicators in students’ writing skill and classroom climate can be seen in Table 2.2.

<table>
<thead>
<tr>
<th>Problems Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Writing Problem</strong></td>
</tr>
<tr>
<td>1. Students are difficult to find ideas/topics for their writing</td>
</tr>
<tr>
<td>2. Students are difficult to elaborate the main idea and outline (they often stuck in a point)</td>
</tr>
<tr>
<td>3. The students are difficult to find appropriate words and vocabularies to express their idea.</td>
</tr>
<tr>
<td>4. Students find difficulties in producing grammatically correct sentences</td>
</tr>
<tr>
<td>5. Students often do mechanical mistakes (related to mistyped, spelling, punctuation, capital letter, etc)</td>
</tr>
<tr>
<td>6. Students are difficult to construct their sentence into a cohesive and coherent paragraph.</td>
</tr>
<tr>
<td><strong>B. Classroom Situation</strong></td>
</tr>
<tr>
<td>1. The students spend long time even to write a short passage (cannot finish the work on time)</td>
</tr>
<tr>
<td>2. The students are doing their own business like chatting with their friends while writing</td>
</tr>
<tr>
<td>3. The students are busy to borrow dictionary or ask the meaning of some words to their friend while writing</td>
</tr>
<tr>
<td>4. The students are often leave their sit and ‘visit’ their friends to find inspiration while writing</td>
</tr>
<tr>
<td>5. The students do not have enough self confidence in exploring their writing</td>
</tr>
</tbody>
</table>

Based on the list of problem indicator, the writer composes a list of activities that will be conducted in some cycles. Those activities will overcome
both students’ problem and classroom climate problem. The list of activities can be seen from Table 2.3.

<table>
<thead>
<tr>
<th>No</th>
<th>Activity</th>
<th>Objective</th>
<th>Meeting/Cycle</th>
<th>Indicator</th>
</tr>
</thead>
</table>
| 1  | Students are asked about their interest in Facebook, do they have face book account, how often they use face book, what do they usually do while operating face book. | • To attract students’ impression  
• To grasp students’ interest  
• To raise students’ motivation in learning | M1C1          | B2        |
| 2  | The students are intended to create Facebook account (if only they have no account yet) | • To attract students’ impression  
• To grasp students’ interest  
• To raise students’ motivation in learning | M1C1          | B2        |
| 3  | The students asked to join Facebook group made by the teacher.            | • To attract students’ impression  
• To grasp students’ interest  
• To raise students’ motivation in learning | M1C1          | B2        |
| 4  | The students post initial wall about introducing themselves on Facebook group wall. | • To write introductory paragraph | M1C1          | A1, 2 B2, 4, 5 |
| 5  | The students get comments from the teacher about their writing in the Facebook comment box. | • The students get direct feedback | M1C1          | B5        |
| 6  | The students make a group of 4.                                          | • To raise students’ motivation in learning  
• To create discussion and brainstorming among the students | M1C1          | B1, 3, 4 |
| 7  | The students access a post about descriptive text posted by the teacher in Facebook group | • To raise students’ interest  
• To find interesting text model for the students | M1C1          | A1, 2 B2, 4, 5 |
| 8  | The students write down any difficult vocabularies they found in the text posted in Facebook group | • To know the meaning of words and how to use it appropriately | M1C1          | A3 B2, 3 |
| 9  | The students mark some adjectives from the article posted in Facebook group | • To build students’ knowledge about adjective and enhance students’ vocabulary mastery | M1C1          | A3 B2, 3 |
| 10 | The students in group post their finding in the comment box on Facebook group | • Raise students motivation to actively participate on the lesson | M1C1          | B2, 3, 4, 5 |
| 11 | The students together with the teacher discuss the vocabularies they get together. | • Enhance students’ vocabulary mastery | M1C1          | A3 B2, 3, 5 |
| 12 | Each student gives comments on their friends’ initial post in Facebook group. The comment contains their opinion about their | • To draw students’ confidence in writing  
• To check students’ writing ability | M1C1          | A1, 2, 3 B2, 3, 4, 5 |
friends. They may use the vocabularies discussed before to describe.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>The students together with the teacher discuss the result together.</td>
<td>• To give direct feedback on the students’ works</td>
</tr>
<tr>
<td>14</td>
<td>The students access a jumbled text posted by the teacher on the Facebook group</td>
<td>• To check students’ ability in constructing cohesive and coherent paragraph</td>
</tr>
<tr>
<td>15</td>
<td>The students join a competition directed by the teacher to rearrange and post the answer on the Facebook comment box</td>
<td>• To create lively situation • To raise students’ motivation in learning • To check students’ ability in constructing cohesive and coherent paragraph</td>
</tr>
<tr>
<td>16</td>
<td>The students together with the teacher discuss the answer together</td>
<td>• To give direct feedback to the students’ work • To enhance students ability in constructing cohesive and coherent paragraph</td>
</tr>
<tr>
<td>17</td>
<td>The students access material about order of adjectives posted by the teacher in Facebook</td>
<td>• To raise students’ motivation in learning • To give understanding about word order to the students</td>
</tr>
<tr>
<td>18</td>
<td>The students are explained about the material</td>
<td>• To give understanding about word order to the students</td>
</tr>
<tr>
<td>19</td>
<td>The students access some pictures uploaded by the teacher in Facebook and describe the picture using order of adjective.</td>
<td>• To increase students’ interest and motivation in learning • To provide ideas for students’ writing • To check students’ understanding in adjective word order</td>
</tr>
<tr>
<td>20</td>
<td>The teacher correct the sentence and giving ‘like’ sign for the correct sentence</td>
<td>• To give direct feedback • To create teaching and learning activity outside the classroom</td>
</tr>
<tr>
<td>21</td>
<td>The students watch a video about pronoun uploaded in Facebook group</td>
<td>• To attract the students’ interest • To give understanding about pronoun to the students</td>
</tr>
<tr>
<td>22</td>
<td>The students do the exercise about pronoun posted by the teacher in Facebook group</td>
<td>• To give understanding about pronoun to the students</td>
</tr>
<tr>
<td>23</td>
<td>The students together with the teacher discuss the result together</td>
<td>• To give direct feedback for the students’ works</td>
</tr>
<tr>
<td>24</td>
<td>The students observe their teacher Facebook page</td>
<td>• To attract students’ interest • To provide ideas for students’ writing</td>
</tr>
<tr>
<td>25</td>
<td>The students note some important</td>
<td>• To provide ideas for</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>---</td>
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</tr>
</tbody>
</table>
| 26 | The students create a draft of descriptive text about describing their teacher | • To help the students arranging the point for their writing  
• To enhance students’ ability in constructing cohesive and coherent paragraph | M3C1 A1,2,3,6 B1,2,4 |
| 27 | The students elaborate the draft by adding some information they found from Facebook page | • To provide ideas for students’ writing | M3C1 A1,2,3 B1,2,4 |
| 28 | The students post their writing in Facebook group | • To raise students’ confidence in writing | M3C1 B5 |
| 29 | The students access materials about preposition at in on posted by the teacher in Facebook group | • To give understanding about preposition at in on to the students | M4C1 A3,4 |
| 30 | The students get explanation from the teacher | • To give better understanding about preposition at in on to the students | M4C1 A3,4 |
| 31 | The students do some exercise about preposition at in on which has been posted in Facebook group | • To check students’ understanding about preposition at in on to the students | M4C1 A3,4 |
| 32 | The students were introduced application Facebook spelling checker | • To raise students’ awareness in writing misspelled word | M4C1 A5 |
| 33 | The students access the text posted in Facebook group and check the spelling by using Facebook spelling checker | • To raise students’ awareness in writing misspelled word | M4C1 A5 |
| 34 | The students access some grammatically incorrect quotations of their friends’ writing | • To raise students’ awareness in writing grammatically correct sentence | M1C2 A3,4 |
| 35 | The students analyze the grammatically incorrect quotation and give correction together | • To raise students’ awareness in writing grammatically correct sentence | M1C2 A3,4 |
| 36 | The students get a grammatically incorrect quotation for each | • To raise students’ awareness in writing grammatically correct sentence | M1C2 A3,4 |
| 37 | The students analyze the grammatically incorrect quotation individually | • To raise students’ awareness in writing grammatically correct sentence | M1C2 A3,4 |
| 38 | The students do the exercise on agreement | • To raise students’ awareness in writing grammatically correct sentence | M1C2 A3,4 |
| 39 | The students are intended to upload their family picture to Facebook group | • To attract students’ interest  
• To provide ideas for students’ writing | M2C2 A1,2 B1,2,3,4 |
| 40 | The students give comments to their | • To push the students | M2C2 A1,2 |
friends’ family picture posted in Facebook group actively share their ideas in writing • To raise students’ confidence in writing B1,2,3,4,5

<table>
<thead>
<tr>
<th></th>
<th>The students create draft of descriptive text about describing family based on the picture uploaded on Facebook and the comments on it</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>• To help the students arrange their writing</td>
<td>M2C2</td>
</tr>
</tbody>
</table>

42 The students are asked to arrange a descriptive text about the picture and post it using Facebook group • To make students aware what they have learnt M2C2 A1-6 B1-5

The proof that those activities could overcome the problem indicator can be seen from table 2.4.

<table>
<thead>
<tr>
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<th>Solutions</th>
</tr>
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<tr>
<td></td>
<td>4. The students are often leave their sit and ‘visit’ their friends to find inspiration while writing</td>
</tr>
<tr>
<td></td>
<td>5. The students do not have enough self confidence in exploring their writing</td>
</tr>
</tbody>
</table>

Table 2.4 shows that the list of teaching and learning activities using Facebook can overcome writing problem indicator either writing skill itself or classroom climate. Even though the number of activity for each problem is different and not equal, later the teacher can modify it by themselves in arranging the lesson plan.
3. Assessing Writing

Brown (2001) proposes nine categories or aspects of writing evaluation, as follows:

1. Content
2. Thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions, use of description, cause/effect, comparison/contrast, and consistent focus.
3. Organization
4. Effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length
5. Discourse/cohesion
6. Topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, and variation
7. Syntax
8. Vocabulary: using meaningful words or phrases
9. Mechanics: spelling, punctuation, citation of reference (if applicable), and neatness and appearance

The categories that presented by Brown above were accordance with the aspects of writing assignments mentioned in the indicators of this research, those are: (1) Mechanics (spelling and punctuation), (2) Diction (vocabulary), (3) Grammar and structure, (4) Developing ideas (content), and (5) Coherence (organization).

Since there are many variety of tasks engaged in writing, so many scoring method is available to assess writing. Brown (2004) states that at responsive and extensive levels of writing, three major approaches to scoring writing performance are commonly used by test designers: holistic, primary trait, and analytical. In the first method, a single score is assigned to an essay, which represents a reader’s general overall assessment. Primary trait scoring is a variation of the holistic method in that the achievement of the primary purpose, or trait, of an essay is the only factor rated. The approaches used in this research is analytical scoring which breaks a written text down into a number of subcategories (organization, grammar, etc.) and gives a separate rating for each.

To have a clear grading of students’ writing skill, the writer constructs a writing scoring rubric adapted by ESL Composition Profile. The conversions of the score are listed in the table 2.5.
Table 2.5 ESL Composition Profile Writing Scoring Rubric

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few errors of spelling, punctuation, capitalization, and paragraphing</td>
<td>10 – 8</td>
</tr>
<tr>
<td>Occasional errors of spelling, punctuation, capitalization and paragraphing, but meaning not to be obscured</td>
<td>7 – 5</td>
</tr>
<tr>
<td>Frequent errors in spelling, punctuation, capitalization and paragraphing, poor handwriting, meaning confused of obscured</td>
<td>4 – 3</td>
</tr>
<tr>
<td>Dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting, illegible or not enough to evaluate</td>
<td>2 – 1</td>
</tr>
<tr>
<td>Fluent expression, ideas clearly stated supported, succinct, well organized, logical</td>
<td>20 -18</td>
</tr>
<tr>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
<td>17 – 14</td>
</tr>
<tr>
<td>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
<td>13 – 10</td>
</tr>
<tr>
<td>Not communicative, no organization or not enough to evaluate</td>
<td>9 - 7</td>
</tr>
<tr>
<td>Few error of agreement, tense, number, word order/ function, articles pronouns, preposition</td>
<td>20 - 18</td>
</tr>
<tr>
<td>Effective but simple construction, minor problem in complex constructions, several errors in agreement tense, number, word order/ function, articles pronouns, preposition but meaning often obscured</td>
<td>17 – 14</td>
</tr>
<tr>
<td>Major problem in simple construction, frequent errors of negation, agreement, tense, number, word order/ function, articles pronouns, preposition and/ or fragments, run-ons, deletions meaning confused or obscured</td>
<td>13 - 10</td>
</tr>
<tr>
<td>Virtually no mastery of sentence construction rule, dominated by errors, des not communicative, no organization or not enough to evaluate</td>
<td>9 - 7</td>
</tr>
<tr>
<td>Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register</td>
<td>20 – 18</td>
</tr>
<tr>
<td>Adequate range occasional errors of word/ idiom form, choice, usage but meaning obscured</td>
<td>17 – 14</td>
</tr>
<tr>
<td>Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused of obscured</td>
<td>13 – 10</td>
</tr>
<tr>
<td>Essentially, translation, little knowledge of English vocabulary, idioms, words from or not enough to evaluate</td>
<td>9 - 7</td>
</tr>
<tr>
<td>Knowledgeable, substantive development of thesis, relevant to assigned topic.</td>
<td>27 - 30</td>
</tr>
<tr>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
<td>22 – 26</td>
</tr>
<tr>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
<td>17 – 21</td>
</tr>
<tr>
<td>Doesn’t show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate</td>
<td>10 - 16</td>
</tr>
</tbody>
</table>

To ease the use of scoring rubric in the real teaching and learning activity, the writer try to simplify the category and add some specific details in scoring students’ writing. The adapted scoring rubric can be shown from Table 2.6.
<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using capital letter in the appropriate place</td>
<td>10 – 8</td>
</tr>
<tr>
<td>- Accurate spelling</td>
<td></td>
</tr>
<tr>
<td>- Using punctuation correctly</td>
<td></td>
</tr>
<tr>
<td>- Using new paragraph to show new idea</td>
<td></td>
</tr>
<tr>
<td>- Some mistakes in spelling more complex word</td>
<td>7 – 5</td>
</tr>
<tr>
<td>- Some mistakes in using capital letter</td>
<td></td>
</tr>
<tr>
<td>- The new paragraphs are not present in the right place</td>
<td></td>
</tr>
<tr>
<td>- Using inappropriate punctuation</td>
<td></td>
</tr>
<tr>
<td>- Some mistakes in spelling simple word</td>
<td>4 – 3</td>
</tr>
<tr>
<td>- Many mistakes in using capital letter</td>
<td></td>
</tr>
<tr>
<td>- Do not use paragraphing</td>
<td></td>
</tr>
<tr>
<td>- Many inappropriate punctuation</td>
<td></td>
</tr>
<tr>
<td>- Many spelling errors even in the simple words</td>
<td>2 – 1</td>
</tr>
<tr>
<td>- Error in using punctuation</td>
<td></td>
</tr>
<tr>
<td>- Error in using capital letter</td>
<td></td>
</tr>
<tr>
<td>- Poor handwriting</td>
<td></td>
</tr>
<tr>
<td>- Very clear and delightful to read</td>
<td>20 - 18</td>
</tr>
<tr>
<td>- Each idea is connected well</td>
<td></td>
</tr>
<tr>
<td>- Creating effective sentences</td>
<td></td>
</tr>
<tr>
<td>- Creating cohesive and coherent sentences</td>
<td></td>
</tr>
<tr>
<td>- Well constructed sentence but have similar structure</td>
<td>17 – 14</td>
</tr>
<tr>
<td>- Some ideas are connected quite well, but some others aren’t</td>
<td></td>
</tr>
<tr>
<td>- Lack of transitions</td>
<td></td>
</tr>
<tr>
<td>- The sentence structure is simple and unvaried</td>
<td>13 – 10</td>
</tr>
<tr>
<td>- The ideas are not connected well</td>
<td></td>
</tr>
<tr>
<td>- The sentences are not meaningful</td>
<td></td>
</tr>
<tr>
<td>- A lot of repetitive sentence pattern</td>
<td></td>
</tr>
<tr>
<td>- The sentences are confusing to be read</td>
<td>9 - 7</td>
</tr>
<tr>
<td>- All sentence have same structure</td>
<td></td>
</tr>
<tr>
<td>- Not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>- There are only few errors of agreement</td>
<td>20 - 18</td>
</tr>
<tr>
<td>- Good tenses construction</td>
<td></td>
</tr>
<tr>
<td>- Appropriate word order, articles, pronoun, and preposition</td>
<td></td>
</tr>
<tr>
<td>- Several errors of agreement</td>
<td>17 – 14</td>
</tr>
<tr>
<td>- Few errors in using tenses</td>
<td></td>
</tr>
<tr>
<td>- Few errors in using appropriate word order, articles, pronoun, and preposition</td>
<td></td>
</tr>
<tr>
<td>- Frequent errors of agreement</td>
<td>13 - 10</td>
</tr>
<tr>
<td>- Frequent error in using tenses</td>
<td></td>
</tr>
<tr>
<td>- Frequent error in using appropriate word order, articles, pronoun, and preposition</td>
<td></td>
</tr>
<tr>
<td>- Virtually no mastery of sentence construction rule</td>
<td>9 - 7</td>
</tr>
<tr>
<td>- dominated by errors using appropriate word order, articles, pronoun, and preposition</td>
<td></td>
</tr>
<tr>
<td>- does not communicative, no organization or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>- Accurate and effective word choice</td>
<td>20 – 18</td>
</tr>
<tr>
<td>- Variety in word choice</td>
<td></td>
</tr>
<tr>
<td>- Tend to use everyday words; hard to find uncommon word</td>
<td>17 – 14</td>
</tr>
<tr>
<td>- The words are not really specific</td>
<td></td>
</tr>
<tr>
<td>- Some words are misused</td>
<td>13 – 10</td>
</tr>
<tr>
<td>- Lack of vocabulary variation</td>
<td></td>
</tr>
</tbody>
</table>
D. Review of Related Research

Social media can be powerful tools for engaging, teaching, and learning in the college classroom. They enable students to retrieve information and interact with others in real time (Moody, 2010). Moody (2010) defines that sites such as Twitter and Facebook can help instructors communicate with students. So that, as previous communication technologies (e.g. email, chat rooms, bulletin boards, etc.) have been integrated into the way teacher teach and administer the courses, social network sites may also have a place in classroom. Beyond high usage rates and some technological advantages, social networks, such as Facebook, can provide numerous other pedagogical advantages to both teachers and students.

This statement is supported by Munoz (2009) that they are crafting on-line lives that seamlessly meld with their off-line world. Indeed, the internet is playing an increasingly important role in not only students’ social life, but also academic. Furthermore, Selwyn (2007) defines that Facebook has quickly become the social network site of choice by college students and an integral part of the “behind the scenes” college experience.

In addition, Matthews (2010) states technology can be a great way to enhance or augment the lesson, but it is not a substitute for the teacher. The
to this session is that you can reach many students electronically simply because you have their attention.

White (2009) discusses the use of Facebook to enhance the motivational level of Japanese students who are more familiar with the traditional grammar translation method. This study of Japanese students shows that by creating a discussion group students had the opportunity for multi-level interaction with the teacher and each other. Students were able to receive instant feedback on their writing from private e-mail and teacher could address common writing issues to the group. Students tend to use greater level of grammatical complexity and variety when using the discussion group. Using Facebook as a homework activity increased the amount of homework submitted, reduced the level of mistakes and increased the level of effort of the students. Students became more motivated in term of in class discussion and offered opinion in ways they were a typical for this level of learner.

While, Randall (2009) defines features provided by Facebook can be applied in language teaching. However, potential users should determine their instructional and learning needs before launching their presence to the world through Facebook. The writer stated that Facebook provide some interesting tools that are currently being used in academia, however the sheer number of features and setting needed to customize a profile can take time to master.

Tuong-Vi (2005) proposes the advantages and disadvantages of using computer network technology in language teaching. She defines that computer technology has been used in language teaching since the 1980’s. However, with the advent of Internet, the computer has been transformed from a tool for information processing and display to a tool for information processing and communication. The instant worldwide connections enabled by the Internet have changed the way teachers and learners work in their teaching and learning of second/foreign language. Indeed, the use of the Internet and the World Wide Web in second and foreign language instruction has been increasingly recognized. The computer network has offered language teachers and learners a source of authentic materials, tools for communication and collaboration and tools for improving
language skills. First and foremost, the computer networked learning environment facilitates the language teaching and learning by providing teachers and learners with valuable sources of materials. Teachers can exploit multimedia to support their language teaching. Teachers also integrate authentic materials on numerous Websites into language lessons. The on-line environment also enhances communication between teachers and learners. Warchauter in Tuong-Vi (2005) explores the use of email between a teacher and her students in a graduate of English as second language (ESL) writing class. He found that using email enables teacher to provide students with detailed and rapid feedback on the immediate problems and questions they had.

Finally, it can be concluded that the benefits of Facebook’s networking and social communication capabilities can benefit both the instructor and the student by tapping into a greater number of learning styles, providing an alternative to the traditional lecture format, creating an online classroom community, and increasing teacher-student and student-student interaction (Munoz, 2009).

E. Rationale

Students in high school are required to use language in functional level. It means they have to be able to use language either passive or active and communicate in both spoken and written form. Unfortunately, their ability in communicating in English is not improved yet. That’s because they rarely use the language in their real communication. Even, the English skill taught in the classroom is dominated with grammatical aspect and vocabulary. The productive skills, especially writing is considered the last language skill taught at school. In this globalization era, the way of communication is developed more and more. The students are now able to utilize Internet as a medium to create real communication. The facilities from the school allow them to access the Internet easily even in the classroom. It can be used as a media to help students create real communication and at the same time solve their problem in writing.

An alternative in utilizing ITC in the classroom is using Facebook to teach writing. Facebook is one of the famous media site in Internet world. Many people,
especially the students have their Facebook account and operate it actively every day. There, they write what they are thinking in their status, share their experience in the note, greet their friends, have a conversation using chat box, and so on. All activities are done in writing form. Once they write, others can give comment or correction regarding their writing. The teacher is also able to give direct feedback to the students’ writing by posting comments. By using Facebook, the teaching and learning activity may happen outside the class; wherever and whenever the students and the teacher are online. It is expected that by using Facebook, the students can enjoy their learning like they enjoy their Facebook activity in their daily life. When the students are enjoying the learning process, the target of learning can be reached easily.
CHAPTER III
RESEARCH METHODOLOGY

A. Context of the Study

The research conducted in SMP Negeri 1 Surakarta for about a month, in February 2012 till the early March 2012 by exploiting the use of Facebook as the teaching technique. The research was consisted of pre-test, action, and post-test. SMP Negeri 1 Surakarta is located in Jalan MT. Haryono No. 4 Surakarta, Central Java. The location is strategic and easy to reach because it is located in the centre of Surakarta, near to the highway. This school has been stated as a RSBI (Rintisan Sekolah Berstandar Internasional) Senior High School since 2006. It also becomes the pioneer of RSBI Junior High School in Solo. Therefore, SMP Negeri 1 Surakarta is considered as the most favorite Junior High School in Solo.

This school already uses the curriculum of Kurikulum Tingkat Satuan Pendidikan (KTSP) plus as the basic teaching and learning processes. According to the Government Regulation No. 19/2005, KTSP is operational curriculum which is created by and carried out in each level of education. It means that the school creates its own curriculum including the plan, purpose, content, learning material, and the procedures as a guide in order to achieve the goal. As a RSBI school, SMP Negeri 1 Surakarta applies bilingualism in teaching and learning process. The material, especially science subject, is delivered in English.

The subject of the research was the 7th grade students of SMP Negeri 1 Surakarta. There are nine classes of the 7th grade in this school (7A-7I). Class 7C which consists of 22 students chosen as the subject of the research. The students in this class have varied level of achievement and bigger interest on Facebook. Almost all of the students come from middle-high family and have complete facility to support their study and also support this research which is personal laptop and modem. However, there was also a student from special program who has good achievement but bad financial condition. The students with this condition commit to user.
condition get some facilities; include personal laptop, from the government to support their study in RSBI School.

B. Research Approach

1. The Definition of Action Research

According to Wiersma (2000), Action Research is a research usually conducted by teachers, administrators, or other educational professionals for solving a specific problem or providing information for decision making at the local level. Classroom action research is a way for instructors to discover what work best in their own classroom situation, thus allowing informed decisions about teaching.

From the definitions above, it can be concluded that Action Research is a study method which usually conducted by instructor (teacher, administrator, so on) to solve the problem in the classroom.

Supporting the idea, Burn (1999) says that Action Research has some features characteristics, as follows: first, AR is contextual, small-scale, and localized. It identifies and investigates problem within a specific situation; second, it is evaluating and reflecting the aim to bring a changing and improvement in practice; and the next is AR provides collaborative investigations by teams of colleagues, practitioners and researchers; the last is it changes the practice based on the collection information which provide the impetus of changing.

These are reason why the writer use action research in conducting the problem appeared in teaching English during the teaching and learning process in the classroom. The purpose of the research is to enhance students’ motivation in learning English and give best solution for the problem.

2. Model of Action Research

Action research is essentially a series of cycles of reflection, planning and action. Kemmis and McTaggart (1988) developed a concept for action research. They proposed a spiral model comprising four steps: planning, acting, observing and reflecting (see Figure 3.1).
The diagram shows the four steps in action: the movement from one critical phase to another, and the way in which progress may be made through the system. Action research is all about what happens in the classroom. Teachers are encouraged to be researchers investigating what is happening in their classrooms.

Basically it is an approach to improve your own teaching practice. You start with a problem you encounter in your teaching practice. It could be a concern that students do not spend enough effort in reviewing course materials; or they have great difficulty learning a particular topic in the course. Faced with the problem, the action researcher will go through a series of phases (reflect, plan, action, observe) called the Action Research Cycle to systematically tackle the problem.

In practice, things rarely go perfectly according to plan first time round. Usually you discover ways to improve your action plan in light of your experience and feedback from the students. One cycle of planning, acting, observing and reflecting, therefore usually leads to another, in which you incorporate improvements suggested by the initial cycle. Projects often do not fit neatly into a
cycle of planning, action, observation and reflection. It is perfectly legitimate to follow a somewhat disjointed process if circumstances dictate.

3. Procedures of Action Research

Kemmis and Taggart in Hopkins (1993) develop model of action research in the classroom named: identifying the problem and planning; implementing the action; observing or monitoring the action; reflecting the result, and revising the plan. Furthermore, the procedure of each steps were explained as follows:

1. Identifying problems and planning
   - The problem means the factors causing students’ low motivation in learning English. It is identified by using three techniques:
     a. Observation: It is done to observe students behavior during the English teaching and learning process.
     b. Interviewing the students: Interview the students about the factors causing low motivation.
     c. Document analysis: It is needed to complete the information gotten from previous technique. Then, the results were poured in the form of field notes to become raw data of the research.
   - After getting the problem causing, the next step is planning, as follows:
     a. Making lesson plan plus designing the steps in doing the action
     b. Preparing materials and observation sheets.
     c. Listing the name of the students and scoring to put them into groups
     d. Preparing teaching aids
     e. Preparing a test (individual quizzes)

2. Implementing the action
   - The implementation of using Facebook in the action is arranged into some steps:
     a. Pre-teaching
     b. Presentation
     c. Group work
     d. Online Quizzes
     e. Team recognition
3. Observing or monitoring the action
   The researcher as the teacher of English class observes the students' activity during the process of teaching and learning. The result of the observation is written in the observation sheets as the data.

4. Reflecting the result
   The researcher evaluates the process and the result of the implementation of Facebook in enhancing students’ motivation in learning English. The result then discuss with the colleague.

5. Revising the plan
   The result of the reflections is used to revise the plan to the next cycle. Based on the weaknesses of the research, the writer revises the plan into the new one.

C. Technique of Collecting Data

In this research, the writer use qualitative and quantitative methods in collecting the data. There are five instrument used in this research to collect the data:

a. Notes or field notes
   Notes or field notes are description and accounts of events in the research context which are written in a relatively factual and objective style. They generally include reports of non-verbal information, physical setting, group structures and records of conversations and interactions between participants. In this research, notes or field notes are used to observe students’ writing skill improvement from their behavior side. Collaborative observer’s note or field notes are used to take notes on important activities related with students writing skill.

b. Researcher’s diaries or journals
   Diaries or journal are an alternative to field notes, or a supplement, if time permits. They provide continuing accounts of a perceptions and thought process as well as critical events or issues which have surfaced in the classroom. Diaries and journals contain more objective and personal
reflection and interpretation than the relatively formulized recording of notes. In this research, diaries or journals are written by the researcher as the teacher to record her analysis, interpretation, and reflection. They are used to observe the students' behavior and development, materials, lesson plan, and everything related with teaching activities.

c. Open ended questionnaires

Open ended questionnaires are several questions expected to be answered by the participants in order to collect the data. The participants are quite free to answer the question. In this research, they are used to know the students' feeling perception, and opinion on the English teaching activities happen in the class.

d. Photographs

Photographs are a way of greatly enhancing classroom analysis and providing visual stimuli which can be integrated into reporting and presenting the research to others. The use of photographs is also a language classroom task and activities where visual aids are an invaluable support in learning. In this research, photographs are used to record activities happen in the class as it can give real description about the teaching learning process.

e. Writing test

Test is a set of questions or exercise or other instruments to measure knowledge, intelligence, ability, or aptitude of groups or individuals. The researcher conduct test consisting of post test 1 and post test 2. Post test 1 is done after the first cycle ends and the post test 2 is held in the end of the second cycle. The tests are used to measure students' writing skill from the achievement side.

Meanwhile, the data collected using quantitative method is gotten from the final examination scores at the first semester. It is used as a comparison of students' achievement before and after the treatment using Facebook.
D. Technique of Analyzing Data

Analyzing data is the final stage of Action Research where the results or assertions about what the research shows are produced. Erickson and Davis in Burns (1999) states that analyzing data in action research involves moving away from the ‘action’ components of the cycle, where the main focus is on planning and acting, to the ‘research’ aspects, where the focus changes to more systematic observing and reflecting.

In action research there are two types of data; quantitative data and qualitative data. The technique used to analyze those data is different. The quantifiable data is analyzed by comparing the scores of quizzes to know the significant differences before and after treatment. The objective of hypothesis of the research will be tested using the non-independent t-test. It is to answer the problem whether there is a significant difference between the students’ achievement before and after the action:

a) The mean of pre test and post test can be calculated with the formula,

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

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

In which:

$X$ = means of pretest scores

$Y$ = means of posttest scores

$N$ = number of pairs

(Sumanto, 1995: 210)

Based on the mean scores of the quizzes, it can show whether there is improvement of students’ achievement before and after the research or not. Where, the improvement can be used as the indicator of the enhancement of students’ motivation in learning English.

While, some non quantifiable data, like questionnaires, field note, interview, students’ attitude, and soon, ca not be analyzed using that statistic and technical ways. Burns (1999) defines five stages of analyzing the qualitative data, as follows:
1. Assembling the data

The first step the researcher must do is to assemble the data that have been collected over the period of the research, for examples: field notes, journal entries, questionnaires and so on. The researcher can start the initial questions as a starting point to be scanned that began the research. At this stage, broad patterns should begin to show up which can be compared and contrasted to see what fits together.

2. Coding the data

Coding is the process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes, or types. In this step, categories or codes are very useful to identify the patterns or themes more specifically. Data analysis becomes much messier and coding becomes less clear-cut when the researcher are dealing with diary entries, classroom recordings, or open-ended survey questions.

3. Comparing the data

After the previous stages has been done, the data must be categorized, and then comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques. The researcher may also be able to map frequencies of occurrences, behaviors, or responses. The main aim at this stage is to describe and display the data rather than to interpret or explain them.

4. Building interpretations

In this stage, the researcher tries to describe, categorize, code, and compare to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concepts and developing theories about why particular patterns of behaviors, interactions, or attitudes have emerged.
5. Reporting the outcomes

It is the final stage where the writer has to present an account of research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data. The last stages show the differences between action research and another research that the data have been systematically collected and analyzed. Moreover, this systematic aspects need to be shown in the form of report.
CHAPTER IV
RESEARCH FINDINGS AND ANALYSIS

This chapter presents the result of the research conducted in the seventh grade students of SMP Negeri 1 Surakarta. The research was aimed to identify whether and to what extent the use of Facebook improve students’ writing skill and to analyze what happens when Facebook is utilized to teach writing. The result will be described and discussed in two sections: Research Findings and Analysis that will be elaborated in detail and summarized in the form of table.

A. Research Findings

1. Situation before the Research

The research was conducted in class VIIC of SMP Negeri 1 Surakarta. Before the research was conducted, the writer conducted pre-research in order to collect the data and to find the condition of the students. The pre-research consists of some activities aimed to identify the problem in teaching and learning English, especially writing; how the condition of writing class and what the students’ problem in learning writing. Those are: pre-observation, pre-interview to the English teacher, pre-interview to the students, questionnaire, and pre-test to know the students’ achievement in writing. The situation before research was summarized in table 4.1.

Table 4.1 Situation before the Research

<table>
<thead>
<tr>
<th>Problems Indicator</th>
<th>Description</th>
</tr>
</thead>
</table>
| a. Students’ Language Skill | 1) Most of the students need a very long time to start their writing since they are hard to find ideas about what they are going to write.  
2) When they have got the idea, the students were not able to develop it well. Most of them only write one or two paragraphs with not more than 7 sentences on it. Even there is a student who wrote 2 sentences in her/his paragraph.  
3) Most of the students have lack of vocabulary mastery. They tend to use literal translation of word and did not use it properly. Finally the meaning become confusing and unclear. |
| 1) Students are difficult to find ideas/topics for their writing | |
| 2) Students are difficult to elaborate the main idea and outline (they often stuck in a point) | |
| 3) The students are difficult to find appropriate words and vocabularies to express their idea. | |
The detail description about the students’ writing skill and classroom climate during the pre-research as summarized in Table 4.1 are explained as follow.

Pre-observation was conducted before the action research implementation in order to know the condition of the English class in VII C SMP Negeri 1 Surakarta. The writer conducted pre-observation toward the teaching learning process. The writer found some problems arise in the classroom climate. The students seemed hyperactive and too much talking in the classroom. They were also seemed enthusiastic to the English lesson because their English teacher that is considered young and friendly always conduct the teaching and learning activity calmly. However, every too much thing is not good, so is the characteristic of class VII C. The characteristic of teaching and learning activity conducted by the
teacher which was too relax and the characteristic of the students which was hyperactive and too much talking were not a good combination. It made the class very noisy and out of control.

_Bukannya mengerjakan tugas yang diberikan, beberapa siswa malah sibuk melakukan kegiatan yang tidak berhubungan dengan pelajaran (bermain - main dengan roomspray), sementara beberapa dari mereka sibuk mengobrol dengan temannya._

(Instead of finishing the task given, some students were busy doing instructed stuffs, while some others were chatting with their friends)  
(Field Note, 09/02/2012)

The other result of teacher’s lack of control was the students’ were not fully giving attention to the teacher. It was proved when some of them asked for the instruction to the other students since they did not pay attention to what the teacher has told.

_Nampaknya beberapa siswa tidak mengerti instruksi yang diberikan oleh guru. Siswa tersebut sibuk bertanya kepada teman – teman yang lain. Ada juga beberapa siswa laki – laki yang malah duduk menggerombol di bagian belakang dan mengobrol sendiri. Melihat hal tersebut, Bu RZ mendatangi tempat duduk mereka dan memperingatkan mereka supaya tidak ramai. Sekali lagi, Bu RZ mengulangi instruksi yang harus dilakukan kepada beberapa siswa dan meminta mereka untuk segera mulai mengerjakan._

(It seems that some students were confused with the instruction given by the writer and trying to ask for the instruction to their friends. There were also some boys sitting in the corner and chatting with their friends. Teacher RZ tried to remind them for not disturbing the class. For the second time, teacher RZ repeated the instruction and asked the students to finish the task)  
(Field Note, 12/01/2012)

The noise in the classroom was also caused by the students’ activity borrowing dictionary or asking the meaning of some words to their friends. The teacher had instructed the students to bring dictionary with them. However some of the students forgot to bring or disobeyed the instruction. Therefore, when they were facing difficult words they were panic and they tried to ask their friends or borrow dictionary from their friends.

_Bu RZ meminta siswa untuk menyalin kosa kata sukar yang tertulis di papan tulis di buku catatan siswa dan mencari arti dalam Bahasa Indonesia nya. Beberapa siswa mulai ramai sendiri karena mereka tidak_
membawa kamus sebagai media untuk membantu penerjemahan. Beberapa siswa ada yang bertanya kepada siswa lain dan kepada saya. Ada juga sebagian kecil siswa yang ramai meminjam kamus kepada temannya yang lain.

(Teacher RZ asked the students to write the list of difficult words written in the white board and find the meaning in Indonesia. Some students started to make noise since they did not bring any dictionary to translate the words. Some others tried to ask for the meaning or borrow dictionary to their friends.)

(Field Note, 12/01/2012)

The students also loved to chat with their friends. Instead of doing their work, some of them were gibing and disturbing their friends. Finally, when the teacher asked them to do the task in front of the class, they were panic because they had not done their task yet.

(However, there were students who chat with their friends and ignore the instruction given by Teacher RZ. Finally, when they were asked to do the task in front of the class they were busy finding dictionary to help them. That was resulted the noise.)

(Field Note, 12/01/2012)

Since the students were not focus and serious in doing the task, they could not finish the task on time. Therefore, the teacher asked the students to finish it at home as a homework.

(Kegiatan tersebut berlangsung hingga bel tanda pelajaran berakhir berbunyi. Karena belum selesai, Bu RZ meminta siswa untuk melanjutkannya di rumah sebagai PR.)

(The activity was finished when the bell was ringing. Since the students did not finish the task yet, they asked Teacher RZ for opportunity to finish it at home)

(Field Note, 12/01/2012)

Questionnaires were also distributed to the students in order to know students’ writing problem based on their point of view. From the questionnaires, the writer noted that more than half students (59.1 percent) are not interested in English, especially writing (77.3 percent). They stated some reasons that English
is tiring because they have to master lots of vocabulary which is sometimes confusing to write since its spelling and pronunciation are different. They also felt that English is boring and unimportant since they do not speak English in their daily life. When they were asked to put in the order their difficulty in English writing, 27.2 percent of the students stated that using correct grammar in writing and choosing appropriate vocabulary are the most difficult aspect in writing (27.2 percent for each difficulty), followed by difficulties in finding ideas to their writing in the second place (22.7 percent). While 9.09 percent students said that arranging the story is difficult and 4.5 percent of them stated that the difficulty is in using correct punctuation.

Interview with the English teacher and the students was also done in order to find the students’ problem in English writing. From the interview with the students, the writer found that they had difficulties in finding the most appropriate word or diction to express their ideas also becomes one of their problems. Student FM said, “kadang – kadang tahu mau nulis apalagi bingung nentuin kata – katanya (vocabulary-red), Mbak” (I have an idea about what I’m going to write, but sometimes I’m confused to choose the best word to express my idea, Miss). Another interviewee, student SHIP, said that arranging sentences to be a good paragraph is difficult, as stated by a student, “Kalau uda dapet ide, yang susah tu ngurutin jalan ceritanya, Mbak.” (When the ideas are coming, I find difficulties in arranging the plot.) (Pre-Interview Note, 12/01/2012). Besides, grammatical aspect (tense, article, preposition, pronoun, phrasal verb, etc.) was also being the biggest problem in writing, as stated by student SS, “Paling susah writing, Mba… Soalnya kita harus hapal grammar, salah penulisan grammar bisa bikin salah arti.” (I think writing is the most difficult skill, Miss… Since we have to master grammar aspect, incorrect grammar may lead misinterpretation). (Pre-Interview Note, 12/01/2012). The last problem was stated by student IT, that “kalo writing itu susah nulis hurufnya, maksudnya ngejanya susah. Tulisan sama bacanya beda.” (In writing, spelling is difficult. It’s different between the pronunciation and spelling) (Pre-Interview Note, 12/01/2012).
The writer also conducted pre-test which is held on February 4, 2012. It was done in order to find students’ writing competence in more detail. From the result, it was found that the students’ mean score was only 72.61. It was considered lower than the minimum standard of SMP Negeri 1 Surakarta which was 81.00. In brief the pre-test scores from can be seen from the table 4.2.

**Table 4.2 Students’ Pre-test Scores**

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>1st Examiner</th>
<th>2nd Examiner</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Highest score</td>
<td>84.0</td>
<td>85.0</td>
<td>84.5</td>
</tr>
<tr>
<td>2.</td>
<td>Lowest score</td>
<td>56.0</td>
<td>58.0</td>
<td>57.0</td>
</tr>
<tr>
<td>3.</td>
<td>Average Score</td>
<td>71.8</td>
<td>73.4</td>
<td>72.61</td>
</tr>
</tbody>
</table>

Those scores could be analyzed in more details based on the five elements of writing. Table 4.3 below shows the average score of each writing element.

**Table 4.3 The Pre-test Average Score of Each Writing Element**

<table>
<thead>
<tr>
<th>No</th>
<th>Element of Writing</th>
<th>1st Examiner</th>
<th>2nd Examiner</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content</td>
<td>19.6</td>
<td>20.5</td>
<td>20.07</td>
</tr>
<tr>
<td>2.</td>
<td>Organization</td>
<td>14.8</td>
<td>15.1</td>
<td>14.95</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>14.8</td>
<td>15.0</td>
<td>14.91</td>
</tr>
<tr>
<td>4.</td>
<td>Language Use</td>
<td>14.2</td>
<td>14.5</td>
<td>14.25</td>
</tr>
<tr>
<td>5.</td>
<td>Mechanical Aspects</td>
<td>8.5</td>
<td>8.4</td>
<td>8.43</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>71.8</td>
<td>73.4</td>
<td>72.61</td>
</tr>
</tbody>
</table>

Here are some common problems found in students’ writing in pre-test:

- *She is very beautiful.
- *She always wear long chlotes.
- *She real name is Nur Pudjaningsih.
- *He is legendary player football.
- *I think it inafe about her.
- *I think he look better than Brad Pitt.
- *He is play for New Orleans Hornet.
- *I to laught when Greyson wearing blangkon.
- *She make a inspiration for all students in 7C.

The summary of the pre-research result are presented in table 4.4.

**Table 4.4 Summary of Pre-Research Result**

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>Descriptive Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class used for AR</td>
<td>VII C</td>
</tr>
<tr>
<td>Problem Identified</td>
<td>Student’s low writing skill</td>
</tr>
<tr>
<td>Proposed Solutions</td>
<td>Facebook as the teaching media</td>
</tr>
<tr>
<td>Pre-research</td>
<td>The writer conducted pre-observation, students and teacher interview, pre-test, and questionnaire to find the problem in writing.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Pre-observation</strong></td>
<td>The writer observed the teaching and learning activity twice.</td>
</tr>
<tr>
<td>- Note</td>
<td>To identify students’ problem in learning English and the situation of English class before the research</td>
</tr>
<tr>
<td>- Purpose</td>
<td>The students had low writing skill and the classroom climate was less conducive</td>
</tr>
<tr>
<td><strong>Teacher Interview</strong></td>
<td>The writer interviewed the English teacher</td>
</tr>
<tr>
<td>- Note</td>
<td>To find:</td>
</tr>
<tr>
<td>- Purpose</td>
<td>- Classroom situation and students’ writing skill</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in English lesson</td>
</tr>
<tr>
<td></td>
<td>- Students’ difficulties in learning English</td>
</tr>
<tr>
<td></td>
<td>- Technique and media used by the teacher in teaching English</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in Internet</td>
</tr>
<tr>
<td>- Result</td>
<td>- The students tend to be hyperactive and noisy in English class, but their skill is considered low</td>
</tr>
<tr>
<td></td>
<td>- The students are interested in learning English</td>
</tr>
<tr>
<td></td>
<td>- The students’ difficulty is in Listening and Writing skill</td>
</tr>
<tr>
<td></td>
<td>- The teacher usually uses printout and whiteboard. Sometimes she uses laptop and LCD and invites the students to learn in language laboratory</td>
</tr>
<tr>
<td></td>
<td>- Most of the students understand about Internet and know how to operate it well since they got the lesson about it in TIK lesson. Beside, all of the students have to have their own personal computer.</td>
</tr>
<tr>
<td><strong>Students Interview</strong></td>
<td>The writer interviewed the five students with the varied level of academic achievement as recommended by the teacher</td>
</tr>
<tr>
<td>- Note</td>
<td>To find:</td>
</tr>
<tr>
<td>- Purpose</td>
<td>- Classroom situation and students’ writing skill</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in English lesson</td>
</tr>
<tr>
<td></td>
<td>- Students’ difficulties in learning English writing</td>
</tr>
<tr>
<td></td>
<td>- Technique and media used by the teacher in teaching English</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in Internet</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in Facebook</td>
</tr>
<tr>
<td>- Result</td>
<td>- Classroom situation in English lesson is usually noisy because the teacher is fun</td>
</tr>
<tr>
<td></td>
<td>- Most of the students love English lesson</td>
</tr>
<tr>
<td></td>
<td>- The difficulties are in: finding idea, arranging the sentences, choosing appropriate vocabularies, spelling</td>
</tr>
<tr>
<td></td>
<td>- The teacher usually gives an example then ask the students to write</td>
</tr>
<tr>
<td></td>
<td>- Most of the students actively uses the internet</td>
</tr>
<tr>
<td></td>
<td>- Most of the students have a Facebook account and actively operate it</td>
</tr>
<tr>
<td><strong>Questionnaire</strong></td>
<td>The writer distributed the questionnaires to 22 students</td>
</tr>
<tr>
<td>- Note</td>
<td>To find:</td>
</tr>
<tr>
<td>- Purpose</td>
<td>- Classroom situation and students’ writing skill</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in English lesson</td>
</tr>
<tr>
<td></td>
<td>- Students’ difficulties in learning English writing</td>
</tr>
<tr>
<td></td>
<td>- Technique and media used by the teacher in teaching English</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in Internet</td>
</tr>
<tr>
<td></td>
<td>- Students’ interest in Facebook</td>
</tr>
<tr>
<td>- Result</td>
<td>- 40.9% students interested in English; 59.1% of them are not.</td>
</tr>
<tr>
<td></td>
<td>- 22.7% students like English writing; 77.3% of them do not</td>
</tr>
</tbody>
</table>
- Here are the order of difficulties in English writing:
  - Using correct grammar (27.2%)
  - Choosing appropriate vocabulary (27.2%)
  - Finding ideas (22.7%)
  - Arranging the sentences (9.09%)
  - Using appropriate punctuation (4.5%)
- 72.7% students said that the English teacher is fun; 13.6% said she is average; 8.3% said she is boring
- Here are media used by the teacher in teaching English:
  - Printout
  - Film
  - LCD
- 86.4% students like playing Internet; 13.6% do not.
- Here are the list of websites they mostly visit:
  - Social media (Facebook and twitter) (63.6%)
  - Google (33.6%)
  - Online game (9.1%)
  - Wikipedia (4.5%)
  - Youtube (4.5%)
- 53.5% students use Internet to help them doing the task; 45.5% rarely use it
- 86.7% students have Facebook account; 9.1% do not.
- Here are what the students do in Facebook:
  - Chatting
  - Playing game
  - Finding old friends
  - Giving comment
  - Watching picture
  - Updating status
- 50% students play Facebook for about 1-3 hours in a day; 27.3% of them do it less than 1 hour; 9.0% of them do it more than 3 hours
- Here are the list of benefits they get by playing Facebook:
  - Playing game
  - Practicing writing skill
  - Socializing
  - Getting new friend
  - Refreshing
  - Giving and gaining new information easily
  - Knowing someone’s condition
  - Communicating easily

- Pre-Test
  - Note
    The writer gave pre-test to 22 students
  - Purpose
    To know the students’ competence in writing skill
  - Result
    The students got 72.61 as their mean score. It was lower than the minimum standard (KKM) which was 81.00.

Based on the pre-research, it was identified that the students’ writing skill and the classroom climate should be improved. The writer decided to improve it through Facebook. It was used as the teaching learning media and utilized as the main sources and the online worksheet for the students during the writing class.
Facebook was chosen because this social media is very famous and well known, especially by the students. It is also interactive and having many features that could be utilized to teach writing. It also made classroom climate in writing session become more fun and enjoyable. Finally, this media can also be used both inside and outside the classroom.

In conducting this action research, the writer had some target to reach after the implementing of Facebook as a media to teach writing: the students could enjoy the writing class, the classroom situation would be better and more conducive, and the students’ scores could be improved and reached the minimum standard.

2. Planning Teaching and Learning Activities using Facebook

After conducting the pre-research, the writer made teaching plan including some activities using Facebook. These activities below overcame both students’ problem and classroom climate problem. The list of learning activities using Facebook can be seen from Table 2.3 which can be found in chapter II. The activities were purposed to solve the students’ problem in writing as shown in Table 2.4 in the same chapter.

B. Research Implementation

The research was conducted for about two months in SMP Negeri 1 Surakarta. In doing the research, the writer was helped by the English teacher as the collaborator. The research was carried out within two cycles through the following stages: pre-research, implementation, and reflection. The whole research will be presented in the form of table and followed by the detail explanation.

1. Procedure of the Research

The research was initialized by observing the situation and condition of class VII C before any action was implemented. It was purposed to collect initial data of the teaching and learning process. The pre-research activity was completely done by means of questionnaire, interview, and pre-test. Based on the data interpretation, the second stage of observation was started. The final findings
were drawn at the end of the research to conclude the reflection. The summary of the research process can be seen from the table 4.5.

**Table 4.5 The Summary of Research Process**

<table>
<thead>
<tr>
<th>Class</th>
<th>Class VII C of SMP Negeri 1 Surakarta</th>
</tr>
</thead>
</table>
| **Problem**               | 1) Students’ writing skill was low  
                            2) Classroom climate needed to improve |
| **Solution**              | Utilizing Facebook to teach writing   |
| **Pre-research**          | 1) Pre-interview                      |
|                           | The writer interviewed the English teacher (RZ) and 5 students with varied level of achievement on 12 January 2012. It was aimed to collect data from the teacher’s and students’ point of view |
|                           | 2) Pre-observation                    |
|                           | The writer observed the teaching and learning activity in class VIIC twice. It was on 12 January 2012 and 9 February 2012 |
|                           | 3) Questionnaire                      |
|                           | The questionnaire was distributed to 22 students on 9 February 2012 |
|                           | 4) Pre-test                           |
|                           | The pre-test was held on 10 February 2012. 22 students were participated in the test |
| **Research Implementation** | The research was conducted by the writer and the English teacher (RZ).  
                               The writer conducted the teaching and learning activity, while teacher RZ observed the writer’s action.  
                               The action carried out in 2 cycles:  
                               • Cycle 1: 4 meetings (11 – 21 February 2012)  
                               • Cycle 2: 2 meetings (28 February – 3 March 2012)  
                               - Post-test was conducted in the end of each cycle.  
                               • Test in cycle 1: 23 February 2012  
                               • Post-test : 3 March 2012. |
| **Cycle 1**               | 4 meetings                            |
|                           | - 1st meeting (11 February 2012)      |
|                           | Activities: introducing facebook as the teaching and learning media, arranging ‘online’ teaching and learning rules, creating facebook group, finding difficult words, identifying adjective, arranging jumbled paragraph, initial post |
|                           | - 2nd meeting (18 February 2012)      |
|                           | Activities: using pronoun, exercise on pronoun, using order of adjective |
|                           | - 3rd meeting (20 February 2012)      |
|                           | Activities: creating draft, Elaborating draft |
|                           | - 4th meeting (21 February 2012)      |
|                           | Activities: using preposition at, in, on, re-spelling words, editing text |
| **Cycle 2**               | 2 meetings                            |
|                           | - 1st meeting (28 February 2012)      |
|                           | Activities: Correcting friends’ works, using agreement, commenting on family picture |
|                           | - 2nd meeting (1 March 2012)          |
|                           | Activities: creating draft, writing descriptive text based on family picture |
| **Overall Reflection**    | Students’ writing skill was improved and the classroom climate became more conducive. It is indicated from reduced intensity of the problem indicators after the research, Facebook was a helpful media to help the students enjoy the writing skill and improve their skill in writing descriptive text. |
2. Cycle 1

In cycle 1, there were several stages carried out by the writer: planning the action, implementation, observation, reflection, and revision. The first step done before conducting any action was planning the action. In this step, the writer prepared lesson plans and materials that would be implemented in the next stage. During the implementation stage, the writer together with the English teacher (RZ) observed the students’ behavior and the classroom situation. Based on the observation, the writer evaluated and reflected the action result. The decision whether the cycle needed to be continued to cycle 2 or not was considered based on the result of evaluation and reflection. The summary of research implementation in the first cycle can be shown in the Table 4.6.

Table 4.6 The Summary of Research Implementation of Cycle 1

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>Describing people</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cycle 1</strong></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td><em>Meeting 1</em></td>
<td></td>
</tr>
<tr>
<td>- Teacher guides the students to create Facebook account and join Facebook group made by the teacher.</td>
<td></td>
</tr>
<tr>
<td>- The students make a group of 4</td>
<td></td>
</tr>
<tr>
<td>- The students access a post about descriptive text posted by the teacher</td>
<td></td>
</tr>
<tr>
<td>- The students find any difficult word and mark some adjectives from the text.</td>
<td></td>
</tr>
<tr>
<td>- The students post their answer in comment box.</td>
<td></td>
</tr>
<tr>
<td>- The students watch a video about some adjective used to describe person uploaded in Facebook played by the teacher.</td>
<td></td>
</tr>
<tr>
<td>- Teacher posts some jumbled paragraphs in Facebook group.</td>
<td></td>
</tr>
<tr>
<td>- The students compete to rearrange the jumbled text.</td>
<td></td>
</tr>
<tr>
<td>- The students post their answer in comment box.</td>
<td></td>
</tr>
<tr>
<td>- Teacher asks the students to post initial wall about introducing themselves on Facebook group.</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting 2</strong></td>
<td></td>
</tr>
<tr>
<td>- The students access material about order of adjectives in Facebook group</td>
<td></td>
</tr>
<tr>
<td>- Teacher explains the material to the students.</td>
<td></td>
</tr>
<tr>
<td>- The students access some pictures in Facebook group.</td>
<td></td>
</tr>
<tr>
<td>- The students describe each picture by using order of adjectives.</td>
<td></td>
</tr>
<tr>
<td>- The students watch a video about pronoun played by the teacher.</td>
<td></td>
</tr>
<tr>
<td>- The students do the exercise about pronoun.</td>
<td></td>
</tr>
<tr>
<td><strong>Meeting 3</strong></td>
<td></td>
</tr>
<tr>
<td>- The students observe their teacher Facebook profile page.</td>
<td></td>
</tr>
<tr>
<td>- The students note some important information about the teacher.</td>
<td></td>
</tr>
<tr>
<td>- The students create draft.</td>
<td></td>
</tr>
<tr>
<td>- The students elaborate the draft.</td>
<td></td>
</tr>
<tr>
<td>- The students post their writing in Facebook group.</td>
<td></td>
</tr>
</tbody>
</table>
### Meeting 4
- The students access material about preposition at, in, on
- The teacher explains about the material
- The students do some exercise about preposition
- The teacher introduces application spelling checker
- The students do some exercise about spelling
- The students check their writing and correct misspelled words.

### Observation Meeting 1
- The students were enthusiastic about the lesson.
- The students participated in the lesson actively.
- The students were interested in the video.
- The students were able to work both individually and in group.
- The students could create the group independently.
- Some students talked with their friends.
- Some students opened other un instructed websites.
- There were still some students that were not involved in the group discussion.
- Some students’ modem got trouble and could not be connected to the internet.
- Some students activated their facebook chat.
- Some students played facebook online game, like cocogirls.
- A student was sick and needed to take rest in the UKS room.
- The internet connection in my laptop was bad.
- A student updated his status and said that he was bored with the lesson.
- Some students were busy with their laptop and ignoring me.

### Meeting 2
- The students were enthusiastic about the lesson.
- The students participated in the lesson actively.
- The students were interested in the video.
- The students were able to work both individually and in pair.
- The internet connection in my laptop was going better.
- All students’ internet connection was excellent.
- The students actively involved in group discussion since they were working in pair.
- The students had accessed the material outside the class (they’ve prepared themselves).
- A student had not joined the Facebook group yet.
- The number of students who talked with their friends was decreased.
- Some students still opened other un instructed websites.
- Some students still activated their facebook chat.
- Some students still played facebook online game, like cocogirls.
- The student who updated his status in the last meeting seems bored with the lesson.
- Some students were still busy with their laptop and ignoring me.

### Meeting 3
- The students were enthusiastic about the lesson.
- The students participated in the lesson actively.
- The internet connection in my laptop was good.
- All students’ internet connection was excellent.
- The students had accessed the material outside the class (they’ve prepared themselves).
- The students independently prepared themselves.
- There were still several students did not pay attention to me and pay too much attention to their laptop.
- Some students still opened other uninstructed websites
- All students turn off their chat box
- There is still a student who always try to find a chance to play cocogirl
- The student who updated his status and seemed bored in the last meeting welcome me enthusiastically before I start the lesson
- I forgot to turn off my chat box

Meeting 4
- The students seemed less enthusiastic to the lesson.
- The internet connection in my laptop was good.
- All students’ internet connection was excellent.
- All students left their laptop when I gave explanation in front of the class
- The students seemed tired and less active
- The classroom situation was less noisy
- Some students still opened other uninstructed websites
- All students turn off their chat box

There is still a student who always try to find a chance to play chocogirl

The students’ mean score in test in cycle 1 was 79.32. It was higher than the mean score in pre-test and almost reach the KKM.

<table>
<thead>
<tr>
<th>Reflection</th>
<th>1) Teaching and learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Facebook was used as the teaching media</td>
</tr>
<tr>
<td></td>
<td>Students were actively involved in the teaching and learning process</td>
</tr>
<tr>
<td></td>
<td>The students were enthusiastic to the teaching and learning activities</td>
</tr>
<tr>
<td></td>
<td>The students prepared themselves outside the classroom</td>
</tr>
<tr>
<td></td>
<td>Students could work both individually or in pair.</td>
</tr>
<tr>
<td></td>
<td>There were still students who disobey the rule (activate chat box, access other websites, playing game)</td>
</tr>
<tr>
<td></td>
<td>Some students were hard to left their laptop and paying attention to me</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2) Writing skill</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students got less difficulty in exploring idea</td>
<td></td>
</tr>
<tr>
<td>There were still many mistakes in using grammar</td>
<td></td>
</tr>
<tr>
<td>There were still many mistakes in using correct agreement</td>
<td></td>
</tr>
<tr>
<td>There were still minor mistakes in spelling and capitalization</td>
<td></td>
</tr>
<tr>
<td>There were still minor mistakes in preposition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3) Problem to solve</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management to condition the students. Teacher had to explain the material first before commanding the students to prepare their laptop in order to get attention from the students.</td>
<td></td>
</tr>
<tr>
<td>Monitoring toward students activity with their laptop needed to be increased.</td>
<td></td>
</tr>
<tr>
<td>Increasing students’ awareness in grammar and agreement.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Revision</th>
<th>Considering the reflection of cycle 1, the research was continued to cycle 2. Both students’ writing skill and classroom climate still needed to be improved. The next cycle would be focused on:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increasing monitoring to the students activities</td>
</tr>
<tr>
<td></td>
<td>Guiding the students to be more aware to their writing.</td>
</tr>
<tr>
<td></td>
<td>Giving more exercises on grammar, agreement, and preposition.</td>
</tr>
</tbody>
</table>

a. Identifying the Problems

The writer identified problems faced by the students of class VII C SMP Negeri 1 Surakarta by noting the data based collected from the pre-
observation, questionnaire, pre-interview, and pre-test result. Based on those data, the writer concluded that the students had problem in their writing skill. Their writing skill is considered low which was indicated from some points: (1) from the questionnaire, most students said that they do not like English, especially writing. They stated that English writing is boring, tiring, confusing, and so on; (2) from the interview the students determined some difficulties they faced in English writing, they are finding and elaborating ideas, using appropriate grammar, choosing correct vocabulary, organizing the sentences, and applying correct spelling; (3) the result of their pre-test which was only 72.61 (lower than the KKM) also indicated that they need improvement in English, especially writing.

Moreover, the classroom climate were not really appropriate for teaching and learning process since the students were too hyperactive and too much talking during the lesson which made the class noisy and out of control. Considering those problems, the writer was interested to improve the classroom situation and students’ writing skill by integrating Facebook in teaching and learning process.

b. Planning the Action

In this stage, the writer arranged the plan to be implemented in the first cycle that consists of teaching material, students’ worksheet, instrument for test in cycle 1, and of course lesson plan which was made for the whole meetings in cycle 1. The writer planned to have four meetings in cycle 1 which was conducted four times in a week. The teaching materials which was in the form of text, exercises, picture, and video were taken from the internet and text books and then posted in Facebook group. It was about descriptive text as aimed in the curriculum.

Considering the students’ level which was in the lowest grade of Junior High School, the topic chosen for the lesson was simple, close with their life, and all the same for all four meetings; that was ‘describing people’. The main media used was Facebook and the worksheet was mostly in the
form of Facebook page, except the worksheet for the test which was still in the form of paper.

c. Implementing the Action

1) The first meeting (February 11th, 2012)

The lesson started at 08.00 a.m. It was the first lesson on that day in VII C. When the writer came to the class, the students seemed eager to start the lesson today. *Siswa yang biasanya ‘berkeliatan’ sembari menunggu jam selanjutnya sudah duduk manis di tempat mereka masing2 dengan laptop yang sudah terkoneksi dengan internet. Sebagian besar dari mereka yang membawa modem sendiri sudah mulai berkutat dengan Facebooknya masing2.* (The students were ready with their laptop and Facebook even before the writer giving instruction) (Writer Journal, 11/02/2012). Unfortunately, the lesson could not be immediately started because there were some students who did not bring modem. They still got difficulty in connecting their laptop to the hotspot connection. “sulit, hotspotnya kalau dari kelas gak bisa, biasanya di depan 7D, kesana aja miss” (Writer Journal, 11/02/2012) said a student, delivering his idea. Nevertheless, the writer decided to stay inside the classroom and suggest the group of students who could not get internet connection to merge with their friends. However the students disagreed and ignored the writer’s instruction. The class became very noisy because some students tried to borrow modem to their friends. *Beberapa siswa mulai ribut dan meninggalkan kursi mereka untuk meminjam modem kepada teman lainnya. Bahkan 2 orang dari mereka (Bimo dan Rofigh) meninggalkan kelas tanpa sepengetahuan saya untuk mencari sinyal hotspot di depan kelas 7D.* (Writer Journal, 11/02/2012) After several chaos times, the students agreed to join their friends who had good internet connection.

After the students were really ready to start the lesson, the writer led them to pray. Then she explained what they were going to do I that day. First, the writer asked the students to join Facebook group made by
the writer namely “English is fun! With 7C SPENSA”. The students were very eager to join the group. *Mereka sangat antusias bergabung dengan grup ini, bahkan mereka dengan senang hati mengundang beberapa teman lain yang belum juga tergabung.* (Writer Journal, 11/02/2012) After that, the writer invited the students to arrange some rules in order to condition the students and the classroom situation during the teaching and learning process using Facebook, which is: prohibition to access uninstructed website and prohibition to activate Facebook chat. Right after the rules was being agreed, the writer’s facebook notification was on since one of the students chat her. The writer reminded the students for the second time to obey the rule.

The material today was focused on vocabulary mastery. Before delivering the material the writer asked the students to make a group of four by merging four closest desks become one. *Akan tetapi mereka menolak dan memilih membuat kelompok dengan memilih anggota sendiri.* (Writer Journal, 11/02/2012) Finally the students create seven groups; three groups consist of four members and the rest consist of only three persons. Actually it was not like what the writer was planned before, but it was fine since the students seemed enjoy their own group. *Meskipun tidak sesuai dengan rencana tetapi saya membiarkannya karena siswa sudah nampak nyaman dengan kelompok yang sudah terbentuk.* (Writer Journal, 11/02/2012)

The next activity was analyzing difficult words from the text posted in the Facebook group. The writer instructed the students to access the text posted in facebook group and finding some difficult words and the meaning of it. They have to post their finding in the comment box. Most of the students did the instruction well. *Semua siswa melaksanakan instruksi dengan baik, namun ada juga beberapa siswa yang nampak tidak ikut berperan aktif di dalam kelompoknya dan justru sibuk dengan laptopnya sendiri.* (Writer Journal, 11/02/2012) The writer asked the students to turn off their laptop and use only one laptop for
each group to minimize their activity which was not related to the lesson. The students seemed enthusiastic to be the first who post the answer. They protested when their answer did not appear in the comment box since my internet connection was bad. *Namun ketika dipanggil namanya kelompok tersebut protes karena merasa sudah memposting jawaban namun belum muncul di Facebook saya. “Miss kelompok kita udah nulis kook, tapi belum muncuul, facebooknya miss Irene direfresh dulu doooong”. (Writer Journal, 11/02/2012)*

After that, the writer discussed the answer together with the students.

After the discussion, the writer played a video about adjective. The students watched the video enthusiastically. The writer played the video for the second time and instructed the students to be more focus to the adjectives word and post a list of adjective words they found in the video.

*Para siswa tampak beberapa kali mengeluh karena kecepatan video yang saya putar membuat mereka kesulitan menuliskan kata – kata yang mereka dapat. Sementara beberapa yang lain tampak enak saja mengikuti dan menranskrip kata – kata yang mereka dapat. “Miss, kecepeten miss, ulangi” “Oke saya ulangi yaa?” “Gak usah Miss, bosen” “Kalo gitu saya nonton yang di facebook ya miss” (Writer Journal, 11/02/2012)*

When they were asked to post their finding, one of the group was detected copying their friend answer, as said by a student, “*Lhooo miss, jawabannya kelompok X kok mirip banget punyaku*. (Writer Journal, 11/02/2012) The writer disqualified that group and asked them to post their own answer. While the students posting their answer, the writer accessed facebook homepage to monitor students; activity and found a status updated by a student ‘*sepi. Pelajaran malah dikon facebookan*’. (Writer Journal, 11/02/2012)

The bell rang before the students finish the task. The writer asked the students to finish it at home and ended the lesson. Outside the classroom, the writer checked the students work and gave comment for the incorrect answer and like sign for the correct one.

commit to user
2) **The second meeting** (February 18th, 2012)

The second meeting which was held on February 18th, 2012 started at 07.30 a.m. As English was the first meeting of this day, the writer greeted the students and instructed the chairman to lead the pray. The material today was focused on personal pronoun. The writer started the activity by giving some questions to the students about how to say “Saya mencintai kamu” in English. One of the students answered it correctly since this statement is commonly used. (Writer Journal, 18/02/2012)

When the writer asked the students to say “Kamu mencintai saya” and “Saya mencintai dia” in English, some of them made mistakes. After discussing and giving brief explanation about pronoun, the writer reviewed their first post and invited the students to correct their mistakes related with pronoun together. Then, the writer instructed the students to access picture explaining about pronoun in the Facebook group and played a video. Next, the writer played the second video which was in the form of song with lyric about pronoun. The students enthusiastically sang together, even some of them seemed like knowing the song better. The fact, they have accessed the song outside the classroom. The writer also invited some students to sing the song in front of the class.

After the singing activity, the writer asked the students to work in pair and do the task about pronoun given. As usual, they had to post their answer in the comment box. When they faced difficulty, they could open the material about pronoun which was posted in the same Facebook page. The students did the task vigorously and competed to be the first couple who post the answer.

*Mereka ingin segera mengerjakan soal dan berlomba – lomba menjadi orang pertama yang mempostingkan jawabannya, “Buu, saya sudah selesai, refresh dong”, “Miss, aku udah lhoo sebenarnya, tapi ini modemku lemot banget sinyalnya”*  
(Writer Journal, 18/02/2012)
However, there were still some students ignoring the instruction. There was a student accessed other websites instead of finished the task. While, another student frantically stared his laptop and did nothing. He even asked the writer, "Miss ini suruh ngapain?" Lagi-lagi siswa tersebut nampaknya tidak menaruh perhatian penuh pada pelajaran saya dan sering tidak mengindahkan instruksi yang saya berikan. (Writer Journal, 18/02/2012). After discussing the answer, the writer explained the next material which was about order of adjectives and gave some exercises to the students.

At the end of the lesson, the writer summarized, reflected the lesson and said goodbye.

3) The third meeting (February 20th, 2012)

The third meeting was conducted on Monday, February 20th, 2012. The lesson which was started at 08.00 a.m. focused on elaborating ideas and creating draft. As usual, the students greeted the writer enthusiastically. When the writer came, one of them welcomed her in front of the classroom and said, "Miss, hari ini kita mau belajar tentang deskriptif teks ya, aku tadi udah liat gambaranya yang diupload Miss Irene di Facebook" (Writer Journal, 20/02/2012). It seemed like that he accessed the material outside the class before joining the lesson.

After greeting the students and prayed together, the writer asked the students to prepare their laptop and internet connection. Unfortunately, several students did not bring their laptop since they thought that the writer would not conduct the lesson today. Without any instruction, the students who did not bring their laptop independently join their friends with laptop.

The writer started the lesson by giving some material in the form of picture and simple tips about how to elaborate descriptive text. While explaining, the writer asked some questions to the students. They eagerly competed to answer the questions. After explaining and question and
answer session, the writer instructed the students to observe as much as possible information about their teacher from their facebook page, creating draft about the information, and posting it in Facebook group.

“Para siswa berlomba – lomba membuka profil page facebook Bu Rizky untuk mencari ide tulisan mereka nantinya. Di tengah – tengah kegiatan tersebut beberapa kali terdengar celetukan siswa mengenai informasi – informasi baru tentang Bu Rizky yang mereka temukan di profil facebooknya, “Wah warna kesukaannya Bu Rizky hitam, sama kaya aku”, “Lhoh Bu Rizky suka masak to, Bu?”, “Ih anaknya Bu Rizky lucu ig” (Writer Journal, 20/02/2012)

The activity was going well till chat notification in Facebook group was on since one of the students asked some questions to teacher RZ via chat since she needed to find more information doesn’t exist in teacher RZ’s profile page. “Hayooo sapa yang chatnya online?” (Writer Journal, 20/02/2012), another student spontaneously shouted. Finally, I let all of the students to activate their chat box as long as they utilize it to find information about teacher RZ.

Bell rang when the students were enthusiastically finishing the task made them disappointed. “Yaaah, lagi seru Miss, dilanjut aja” (Writer Journal, 20/02/2012), one of them delivered his opinion. However, the teacher for the next subject had been ready, so the lesson must be ended. The writer instructed the students to finish the task at home and close the lesson.

4) The fourth meeting (February 21th , 2012)

The forth meeting was conducted the next day, on Tuesday, February 21th, 2012. Based on students’ writing posted in Facebook group, the writer found several mistakes on preposition and spelling. Therefore, the activity today will be focused on those materials.

The writer explained the use of preposition (at, in, and on) by giving some picture uploaded in Facebook group and giving some practices about that material. After discussing the correct answer, the writer moved to the next material which was about spelling.
Saya menunjukkan beberapa kesalahan siswa tentang spelling yang disambut dengan celetukan – celetukan mereka. “Wah iya i, salah ketik itu, Miss”, beberapa kesalahan spelling ternyata hanya merupakan kesalahan tulisan siswa (mistake) tapi ada juga beberapa yang ternyata merupakan error, “Lhoh Miss, beautiful itu F-nya satu tok to? Tak kira 2.” (Writer Journal, 21/02/2012)

Dealing with the spelling mistake and error done by the students, the writer proposed Facebook doc. It is a Facebook application which is able to identify spelling mistake. Unhappily, this application could be run well with an excellent internet connection. “Sementara tidak semua modem yang digunakan oleh siswa mempunyai koneksi yang cukup bagus, “Lhoh Miss, punyaku kok gak keluar merah – merahnya kaya punya Husna?” (Writer Journal, 21/02/2012). The writer decided to start plan B, spelling checker application. The writer guided the students to download the application and told them how to use it. After all of the students were available to use it, the writer gave them an exercise. The students had to copy a text with several mistyped words and correct it. The students looked interested to this application. Some of them actively asked some questions as they faced new thing or difficulty. “Miss lha ini nama orang diganti pake apa?” tanya seorang siswa, sayapun kemudian menjelaskan bahwa tidak semua kata harus kita replace karena mungkin saja ada beberapa kata yang tidak berasal dari Bahasa Inggris, seperti nama orang. “Ooh berarti kalo nama kota ini gak usah direplace ya miss? Sumatera tetap Sumatera kan?” (Writer Journal, 21/02/2012)

Next, the writer explained about context of sentence. She gave an example ‘the star is sinning’. Some of the students spontaneously chose the word ‘sinning’ which was on the first option of FB spelling checker. While, the correct answer should be shining. The writer advised the students not to choose the first word provided by FB spelling checker, but the word which was suitable with the context. “Coba kita lihat konteks kalimatnya secara utuh, kira – kira kalo bintang itu biasanya
ngapain?” “Shining, Miss” siswa menjawab dengan serempak. (Writer Journal, 21/02/2012)

The writer gave more practices on spelling till the time was up. In the end of the class, the writer thanked the students for giving attention during the lesson and took a leave by greeting them.

d. Observing the action

1) The first meeting

The lesson today was focused on introducing Facebook as the media to learn descriptive text. At first, the writer was afraid that conditioning the students to prepare their laptop and internet connection will waste the time. However, this anxiety was not really happened since the students were able to prepare themselves even before the lesson was started. When the writer was arriving in the class, most of the students were ready with their laptop and internet connection. While, the rest of them were still busy connecting their laptop to the Wi-Fi connection. This preparation stage was chaos for several time as two students determined to find better internet connection outside the class. Fortunately, this condition did not last long.

Firstly, the students were asked to join Facebook group made by the writer. When the writer asked the students to do so, they were very enthusiastic to join. Even they helped their friends who face difficulty in joining the group. When they are asked to make a group, the students were also able to condition themselves. Though they did not follow the writer’s instruction about the rule of creating the group, they could make a group quickly. The writer let the students made their own group since they seemed comfortable with their group.

When the lesson came to the first activity which was analyzing text, most of the students did the instruction and finished the task well. Nevertheless, they could not work in a group well. The fact was only one or two students in a group who was considered as the smartest one
discussed and did the task. While the other students were busy with their laptop, doing the uninstructed stuffs. So that, the writer asked the students to turn off their laptop and use only one laptop for each group to minimize their activity which was not related to the lesson.

Then the writer asked the students to post their answer. They seemed enthusiastic to be the first who post the answer. They protested when their answer did not appear in the comment box since the writer’s internet connection was bad. Namun ketika dipanggil namanya kelompok tersebut protes karena merasa sudah memposting jawaban namun belum muncul di Facebook saya. “Miss kelompok kita udah nulis koook, tapi belum muncul, facebooknya miss Irene direfresh dulu dooong” (Writer Journal, 11/02/2012) After that, the writer discussed the answer together with the students.

Next activity was watching a video about adjective. The students watched the video enthusiastically. The writer played the video for the second time and instructed the students to be more focus to the adjectives word and post a list of adjective words they found in the video.

It indicated that uploading video or material in facebook could help the teacher deliver the material for the students who have different level of competency.

During the lesson, there was a group who was detected copying their friend’s answer. The writer disqualified that group and asked them to post their own answer. While the students posting their answer, the writer accessed facebook homepage to monitor students; activity and found a status updated by a student ‘sepi. Pelajaran malah dikon...
I was the negative point of using Facebook in classroom: less monitoring will give the students chance to do uninstructed activities.

2) **The second meeting**

Before asking the students to prepare their laptop, the writer opened the lesson by asking the class to translate some sentence into English. The sentence included personal pronoun which would be taught later on. As usual, the students enthusiastically answered the writer’s questions and laughed out loud as their friend’s answer is wrong. The class situation was lively as it used to be. Moreover, when the writer instructed them to access picture related to the material and played them a video. They seemed enthusiastic, as shouted by a student “yee, nonton video, miss” (Writer Journal, 18/02/2012). Next, the writer played the second video which was in the form of song with lyric about pronoun. The students enthusiastically sang together, even some of them seemed like knowing the song better. The fact, they have accessed the song outside the classroom. The writer also invited some students to sing the song in front of the class. Intentionally, the students instructed to sing in front of the class were they who were not paying attention well during the lesson. It made them facing difficulty to sing the song alone. This situation led the other students laughing out loud and made the class noisy.

After the singing activity, the writer asked the students to work in pair instead of in group to minimize the same condition happened in the previous meeting where there were only some superior students did the task while the rest were busy with uninstructed stuffs. This trick seemed work well as seen in the classroom that each couple of students discussed the task and find the answer together. Still, they did the task vigorously and competed to be the first couple who post the answer.
Mereka ingin segera mengerjakan soal dan berlomba—lomba menjadi orang pertama yang mempostingkan jawabannya, “Buu, saya sudah selesai, refresh dong”, “Miss, aku udah lhooo sebenarnya, tapi ini modemku lemot banget sinyalnya” (Writer Journal, 18/02/2012)

Nevertheless, the classic problem in using internet based during the lesson still happened in the second meeting; (1) There were still a number of students ignoring the instruction since they were busy with their laptop; (2) Some of the students accessed other websites instead of finished the task; and finally (3) They frantically stared their laptop and did nothing because they did not notice the instruction.

3) The third meeting

In the third meeting the writer gave material about elaborating idea and creating draft. As usual, the students welcomed the writer enthusiastically. As a surprise for the writer, one of the students (MRM) which was very bored and uninterested in the first two meetings welcoming the writer in front of the class and told that he has accessed the material from Facebook before the lesson was started. He said, “Miss, hari ini kita mau belajar tentang deskriptif teks ya, aku tadi uda liat gambarnya yang diupload Miss Irene di Facebook” (Writer Journal, 20/02/2012). His statement showed that he started to be interested to the lesson conducted by the writer.

When the writer asked the students to prepare their laptop, some of the students protested since they thought that today English lesson will be directed by teacher RZ. So that, many of them did not bring their laptop. However, that condition did not last long as the students independently decided to join their friends who bring laptop, without any instruction from the writer.

When the lesson came to the main topic and the writer started asking questions to the students, they eagerly competed to answer the questions. That lively situation was also happened when the writer asked the students to browse their Facebook page and find as much as
possible information about their teacher which will be one of the sources to create draft.

_Di tengah – tengah kegiatan tersebut beberapa kali terdengar celetukan siswa mengenai informasi – informasi baru tentang Bu Rizky yang mereka temukan di profil facebooknya, “Wah warna kesukaannya Bu Rizky hitam, sama kaya aku”, “Lhoh Bu Rizky suka masak to, Bu?”, “Ih anaknya Bu Rizky lucu ig” (Writer Journal, 20/02/2012)

However, the monitoring aspect was still became the biggest problem in this research. The writer found some students accessed uninstructed website pages and played facebook online game. There was also a student activating her chat box. Since, she used the chat box to ask some questions to teacher RZ, I told all of the students to activate their chat box as long as they utilize it to find information about teacher RZ.

What makes the writer very happy about the lesson today was that the students’ interest to the lesson increased. It can be indicated by their reaction toward the bell ring in the end of the lesson. “Yaaah, lagi seru Miss, dilanjut aja” (Writer Journal, 20/02/2012) shouted by the students which is indicated that they were enjoying the activity and did not want to end the lesson.

#### 4) The fourth meeting

This was the last meeting in cycle 1. In this meeting, the writer focused the material on preposition and spelling. When the writer explained about the material, the students listened to the explanation and gave feedback enthusiastically. The number of students who were busy with their own laptop was decreased.

_Saya menunjukkan beberapa kesalahan siswa tentang spelling yang disambut dengan celetukan – celetukan mereka. “Wah iya i, salah ketik itu, Miss”, beberapa kesalahan spelling ternyata hanya merupakan kesalahan tulisan siswa (mistake) tapi ada juga beberapa yang ternyata merupakan error, “Lhoh Miss, beautiful itu F-nya satu tok to? Tāk kird 2.” (Writer Journal, 21/02/2012)
When the writer came to the next activity which was introducing Facebook Doc to the students, there was a little problem. This way to check students’ spelling was not working since most of them had bad connection. It made the students confused and noisy since they were busy asking to the writer or their friends about how to run the application. This situation did not last long as the writer decided to start plan B, spelling checker application. The writer guided the students to download the application and told them how to use it. After all of the students were available to use it, the writer gave them an exercise. The students had to copy a text with several mistyped words and correct it. The students looked interested to this application. Some of them actively asked some questions as they faced new thing or difficulty. “Miss lha ini nama orang diganti pake apa?” tanya seorang siswa, sayapun kemudian menjelaskan bahwa tidak semua kata harus kita replace karena mungkin saja ada beberapa kata yang tidak berasal dari Bahasa Inggris, seperti nama orang. “Ooh berarti kalo nama kota ini gak usah direplace ya miss? Sumatera tetap Sumatera kan?” (Writer Journal, 21/02/2012). That statement indicated the students’ understanding toward the explanation.

e. Reflecting the result of the observation

Facebook is a well-known media which is closed with the students’ life. Moreover, it can be also called a lifestyle for them. Facebook account is an identity. While, actively and frequently operating it had been being parts of their daily activity. That was why the students were very interested and eager with the use of Facebook in learning English since they usually utilize as an entertainment and communication tool only. Moreover, the fact that Facebook which basically deals with the use of soft file data form attracted the students as they did not have to submit any task in the form of worksheet. It pleased them since they did not like writing activity which was considered exhausting.
for them. Nevertheless, in order to document the students’ improvement in writing, worksheet was needed.

There were found some improvements on the students’ attitude toward the lesson and the class situation. At first, the students were very noisy and hard to control in joining English session. But then, they were easier to control since they were busy with the laptop and involving in the discussion with their group work. Actually, they were still noisy, but in the appropriate occasion. Once they made too much noise the writer could control them easily. In addition, the students also did the task better than before the research. Before it, the students were not too interested when they were asked to write in English since they were often confused about what they were going to write and they thought that writing is exhausting as they had to write so much writing in their text book. During the research, they did the task without any further lamentation on it since the process was done continuously and step by step starting from collecting idea, creating draft, and writing simple sentence to longer paragraphs. Those activities were felt more enjoyable since they were done by the students through Facebook, so that the students felt they were spending fun time playing with Facebook instead of doing the task. Furthermore, the students also paid more attention to the instruction before they did the task. Their interest on laptop was facilitated and supported in utilizing Facebook which motivated them to finish the task, although at the early beginning of the meeting they could not completely focus on the lesson yet. Most of the students were ‘stealing’ time to open uninstructed website, even to play online game in Facebook. Moreover, the problems dealing with poor internet connection also affect the learning target since the time allotment could not cope with this. Fortunately, it only happened in the first meeting.

The improvements were also occurring on the students’ writing skill. It included the better elaboration of idea which was indicated from much more supporting details added to their writing; the students’ awareness in writing coherence, the use of preposition, order of adjective, and writing misspelled
word. It was indicated from some exercises in Facebook group which were done successfully by the students. Meanwhile, the use of Facebook spelling checker in posting helped the students to correct their writing. Supporting to the statement the result of test in cycle 1 indicated the improvement of writing skill up to 6.71 percent. The mean score of the pre-test which is 72.61 increased up to 79.32 in the test in cycle 1.

f. Revising the Plan

In the end of cycle 1, there were some progresses both on the students’ writing skill and classroom situation. However, there were also some problems related to the students’ writing skill and the surrounding situation in the first cycle that needed to be solved. Therefore, the research was continued to the second cycle.

Based on the test in cycle 1 result, the students still had problems especially on their awareness in using agreement and preposition. The students need more practices on those topics, that was by writing analysis. The revised plan was about giving more exercise for the students on those topics. Group work method which was used in the cycle 1 would be change into pair work system to give the students more definite space for them to discuss and share their opinion.

To overcome the writer’s bad internet connection, she prepared another modem which has better connection quality. Besides, the writer was also preparing tasks which could be conducted offline if some computers could not have internet connection. While, the writer’s monitoring to the students was also needed to increase in order to decrease the number of students who do uninstructed stuffs with their laptop.

3. Cycle 2

After considering the reflection and evaluation result, there were still some problems needed to overcome. Some writing skill and classroom situation still needed to be improved. Therefore, the research was continued
to cycle 2. The same stages were done within the second cycle. It was started by plan what and how the action would be conducted which was done by creating lesson plans. Then, the planned were implemented. During the implementation, the writer collaboratively with the English teacher (Mrs. RZ) observed the classroom condition and students’ attitude. From the observation and test in cycle 1 result, the writer could reflect and evaluate whether the research should be continued to the next cycle or not. The summary of cycle 2 is presented in Table 4.7.

Table 4.7 The Summary of Research Implementation of Cycle 2

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>Describing people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cycle 1 Planning</td>
<td>2 meetings, the writer prepared materials, lesson plans, video, students’ worksheets, post-test, and everything related to the action.</td>
</tr>
<tr>
<td>Action</td>
<td>Meeting 1: - Writing analysis - Writing analysis individually - Exercise on agreement Meeting 2: - Uploading family picture on Facebook - Giving comment of friends’ family picture - Creating draft</td>
</tr>
<tr>
<td>Observation</td>
<td>Meeting 1: - The internet connection in my laptop was good. - All students’ internet connection was excellent. - All students left their laptop when I gave explanation in front of the class - The classroom situation was less noisy - No more students opened uninstructed website - All students turn off their chat box Meeting 2: - The students were enthusiastic to the lesson. - The students participated the lesson actively. - The internet connection in my laptop was good. - All students’ internet connection was excellent. - The students independently prepared themselves - All students left their laptop when the writer gave explanation in front of the class - All students turn off their chat box - The students’ mean score in post test 2 was 83.82. It was higher than the minimum standard. Though there are still five students could not reach the minimum standard, but their scores were increased significantly compared with the pre-test result.</td>
</tr>
<tr>
<td>Reflection</td>
<td>1) Teaching and learning process - Facebook was used as the teaching media - Students were more actively involved in the teaching and learning process - The students were enthusiastic to the teaching and learning activities - The students prepared themselves outside the classroom - Students could work both individually or in pair. - No more students disobey the rule (activate chat box, access other websites.</td>
</tr>
</tbody>
</table>
playing game)  
- Some students paid more attention to the writer than their laptop

2) Writing skill
- Students could explore idea better  
- There were only minor mistakes in using grammar  
- There were only minor mistakes in using correct agreement  
- There were only minor mistakes in spelling and capitalization  
- There were only minor mistakes in preposition

Finding as the whole

a) Writing Skill
- Students could find ideas and some supporting details to their writing in Facebook  
- The students were able to write almost four paragraphs with more than 30 sentences on it.  
- The students used more varied vocabulary  
- The students became more aware in grammatical aspect  
- The students made less mistake in spelling and punctuation  
- The students could write their text coherently and give better details

b) Classroom climate
- The students were much easier to control. They were noisy in several conditions, but it was not distract the whole activity.  
- The students were still noisy in several conditions, but much easier to control.  
- The students used computer dictionary to help them writing  
- The students found more inspiration to write in their Facebook page  
- The students did not mind to publish their writing and even they like the commenting session.

a. Planning the action

Exactly the same with the stage in cycle 1, in this stage the writer arranged the plan to be implemented in the second cycle that consists of teaching material, students’ worksheet, instrument for post-test, and of course lesson plan which was made for the whole meetings in cycle 2. But, in this cycle the writer planned to have only two meetings which were focused on decreasing students’ awareness toward grammatical aspects. The teaching materials which was in the form of text, exercises, picture, and video were taken from the internet and text books and then posted in Facebook group. It was about descriptive text as aimed in the curriculum.

The material used is still about describing people. While, the main media used was Facebook and the worksheet was mostly in the form of Facebook page, except the worksheet for post-test which was still in the form of paper.
b. Implementing the action

1) The first meeting (February 28th, 2012)

The first meeting in the cycle 2 should be conducted on Saturday, February 25th, 2012; right after the post test was done. Since the writer was sick, it was postponed till today. When the writer came to the class, the students were happily welcomed her. Beberapa siswa heboh menanyakan ketidakhadiran saya minggu kemarin karena sakit. “Miss, kok kemarin nggak masuk sth, huhu” (“Miss, why did not you come to the class, yesterday?) (Writer Journal, 28/02/2012). Unfortunately, their enthusiasm when welcoming the writer disappearing as the lesson was started. Most of the students complained that they were tired, hungry, and dizzy. However, the lesson must go on.

The schedule today was discussing students’ writing in test in cycle 1. The writer gave sign to their mistakes and posted it in Facebook group wall. The students were intended to notice the mistake and correct it together. Then, the writer gave each student an incorrect writing posted in FB group and instructed them to correct it individually. As usual, they have to post the answer in the comment box. After that, the writer directed the students to discuss the correct answer.

Thereafter, the writer uploaded an exercise about agreement and asked the students to do it in pair. After discussing the answer, the writer ended the lesson by giving summary of what they have learned today. She also gave homework for the students to upload their family photograph in Facebook group. Ketika saya menyuruh siswa mengupload tugas tersebut, salah satu siswa (poppy) bertanya, “Miss, kalo aku nguploadnya dari BB (Blackberry) gak papa to miss? Modemku pulsanya habis” (Writer Journal, 28/02/2012)
2) The second meeting (March 1st, 2012)

The second meeting which was conducted on the first day in March 2012 was the last meeting for cycle 2. The writer started the lesson by greeting, checking students’ attendance, and reminding the students about the task given in the last meeting; that was about uploading family picture. There were some students had not do the task yet. Namun para siswa yang tidak membawa foto keluarga langsung berinisiatif menaruhnya di akun facebook saudaranya. “Miss, fotoya gak harus foto sama orang tua ya, Miss? Tak ngambil dari facebook e sepupuk yaana” (Writer Journal, 01/03/2012). Another students did not bring family picture followed this idea and completed the order.

Today lesson consisted of two sessions. In the first session, the students were instructed to give comment to their friends’ family pictures. “Pada mulanya saya hanya meminta mereka untuk memberikan komentar atas foto teman – temannya, namun kemudian ada salah seorang dari mereka yang protes, “Miss ini nggak ngasih komentar malah nanya – nanya miss” (Writer Journal, 01/03/2012) Therefore, the writer let the students do whatever they want toward the family picture. They might not only giving comment but also asking questions related to the picture as long as it was written in English. The students were having fun during this activity. Para siswa nampak asyik memperhatikan foto – foto teman – teman mereka dan sesekali tertawa – tawa, namun mereka tetap mengerjakan tugas yang saya berikan. Jadi saya membiarkan mereka sesekali bercanda dan saling mengejek, selama tidak mengganggu pelajaran. (Writer Journal, 01/03/2012)

While the students giving comment, the writer monitor the writing by giving like sign to the good comment and correct the incorrect writing.

In the second session, the writer asked the students to write a draft about their family based on the picture uploaded. Their friends’ comments could be used as to complete the draft.
c. Observing the action

1) The first meeting

The writer was afraid that the first meeting in the cycle 2 would not run well since it was postponed for several days because of the writer’s sickness. However, the writer’s anxiety did not happen to her. When she came to the class, some students were welcoming her in front of the classroom and asking for the reasons why she did not come to teach them for several times. Beberapa siswa heboh menanyakan ketidakhadiran saya minggu lalu karena sakit. “Miss, kok nggak masuk sin, hum” (Writer Journal, 28/02/2012). Their enthusiasm when welcoming the writer disappearing as the lesson was started. Most of the students complained that they were tired, hungry, and dizzy. However, the lesson must go on. Fortunately, during the lesson, the students became enjoy and seemed interested to it. It could be seen from their enthusiasm to compete in answering the writer’s questions.

The writer focused the material today on analyzing students’ writing. The meetings in cycle 2 are aimed to make the students more aware toward the grammatical aspect. When the writer showed some incorrect writings, the students were vigorously giving comment and trying to give correction. In order to decrease the noise since all of the students competed to give correction, the writer gave each student an incorrect writing posted in FB group and instructed them to correct it individually. As usual, they have to post the answer in the comment box. After that, the writer directed the students to discuss the correct answer.

At the end of the lesson, the writer gave homework for the students to upload their family photograph in Facebook group. Ketika saya menyuruh siswa mengupload tugas tersebut, salah satu siswa (poppy) bertanya. “Miss, kalo aku nguploadnya dari BB (Blackberry) gak papa to miss? Modemku pulsanya habis” (Writer Journal, 28/02/2012) That statement showed that by utilizing Facebook as a media to learn, the
students could be more flexible in fulfilling the task. This flexibility frees them doing the task without any pressure.

2) The second meeting

The writer was very disappointed at first as there were still some students ignoring her instruction to upload their family picture. However, without any longer instruction the students who did not do the task yet took an initiative to search it in their Facebook album. “Miss, fotonya gak harus foto sama orang tua ya, Miss? Tak ngambil dari facebook e sepupuka yaanu” (Writer Journal, 01/03/2012). Another students did not bring family picture followed this ideas and completed the order.

In the first session, the students were instructed to give comment to their friends’ family pictures. “Pada mulanya saya hanya meminta mereka untuk memberikan komentar atas foto teman – temannya, namun kemudian ada salah seorang dari mereka yang protes, “Miss ini nggak nasih komentar malah nanya – nanya miss” (Writer Journal, 01/03/2012). Therefore, the writer let the students do whatever they want toward the family picture. They might not only giving comment but also asking questions related to the picture as long as it was written in English. The students were having fun during this activity. Para siswa nampak asyik memperhatikan foto – foto teman – teman mereka dan sesekali tertawa – tawa, namun mereka tetap mengerjakan tugas yang saya berikan. Jadi saya membiarkan mereka sesekali bercanda dan saling mengejek, selama tidak mengganggu pelajaran. (Writer Journal, 01/03/2012)

In the second session, the writer asked the students to write a draft about their family based on the picture uploaded. Their friends’ comments could be used as to complete the draft.
d. Reflecting the result of the observation

The main problem faced by the writer before implementing the research was how to control and condition the class which was super hyperactive. This problem could be solved since they were busy with the laptop and involving in the discussion with their group work. Even though they were still noisy, but in the appropriate occasion and once they made too much noise the writer could control them easily. However, this was followed by another problem dealing with the use of laptop and internet connection. In the cycle 1, most of the students were ‘stealing’ time to open uninstructed website, even to play online game in Facebook. By increasing the writer’s monitoring, this condition did not happen anymore in cycle 2. The students were also more active in discussing since the writer change the group work into pair discussion. The less number of member ‘push’ each student to speak and deliver opinion more frequent than before.

Since implementing Facebook in teaching and learning process, the students also became more diligent in finishing their homework. At first, they always did the homework given by the teacher, not only English, at school in the morning before the lesson is started. Since they have to submit the task via Facebook, they could not do it at school because the time they did the task will appear in their work.

The improvements were also occurring on the students’ writing skill. It included the better elaboration of idea which was indicated from much more supporting details added to their writing; the students’ awareness in writing coherence, the use of preposition, order of adjective, and writing misspelled word. It was indicated from some exercises in Facebook group which were done successfully by the students.

The overall reflection about the students writing score, there was an improvement on it. After the cycle 2, the mean score of students’ writing test was 83.82. It was higher than the mean score of test in cycle 1 which was 79.32.
C. Findings

By analyzing various data source, including observation, interview, document analysis, questionnaire, and test. The findings of the research covered the improvement of the students’ writing skill of descriptive text and the improvement of classroom climate when Facebook as a teaching media was implemented to teach writing. The overall research findings are summarized in Table 4.8.

1. The improvement of the students’ writing skill

The implementation Facebook as a teaching learning media had improved the students’ writing skill. It is proved by the increase of mean score through pre-test and two pos-tests. Referring the result of the pre-test and post-test, the students’ mean score was improved 11.21 percent. The complete mean score was presented in the table below.

<table>
<thead>
<tr>
<th>Aspect</th>
<th>C</th>
<th>O</th>
<th>V</th>
<th>LU</th>
<th>M</th>
<th>Total</th>
<th>Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Test</td>
<td>20.07</td>
<td>14.95</td>
<td>14.91</td>
<td>14.25</td>
<td>8.43</td>
<td>72.61</td>
<td></td>
</tr>
<tr>
<td>Test in cycle 1</td>
<td>24.07</td>
<td>16.36</td>
<td>15.98</td>
<td>15.00</td>
<td>7.91</td>
<td>79.32</td>
<td>6.71 %</td>
</tr>
<tr>
<td>Post Test</td>
<td>25.61</td>
<td>16.89</td>
<td>16.23</td>
<td>16.30</td>
<td>8.80</td>
<td>83.82</td>
<td>4.5 %</td>
</tr>
</tbody>
</table>

C: Content     O: Organization     V: Vocabulary     LU: Language Use     M: Mechanics

Based on the table, it can be concluded that the students reached a good achievement in the end of the research. Their score was increasing from cycle 1 to cycle 2. The positive change of students’ attitude shown day by day also played role in the increase of test score. Moreover, the number of students who passed the test also increased up to 77 percent in the post test. However, the rest students who did not pass the passing grade yet got the better score than the previous test.
### Table 4.8 The Summary of the Research

<table>
<thead>
<tr>
<th>Indicators before research</th>
<th>Criteria</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students' Language skill</strong></td>
<td>1) Students are difficult to find ideas/ topics for their writing</td>
<td>1) Most of the students need a very long time to start their writing since they’re hard to find ideas about what they’re going to write.</td>
<td>1) Students felt that Facebook help them to find ideas</td>
</tr>
<tr>
<td></td>
<td>2) Students are difficult to elaborate the main idea and outline (they often stuck in a point)</td>
<td>2) When they’ve got the idea, the students were not able to develop it well. Most of them only write one or two paragraphs with not more than 7 sentences on it. Even there is a student who wrote 2 sentences in her/his paragraph.</td>
<td>2) The students were able to elaborate their ideas and write more than 3 paragraphs with about 21 sentences on it</td>
</tr>
<tr>
<td></td>
<td>3) The students are difficult to find appropriate words and vocabularies to express their idea.</td>
<td>3) Most of the students have lack of vocabulary mastery. They tend to use literal translation of word and did not use it properly. Finally the meaning</td>
<td>3) The students found more vocabulary from Facebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) The students used many improper word since they were lack of vocabulary</td>
<td>3) The word used by the students were better</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) The students still need time to find their ideas</td>
<td>3) The students used more varied vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) The number of paragraph written by the students was increased</td>
<td>2) The students were able to write almost 4 paragraphs with more than 30 sentences on it.</td>
</tr>
<tr>
<td></td>
<td>4) Students find difficulties in producing grammatically correct sentences</td>
<td>4) The student made many mistakes in writing their sentence, mostly in the use of preposition, pronoun, word order, and agreement.</td>
<td>4) The students made many mistakes in writing their sentence, mostly in the use of preposition, pronoun, word order, and agreement.</td>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td></td>
<td>5) Students often do mechanical mistakes (related to mistyped, spelling, punctuation, capital letter, etc)</td>
<td>5) The students made many mistakes in spelling and punctuation and it made their writing confusing and sometimes misinterpreted.</td>
<td>5) The students made many mistakes in spelling and punctuation and it made their writing confusing and sometimes misinterpreted.</td>
</tr>
<tr>
<td></td>
<td>6) Students are difficult to construct their sentence into a cohesive and coherent paragraph.</td>
<td>6) Students’ writing text were sometimes incoherent and had only few details</td>
<td>6) Students’ writing text were sometimes incoherent and had only few details</td>
</tr>
<tr>
<td>Result of the test</td>
<td>The students’ mean score in pre-test was 72.61 which was lower than the school passing grade (KKM) which was 81.00</td>
<td>The students’ mean score in test in cycle1 was 79.32. It was higher than the pre-test and almost reaches the passing grade.</td>
<td>The students’ mean score in post-test was 83.82 which had passed the passing grade (81.00).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom climate</td>
<td>1) The students spend long time even to write a short passage (can not finish the work on time)</td>
<td>1) The students spent most of the time to talk with their friends, daydream, or disturb their friend instead of keep doing their task.</td>
<td>1) The students spent long time to do the task since they loved to talk with their friend. They also loved to shout in the classroom.</td>
</tr>
<tr>
<td></td>
<td>2) The students are doing their own business like chatting with their friends while writing</td>
<td>2) The class was very noisy since the students loved to talk with their friends and shout.</td>
<td>2) The students rarely chatted with their friends, but they started doing uninstructed activity with their laptop.</td>
</tr>
<tr>
<td></td>
<td>3) The students are busy to borrow dictionary or ask the meaning of some words to their friend while writing</td>
<td>3) Though they were instructed to bring the dictionary with them, most of the students disobeyed the instruction. As the result, when they faced difficulty to translate some words they were</td>
<td>3) Some students used Google translate to help them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) The students spent long time to do the task since they loved to talk with their friend. They also loved to shout in the classroom.</td>
<td>2) The students were still noisy and they loved shouting to compete answering the questions.</td>
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<td></td>
</tr>
<tr>
<td>4)</td>
<td>The students are often leave their sit and ‘visit’ their friends to find inspiration while writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>When the students were confused with their writing, they often visit their friends to look their friends’ work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>The students didn’t need to leave their sit to ask for friends’ help. They could do it via Facebook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>The students found more inspiration to write in their Facebook page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>The students enjoyed to share their writing in Facebook than to write it in a piece of paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>The students didn’t mind to publish their writing and even they like the commenting session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>Students preferred not to show their writing to others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>Some students felt their writing was bad, so they don’t want to share it to others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>The students started to share their writing in Facebook in order to get correction from the writer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>The students didn’t mind to publish their writing and even they like the commenting session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There were three students having different levels of intelligence who got more attention in this research. The improvement of them is summarized as follows:

Table 4.10 The Sample of Students’ Achievement

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre Test</th>
<th>Test in Cycle 1</th>
<th>Post-test</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A (SHI)</td>
<td>84.00</td>
<td>84.50</td>
<td>89.50</td>
<td>86.00</td>
</tr>
<tr>
<td>Student B (MRM)</td>
<td>74.00</td>
<td>78.00</td>
<td>85.50</td>
<td>79.16</td>
</tr>
<tr>
<td>Student C (D)</td>
<td>65.00</td>
<td>72.50</td>
<td>78.00</td>
<td>71.83</td>
</tr>
</tbody>
</table>
Student A is a clever student, even the cleverest student in the class VII C. She is not only smart, but also very diligent. She had high motivation and interest in learning English especially writing. Outside the classroom, she also joined an International certified English course which helps her so much in enriching English vocabulary. She always got good scores in pre-test and two post-tests. She made little mistakes in her writings and she could explore her ideas well so that her writings were always rich of details. She could easily understand the explanation and instruction given. She was also active during the lesson. She always became the first person finishing the task. She needed no special treatment during the research. After the research she had better writing skill than before the research and more interested to write better text.

Student B is considered as the average student. He is the chairman of class VII C. This student is actually clever which can be seen from his achievement in the class. He always belong to the big 5 students getting the highest score in class VII C. However, in the early meeting, he was pessimistic with the writer and her media to teach English. That made him less interested to join the English class and ignored the writer’s explanation and instruction. As a result, he could not pass the pre-test and post-test 1. As the day goes by, this student seemed enjoy the teaching and learning activity and could reach better achievement in English writing.

The last student, student C is a student in the lower level. He had low motivation in joining the lesson, especially English. He was often doing uninstructed stuffs and ignoring the writer’s explanation. That made him confused to do the task since he did not get what the writer instructed. In doing the task, he tended to do it fraudulently; using any translation tools to finish the task and even copying his friends’ work. The writer gave him some special and private treatments to make him confident in doing the writing. As a result, he was willing to pay more attention to the lesson and he had better development in writing.
In conclusion, the sample students got improved their writing skill. It was shown in the result of their achievements and their attitudes.

1. The improvement of the classroom situation

Comparing to the classroom situation before the research, there were some positive progresses happened after Facebook implemented to teach English writing. Before the research, almost all students were busy doing their own business in the class. They loved to walk around the class, talk and shout to their friend, and ignore the teacher. But then, they became respect to the teacher and paid more attention to the lesson. They enjoyed learning English more than before that they felt like the time passed without they realize it.

The use of Facebook in the classroom could raise students’ interest on writing class. Half of the students agreed toward the statement: *Belajar menggunakan Facebook di kelas membuat saya menjadi lebih tertarik dengan pelajaran menulis (writing)* (Learning through Facebook is more interesting). Compared to the question on Post-Questionnaire whether they were interested in writing class, the result showed that the number of students who like it had increased.

![Figure 4.3 Chart of Students’ Interest on Writing](image-url)

*Figure 4.3 Chart of Students’ Interest on Writing*
Firstly, the students were hard to control in using their laptop. Some of them always try to take an opportunity opening uninstructed website or playing Facebook game. But then, by a better monitoring the use of laptop could finally be controlled and directed to focus on learning process. The informal setting of class helped the students in consulting their works and they were not afraid of sharing it to the others. They even enjoyed the activity of reading their friend comments on posts.

2. The Improvement of the Students’ Attitude

The success of the research can also be indicated from the improvement of students’ attitude. Their behaviors were changing during the research. At the earlier meeting, they were not paying too much respect to the writer. Instead of regarding the writer as their teacher, they saw her as a stranger in their class. However, as the day passed by, they became friendlier to the writer. They always happily greeted the writer and called the writer’s name whenever and wherever they meet her. They could also enjoy the class and showed disappointment when the lesson was ended. Even they asked the writer to continue the lesson though the time was up, as recorded in the research diary.

Sayangnya, belum lama kemudian, terdengar bunyi bel yang menandakan bahwa waktu habis. Yang tidak saya sangka, ketika bel berbunyi siswa sontak berteriak protes dan meminta saya untuk tetap melanjutkan karena nanggung dan sedang asyik2nya. “lhaaah Miss, waktunya abis. Lanjutin aja miss. Nanggung ni”
(Research Diary, 28th February 2012)

When the writer was sick and was not able to give lesson, the students were really disappointed since they could not have a writing lesson using Facebook. As the writer came back to the class some days later, they were enthusiastically welcoming her and showing their disappointment.
Hari ini seperti biasa saya memasuki kelas dan menyapa siswa serta menanyakan kesiapan mereka mengikuti pelajaran. Beberapa siswa heboh menanyakan ketidakhadiran saya minggu kemarin karena sakit. “Miss, kok nggak masuk sih, huuu. Kita kangen nih miss belajar pake Facebook lagi” (Research Diary, 28th February 2012)

That statement shows that the students began enjoying the lesson and always waited for the occasion to learn writing using Facebook. Finally, when the writer took a leave and announced that their meeting will be ended, almost all of the students seemed disappointed and sad. They asked the writer to frequently visit them in school, even they also hoped that in the future the writer could be a teacher in SMP 1 and teach them again.

The improvement of students’ attitude was also indicated from their readiness in joining the lesson. Firstly, they tend to be underestimated the material delivered by the writer. After some meetings, they became more care about the lesson, even they read the material uploaded in the Facebook outside the classroom before it was delivered by the writer. This was recorded in the Research Diary (20th February 2012).

*Ketika akan memasuki kelas, salah seorang siswa menyambut saya di depan pintu dan berkata, “Miss, hari ini kita mau belajar tentang deskriptif teks ya, aku tadi uda liat gambaranya yang diupload Miss Irene di Facebook”. Nampaknya beberapa siswa sudah mengakses terlebih dahulu materi yang akan saya berikan hari ini.*

This was a good improvement since by accessing the material outside the class; the students will be more ready to join the lesson.

Reported on the Post-Questionnaire result, the students could draw some advantages of using Facebook to learn English as follows:

“*Lebih seru jika (belajar Bahasa Inggris) menggunakan media. Apalagi Facebook media pembelajaran yang sangat menarik. Saya sangat senang karena pembelajaran menjadi lebih rilex.*”

(Vanessa Poppy D.)
“Dengan menggunakan Facebook pelajaran menjadi tidak membosankan. dibandingkan dengan menggunakan buku atau power point. Dan kita bisa mengakses kapanpun. Dan kita dapat lebih mudah bertanya kepada teman atau guru”
(Sania Ahya Nabila)

“Metode pembelajaran Bahasa Inggris menggunakan media Facebook memang menyenangkan, mengembangkan kreativitas dan dapat membantu kita menemukan vocab/ kosakata baru dari chat/ komentar- komentar teman. Bahasa Inggris jadi lebih menyenangkan.” (Ignes Widowati)

From those students’ statement, it can be concluded that learning English writing through Facebook are interesting and enjoyable. When the students enjoy the teaching and learning process, it can be easier for them to catch and understand the material given.

A. Discussion

This section presents the discussion of the research findings focusing on students’ writing skill and classroom situation. In more detail, each of the findings is presented as follows.

1. Facebook is able to improve students’ writing skill

The implementation of Facebook as a teaching-learning media had improved the students’ writing skill. The focuses of the research involve five aspects of writing skill, they are: content of the text, organization of the idea, vocabulary mastery, language use, and mechanical aspects. The findings show that those five aspects had a better achievement after the research implemented.

The improvements of ideas finding and elaborating are shown in the findings that most of the students’ writing was elaborated better after the implementation of Facebook. Physically, it can be seen from the number of sentences and paragraph written by the students that is gradually increased during the research. At first, the students always protested when they were asked to write. They were confused about what they were going to write. Most of the students were too lazy to think and find ideas for their
writing. Therefore, they were just keeping silent and doing nothing or even being busy visiting their friends to find inspiration. Lockyer and Patterson (2008) say:

Users of social networking sites can share personal information through their profile connect with other users of the sites who might be known as contact or friends, upload, tag and share multimedia content that they have created, link others to a variety of user group based on common interests or pursuits. Those activities on Facebook can help the students to find many inspirations to write.

The students also got improvement in their vocabulary mastery, the language used, and of course grammar aspect. In Facebook, they were asked to read and give comment to their friends’ writing. Through reading session, unconsciously they were gaining new vocabulary. While, in commenting session the students will do many writing activity that will increase their awareness in writing grammatically correct sentence. White (2009) states:

Posting common mistakes on the discussion board was effective in reducing mistake. For example, the incorrect use of quantifiers such as ‘much, many, a lot of, and plenty’ in the first two weeks was solved by posting general advice on the discussion board. This contributed to a reduction in grammar mistakes in subsequent weeks. Feedback from students indicated they used this advice as a grammar guide when writing further posts.

The students could not only learn from their mistake but also from the teacher’s response toward their writing. This statement is supported by Yoshihara (2008) who says that by writing in a journal students can learn correct grammatical forms and structures by reading teacher responses and imitating. By posting their writing on Facebook, the teacher could easily and promptly gave response and correction toward students’ writing. The teacher’s correction could not only be accessed by one student who own the writing but also by the whole class. They could not only learn from their own mistake but also from others.
Furthermore, the students had become careful in writing, especially related to spelling words. Facebook is completed with some applications which can be used by the students to help their writing activity; one of them is spelling checker. The use of Facebook spelling checker was really helping for the students who often made mistakes in spelling some difficult words. Through Facebook spelling checker, the students could observe their mistake and correct it promptly before they post their writing.

2. Facebook is able to improve situation in the writing class

The implementation of Facebook as a teaching media had led the classroom situation, especially in the writing class, got much better. Before the research, the students were very noisy and hyperactive during the teaching and learning process. By utilizing personal computer and Facebook, they became easier to control and enjoy the lesson more. In addition, it’s true that the better relationship between teachers and students will lead to better quality of teaching and learning activity. Students who have more casual relationship with the teacher will be more motivated to the learning activity since they feel that there is no border between the teacher and the students. This statement is supported by Mazer, Murphy and Simonds (2007) that the use of CMC in the instructional context could ultimately have a positive effect on the student-teacher relationship, which can lead to more positive students’ outcomes. In addition, students who viewed an instructor’s website with high levels of mediated immediacy, including forms of self-disclosure, reported high levels of motivation and affective learning, indicating positive attitudes toward the course and the teacher (O’Sullivan 2004). This statement supported by Mazer, Murphy and Simonds (2007) who state:

It is important for teachers to recognize how certain technologies, even those used largely by students, can positively affect the student-teacher relationship. Facebook is a contemporary technological tool that can offer teachers and students a unique method to nurture the student-teacher relationship, which can ultimately create a positive learning experience for both parties.
Facebook can be a medium to build this kind of relationship as stated by Walther in Mazer, Murphi, and Simon (2007) that students who use forms of computer-mediated communication (CMC) (e.g., online meeting places or social networks) may experience more opportunities to develop personal relationship than their face-to-face counterparts.

Facebook is also an appropriate media to create a good communication between teacher and students or between student and their classmates. Through Facebook, someone could deliver her/his opinion and feeling freely rather than by having direct conversation. There are also some emoticons which can be used to emphasize the speakers’ feeling as stated by Waldeck, Kearney, and Plax in Mazer (2007) that students are more likely to communicate with teacher online who utilize immediacy behaviors (e.g., use students’ first name, emoticons to convey emotions) in email messages. By Facebook, the students will be less hesitate to ask questions and share their confusion toward teaching and learning process since the conversation will be more private. Tidwell & Walther in Mazer (2007) supports this statement by defining that students who communicate via CMC with other students use more direct uncertainty reduction strategies (e.g., more intimate questions and self-disclosures) than students in face-to-face conversations.

Furthermore, Facebook is also completed with some applications which can be used by the students to help their writing activity, like dictionary and spelling checker. One of the students’ difficulties while writing was finding appropriate word in English. Before the research, the classroom was always noisy since the students were busy asking for the meaning of some words to their friends or teacher. By using Facebook dictionary, they can find the word easily, even when they did not bring their dictionary. Besides, the use of facebook spelling checker was really helping for the students who often made mistake in spelling some difficult words. Through Facebook spelling checker, the students could observe their mistake and correct it promptly.
By accessing Facebook, the students were also helped in finding ideas for their writing. They do not need to spend long time to think about what they are going to write. Instead of spending time by doing nothing or disturbing their friend while waiting the ideas is coming, they could observing their Facebook page to find some ideas. They also did not need to visit their friends table to find inspiration like what they used to do before the research since the students could access their friends’ works posted in Facebook.

Facebook could also be used as a media for the students to share their writing. At first, most all of the students were shy and unconfident to share their writing to the public, even to their classmates. They were afraid if their writing would be considered bad and their friend would find mistakes on it. However, by posting it casually in Facebook, they did not feel that they post their writing as a task. They were more motivated to share their writing since they took it as a usual activity they usually do in Facebook. So that, they could post their writing and give comments each other without any pressure. White (2009) supports this statement by saying that using Facebook as a homework activity increased the amount of homework submitted, reduced the level of mistakes and increased the level of effort to the students. Students became more motivated in terms of in-class discussion and offered opinions in ways that were a typical for this level of learner.

After all, the teaching and learning activity will run well when both of the students and the teacher enjoy it. Al-Atabi and Younis (2010) state majority of the students thought that using Facebook for learning was a good idea and attempting the quizzes online was fun. Once the students feel fun toward the teaching and learning activity, they will enjoy it and they will be motivated to actively participate in the teaching and learning activity.

In conclusion, students who used Facebook for various academic purposes - from the informal to the more formal mandatory participation -
listed a range of benefits (Bosch, 2009). This statement is supported by
Lockyer and Patterson (2008) that this experience of using a social
networking site in a formal education environment realized positive
learning outcomes and experience for the participant.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

The implementation of utilizing Facebook as teaching-learning media brings some effects as mentioned in the previous chapter, especially in relation with writing skill. The last chapter presents about the conclusion, implementation, and the suggestions of the action research conducted in the seventh grade students of SMP Negeri 1 Surakarta in the academic year of 2011/2012.

A. CONCLUSION

Based on the elaboration and discussion in the previous chapter, it can be concluded that the use of Facebook as a media to teach writing in English can improve both students’ writing skill and classroom situation. Presenting good materials by utilizing Facebook and designing a competitive classroom activity can positively stimulate the improvement of students’ writing skill and the classroom situation.

The students’ improvement in writing skill after the implementation of Facebook can be seen from the positive progresses in students’ writing sub skills as mentioned in the research findings. By the use of Facebook the students became more motivated in writing since they were enjoying their writing activity. They didn’t realize that they were learning during their fun activity with Facebook. Through Facebook students could post a response to the question and receive feedback promptly. They also seemed motivated in the group and talked about the questions in class with the writer and tried to gain the opinions from the writer outside the class. Through Facebook, the writer could also control the students’ mistake in writing. As the students made mistake, the writer could give correction as soon as possible. Students become motivated to learn from their mistakes rather than just observing them.

Supporting the statement, the improvement of students’ writing skill can be indicated by the increase of students’ mean score in pre-test and post-test. The students had higher mean score in the final post-test which was 83.82. This score
was above the school passing grade which is 81.00. The mean score had gradually improved since the test in cycle 1. The students got 79.32 in test in cycle 1 and 72.61 in the pre-test.

The second conclusion is that the implementation of Facebook in writing class improves the classroom situation. Based on the research findings, after implementing Facebook in the classroom the students became more enjoy the lesson since they work with the media which is very casual and close with them. The students that used to be hyperactive and noisy during the lesson became easier to control as they had to work with their laptop. This activity decreased the level of noise in the classroom. The class was also conducted in the friendly situation and the students were in a comfortable situation while they are finishing the task. They also had a great enthusiasm toward the lesson and the material, good effort to compete with their friends in doing the assignment, and had better motivation to write since they do not need to write their writing which was thought tiring and boring.

Finally, Facebook can be one of the media to teach writing in the classroom. It has advantages that allow blog facilitates the learning process and improves both students writing skill and classroom situation in the seventh grade student of SMP Negeri 1 Surakarta.

B. IMPLICATION

The use of media can not be separated from teaching and learning process. By the use of media, the teaching and learning activity will be livelier and more interesting or even boring depends on its appropriateness to the skill being taught and the students’ characteristics. Therefore, the media used by the teacher should be appropriate with the level of the students. The appropriate choice of media will give good impact in both process and result of the teaching and learning itself.

Junior High School students are considered as the young age. So that, in learning English, the teacher should find and select an appropriate media and technique to make them learning without any pressure. The media should be fun and close with the students’ daily life. Facebook is a well-known social media that
is used by many people, especially teenager to connect with their friends. When it is utilized in education field as a teaching media, it will impress the students and motivate them to learn better. Furthermore, the positive impact of it is that it can motivate the students to learn outside the class since it can be accessed wherever and whenever they want. They can discuss the material posted in the Facebook page with their classmates or even their teacher. This will allow the students to learn unconsciously by putting the materials on the Facebook page.

Based on the research, it is obvious that the students writing skill can be improved by using Facebook. By exploring Facebook page, the students can be helped to find ideas for their writing. It gives the students about certain topics to brainstorm them, so that they can elaborate the topic by giving some details. Some Facebook applications like spelling checker and dictionary could also help the students to find appropriate diction and write correct spelling of their writing. It makes the students become more aware toward the mechanical aspects of their writing. By posting their writing in Facebook page, they will get feedback from the teacher promptly. Therefore, they will know their mistakes and could correct it as soon as possible. It makes the students learn better than just observing their mistake without getting any correction or opinion.

Through Facebook the teaching and learning process also becomes more interesting. The students become more enthusiastic in joining the class as they learn with something which is very close with them. The use of Facebook was not only limited to learn descriptive text, but also can be used to learn another text types and held discussion forums. Facebook could also be used as a communication tool which is very casual. It encourages the students to communicate with the teacher in more casual way, so that they will not be shy or afraid to ask question to the teacher. In conclusion, it can be concluded that Facebook can be utilized as an alternative media in language teaching activity especially for teaching writing.
C. SUGGESTION

Based on the conclusion and implication explained before, there are some suggestions related to teaching writing skill:

1. For Teachers

   The common impression thought by the students toward writing activity are boring and exhausting. Considering that fact the teacher has to be creative in utilizing media to create a fun writing activity. The media used should be attractive, up to date, and close with students’ life. Today’s students are very intimate with the Internet and all the stuffs inside, include social media like Facebook. Therefore, the teacher should be able to take benefit from this situation by engaging this stuff in teaching and learning process in the classroom. However, there will be a great possibility for the students to steal time opening and accessing uninstructed website. Therefore, the teacher should also increase her/his attention to the students.

2. For Institutions

   The institution should encourage and support the English teachers to improve the quality of their teaching by providing facilities that enable them to access new material and media for teaching. And also, it is expected for the institutions to have teaching technique reference and develop interesting technique in order to improve the teaching and learning quality.

3. For Students

   The success of teaching and learning activity does not only depend on the teachers and the media they use, but also the contribution from the students itself. The students should actively engage to the teaching and learning activity and eagerly learn the material taught by the teacher. For writing skill, the students should regard it as a habit. It is not necessary to write a long and complicated text to practice, but writing sentence in routine. Facebook will help the students to be a media to share their writing and find wider environment to give opinion and taught.
4. For Other Researchers

The future researcher is suggested to conduct further studies in different areas and topics. The further studies that are going to be conducted should be based on the difficulties faced by the learners which can be from any language skills and elements.