



Improving Students' Writing Skill Through Facebook at University of Iqra Buru

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Abstract

This research aims to find out whether Facebook was able to improve the students' achievement in English writing narrative text. This research used Action Research design. The subjects of the research were the second semester students of English Department of University of Iqra Buru. The research consisted of two cycles; each cycle consisted of planning, implementation, observation, and reflection. The data-collecting instruments were observation and test. The data were analyzed using descriptive comparative manner. The result of the research shown that learning writing narrative text through Facebook can improve the students' writing skill. The average score of the initial achievement is 42.07, while at the first cycle is 61.59, and finally, at the second cycle is 68.11. In addition, learning writing through Facebook also increased the students' motivation in learning.

1. Introduction

Language is a tool to communicate orally and in written to understand and express information, thoughts and ideas, develop science, technology, and culture are realized in the four language skills i.e. listening (Listening), speaking (speaking), reading (reading), and writing (Writing). All of these components must be taught to achieve the goal integrated to English speaking skill. Ironically students' skill in writing was still very poor. Proven by the students' test results of the narrative text in which the average students' score only gained 42. This happens because there was a presumption that English was very difficult and misleading because of differences in the way of writing and reading. This assumption led to decrease student motivation in writing subject whenever they appear apathetic. Students apathy was apparently derived from boredom at the time of writing lessons using learning methods monotonous without variation. One indicator of the lack of enthusiasm was seen at the time after learning of writing; more than 70% of students who did not complete the competency standards of completeness limit are 60% of the control items that tested.

Therefore, the quality of teachers should be improved, good attitude, knowledge, skills and creativity. This means that teachers have to improve the quality of the learning process. The learning process is said to high quality when coordinating and harmonizing and integrating University inputs (faculty, students, curriculum, infrastructure, media, and so on) is done in harmony, so as to create a fun learning situation (learning enjoyable), to encourage the students' interest and motivation, and really able to empower learners.^{[1],[2],[3],[4]} To foster interest and motivation of students, faculty can provide stimulation and moral support in learning of writing with the help of the internet tools, that is Facebook on the learning process which can be helpful in learning English.

Facebook is a spectacular fusion between e-mails, personal web, and social networking. New virtual world charm is what most users conjured up stunned early in front of the computer; spend a lot of time in the virtual world. In the end of August 2011, Facebook users worldwide recorded as 250 million users. Note Com Score shows, Facebook visitors in June 2011 reached 232.1 million, higher than other social network visitors. In addition to be a means of interaction in the virtual world. Facebook members not just looking for a friend, but can also write a note on the wall (wall FB) and upload pictures that can be read and seen by everyone. The number of Facebook users' interests as a means of communication especially students of Iqra Buru University, the researchers tried to use Facebook as a medium of learning, with the hope, it can increase learning outcomes and students' ability in writing texts in English on the Facebook wall. Another benefit of this media in the learning process of writing (writing) is the student will be easier and free to be creative in learning to write narrative texts without fear and shame because it is done on-line but not face to face. Based on the background of the problem, researchers are encouraged to study on the use of Facebook to Improve Writing Ability Narrative Text Speak English in the second semester of English Department of University of Iqra Buru.

1.1 The Concept of Teaching Writing and Media

According to Grade and Robert B. Kaplan,^[5] writing is a technique, a set of skill that must be practiced and learned through experience, and writing must be practiced and learned through experience. It can

be concluded that the students' writing ability means the ability to act in realizing or record idea, concept, or essay form after following the learning process can be observed and measured which includes knowledge, skills cognitive, affective, and psychomotor.^{[6],[7],[8]} The competence in English writing narrative text in this study is defined as capabilities that include cognitive behavioral mastery, affective, and psychomotor which can be displayed as a result of learning writing in English narrative text. Cognitive behavior displayed as scientific attitudes and behaviors displayed as psychomotor skills acquired through the process of an interactive process of learning English among learners with the environment, can be measured directly by the test, and the results can be intangible value numbers. Among the existing educational media, internet media is media that is currently became popular trend. The media serves to channel messages from the message recipient to resources. Channels are used regarding the senses of sight and messages poured into visual communication symbols^[9] In addition, the internet is a visual medium that can assist teachers in the delivery of messages in concrete terms so as to facilitate students in understanding the concept of learning materials. Internet media is relatively cheap, easy to use, easy to enjoy, and can serve to channel messages through the sense of vision. The message poured through communication symbols and is expected to excite and give confidence and motivation to the students to participate actively in the learning process and internalize^[10] It can be said that one of the functions of learning media is as a learning tool that influence a situation, condition, and the learning environment in order to achieve the learning objectives that have been created and designed by the teacher.^[11] Hamalik argues that the use of media in the learning process will be able to generate new desires and interests, and to encourage motivation and stimulation of learning activities^[12] Thus, it can be formulated that the function of internet media, especially Facebook in learning to raise student motivation to learn and as a communication tool in conveying the message (learning materials) to students with more concrete, and easier to use. How to use Facebook is easy, by clicking <http://www.facebook.com> site then register by filling the columns of information that is available. Facebook site is also equipped with a user friendly search menu, by city, workplace, school and region. As with other social networking sites, on Facebook there is also a feature add friends; send messages, and update profile.

2. Method

The design of this study is action research, using the model developed by Kurt (Team Coach Class Action Research).^[13] According to the model, the implementation of action research includes four stages, namely: (1) planning, (2) action, (3) observation, and (4) reflection. The fourth stage of the cycle is formed. The subjects were students of the second semester students of English Department of University of Iqra Buru in academic year 2012-2013 amounted to 47 students^{[14],[15]} Researchers took the subject of research in the second semester students because the average yield of semester exams with the subject matter of writing (writing) narrative text is the lowest among the other half were there. The procedure of collecting data used observation and tests.^[16] Observation carried out on all student activities during the second half of the teaching-learning process of text written in English. The tools used for observation is the observation sheet which serves to record all activities, both in attitude, behavior, attention, and motivation of students in participating in the learning process. Test was conducted to determine learning outcomes. The form of the test was the form of a written test. The essay consists of writing items totaling 40 items. Each of these items is provided 4 options to choose the most correct answer. Data analysis in this study used a comparative descriptive analysis. That is, researchers compared students' learning outcomes achieved at the beginning of the learning outcomes condition after receiving treatment or at the end of the condition. If the improvement of learning outcomes at the end of the completeness condition has not reached more than 65%, further action will be conducted on the second cycle and third cycle. The purpose of this follow-up to improve the learning system better and overcome all obstacles and weaknesses found in previous cycles so that the motivation and interest of students continue to increase. In the data analysis, use the following procedure: (1) analyzing the data to determine whether the student answers correctly or not, and (2) of the students' answers are correct, given the score. The score was used to measure the learning outcomes of writing used Facebook.

3. Results and Discussion

This study was conducted in two cycles. The first cycle consists of four stages. The second cycle also consists of four stages. 1 cycle takes 5 hours of lessons (5 x 45 minutes). Each cycle described below.



3.1 Cycle I

a. Planning

In this stage the researchers conducted observations to determine the response, attitude, and motivation of students. Researchers prepared subject matter to write narrative text with daily activities, how to write a short article. Researchers compiled lesson plans. Researchers prepare media in the internet cafe of campus and references relating to such materials and then create test format. Cycle I require time of 4x45 minutes for delivering of material and 1x45 minutes for evaluation. Researchers compared the results obtained from the student test results on the initial conditions with cycle I.

b. Implementation

The classroom action research conducted on the subject of writing in English Department of the second semester with the subject matter; How to write daily activities and how to write Short Article. The purpose of these activities was to give solution to students who have difficulties in learning writing and improve learning outcomes on writing ability. 1) First Meeting: The researchers introduced how to write a narrative text in English to the students. Researchers conducted collaborative learning using narrative text and linking up the three groups of materials, tools, and objective to be achieved. Researchers gave some key vocabulary related to writing narrative text. 2) The second meeting: Based on the experience of the first meeting, researchers provided an opportunity for the students to ask if they still find difficult about writing narrative text. This opportunity was given to the students after the lecturer explained about the sequence of writing narrative text and how to use conjunctions and sentence types were used. Furthermore, researchers gave about thirty minutes to practice of writing on Facebook and gave the test to find out how progress of the students' ability to write narrative text.

c. Observations

Lecturers as researchers observed and recorded all activities of students in the learning process for teaching writing. Lecturers also noted the situation and condition of the students as they work on tests and test results. The results of these observations can be expressed as follows. 1) The first meeting: researchers started to teach writing narrative text, some students were still very crowded and many students spoke to themselves and it was also evident that students did not pay attention. They find it difficult at the moment to begin practice writing narrative text. That is, they did not know what to write about, to start writing a narrative text article. 2) The second meeting: Researchers find most of the students are very concerned at the time, the lecturer tried to explain again to deepen understanding of how to write a narrative text. They keep records of new things that have not been obtained at the first meeting and respond to what was explained by the lecturer. Most of the students have taken the initiative to try to write narrative texts with the title of the different daily activities. At that time also the lecturers gave the opportunity to write what they want. Then, the lecturers held a survey on students' writing. The researchers assumed to the conclusion that most of the students almost have been improvements in terms of writing narrative text. 3) The third meeting: At the third meeting, the lecturers gave the test and the test results were analyzed to determine whether there was an increase in the ability of students to write text when compared to the test results on the initial conditions.

d. Reflection

This activity analyzed the data obtained, either in the form of quantitative data and qualitative data from observations to existing instruments. The results of this analysis form the basis for planning learning better and attractive, new motivation, and foster self-confidence was high. Reflection for each meeting can be explained as follows. 1) The first meeting: Researchers as teachers should pay more attention and encouragement to the students to motivate, interest and confidence was growing so difficult and they were afraid to practice writing narrative text. Lecturers also must continue to give encouragement and motivation to convince them that the students can do and were able to write a narrative text correctly. 2) The second meeting: Based on the results of tests on the first cycle, students begin to understand and dare to write narrative text, but their test result was not maximized. Based on the results of the discussion, the researcher must be careful in choosing the subject matter in writing narrative text that students are more interested and enjoyed the lesson. Because, the purpose of this action research was to improve students' ability to write narrative text and the quality of the learning process. Researchers should implement a better learning and motivation and appealing to higher student motivation in the second cycle. Researchers still encounter many problems faced by students. The weaknesses found in the first cycle must be solved in cycle 2, therefore, necessary for the implementation of cycle 2 to repair cycle I. Reflection of the first cycle can be stated that the teaching writing through the medium of Facebook indicates a change. The changes in question was originally mostly apathetic and very low of student motivation has been no changes were very encouraging, i.e., there was increasing interest and attitudes of students. Change was known by looking at the following indicators: the learning time of writing, the students were very concerned and were racing to ask when there were new words (new vocabulary) they did not know its meaning, they

were very responsive to ask the lecturers, they began to grow confident attitude, and increased learning outcomes of their writing. Student learning outcomes were obtained an average of 61.59, the highest value of 77.50, the lowest value of 40, the number of students who completed were 30 students or 63.82%, and the unfinished were 17 students or 38.17%. Because the completeness limit set, i.e. 65% has not been reached, the study continued then with the second cycle.

3.2 Cycle II

a. Planning

Based on the test results and reflections on the first cycle, there were students who have not been able to write a narrative text, the researcher must be more creative and better at learning writing with subject matter about day-to-day activities "how to write daily activities".

b. Implementation

Researchers explained how to describe daily activities. In the first stage, researchers mentioned the words (phrases) and a phrase that was required (vocabularies needed) then explained the procedure. Furthermore, the researchers explained how to use the connector as when, then, first, before that, after that. Linguistic characteristics were to use the simple present and focused on the subject you. The verb was an action that is widely used verbs and imperative sentence. Towards the end of the lesson, the researchers gave the example of writing a narrative text based on these explanations. In the second meeting, researchers corrected some mistakes made by the students, especially the grammar and connectors such as when, then, after that, before that and finally. Furthermore, researchers conducted tests. The test results were analyzed and compared with the results of test on a cycle I. Based on the comparison, the researcher can concluded whether it still needs to be followed up in the next cycle or not. If the results of the comparison already shows more than 65% of the number of students who completed, there was no need to continue on the next cycle.

c. Observation

Observations continue to be done to get the data, both of attitude, interest and motivation as well as the progress of students' ability in writing narrative texts in English. The observation of the second cycle was as follows. 1) The first meeting: The students began to respond favorably to a given workout. They seemed enthusiastic for practice writing narrative text and even wanted to continue practicing with the various titles they want. Phrases and vocabulary they use vary widely. Some common words were already applied correctly. 2) The second meeting: Student response has been very good and self-confidence had already appeared. This was evident from most of the students had not afraid anymore to show the results of the exercise of their own without orders from lecturers in their Facebook wall. They were very active to ask the various procedures to make something and a wide range of vocabulary that is often used in narrative text. The students also practice writing narrative text. They also seem courage to explain something that was acquired through oral procedures. The results of the test on the second cycle turn out to be better when compared with the results of the test in cycle I.

d. Reflection

Based on observations and tests, researchers evaluated the students' ability in writing narrative text and also the learning process framework that was presented to show an improvement. The result of this phase indicated that students gain better progress than on advances in cycle I. Most students have a better condition when the learning process takes place. They seemed very excited and confident. The results achieved in the second cycle have shown 82.97% of students achieving already reached. Therefore, follow-up studies are not required because the indicator has been reached. Before carrying out action research, the researchers as the teachers never used the technique of teaching writing through internet media that is Facebook. Techniques of teaching and teacher's role earlier in the learning outcome in writing were needed. The increase can be seen in Table 1.

Table 1. Results of Learning and Boundary Conditions Initial Mastery by students

No	DESCRIPTION VALUE	Score		
		Initial Condition	Cycle I	Cycle II
1	Highest Score	60	77.50	85
2	Lowest Score	22.50	40	50
3	Average	42.07	61.59	68.11
4	Percentage of completeness	(12.76%)	(63.82%)	(82.97%)

In the initial conditions, before the lecturers got an overview of the research act of class, they tend to teach writing with what is, in the absence of careful planning, observation, and reflection. As a result, motivation and student apathy continues to grow which led to low learning outcomes. Proven by

12.76% of the learning outcomes of students who achieve a passing grade boundary, the highest value reached only 60 and the lowest score 22:50. In learning process of writing through the medium of Facebook which was originally mostly apathetic and very low of student motivation, there has been a very encouraging change by looking at the following indicators. The indicators were: any writing lessons, students were very attentive and there is a race to ask each new word they do not know its meaning, they are very responsive to the questions of lecturers, they began to grow confident attitude, and the learning outcomes of their writing increased. The average yield obtained by the students was 63.19, the highest value of 77.50, the lowest value of 40 students who completed 63.82%. Based on the results of the study in the first cycle to be increased, in the second cycle to the need for improvement of the learning system. Weaknesses that exist in the first cycle to the second cycle resolved so that the motivation and attitude of confidence of students growing. This success can be seen by several indicators: student readiness for writing narrative text, the better, and the thoroughness of the exam results reach 82.97%. Average learning outcomes in the second cycle were 68.11, with the 85 highest and lowest values of 50, the number of students who completed were 39 or (82.97%) and the unfinished 8 student or (17.02%). It can be stated that the teaching writing through Facebook can improve learning outcomes of second semester students of English Department of University of Iqra Buru.

4. Conclusion

Based on the results and discussion, the researchers can be summarized as follows: teaching writing through Facebook can improve learning outcomes of students in writing narrative text. In addition, learning writing through Facebook can increase students' enthusiastic, motivated, and active in learning.

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