



**THE USE OF FACEBOOK TO IMPROVE STUDENTS'  
SKILL AND INCREASE THEIR MOTIVATION  
IN WRITING RECOUNT TEXTS**

**(An Action Research of the Tenth Grade Students of SMA N 1 Kajen  
in the Academic Year of 2012/2013)**

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submitted in partial fulfillment of the requirements  
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in English

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## PERNYATAAN

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**THE USE OF FACEBOOK TO IMPROVE STUDENTS' SKILL AND  
INCREASE THEIR MOTIVATION IN WRITING RECOUNT TEXTS**

(An Action Research of the Tenth Grade Students of SMA N 1 Kajen  
in the Academic Year of 2012/2013)

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wawancara tertulis, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan *final project* ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan pelanggaran terhadap tata cara dan konvensi penulisan ilmiah, saya bersedia menerima akibatnya. Demikian pernyataan ini saya buat dan semoga digunakan seperlunya.

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## **MOTTO AND DEDICATION**

*And whenever you give your word, say the truth.*

*(Q.S. Al-An'aam 6:152)*

*People do not care how much you know until they know how much you care.*

*(Reza M. Syarief)*

*To my beloved parents,*

*Dasali and Siti Fatikhah.*

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I realize that a lot of shortcomings may be found in this final project. Therefore, suggestions and criticisms are always needed for betterment. Finally, I hope this final project will be useful for all readers.

Semarang, August 2013

Dafi Khusnita

## ABSTRACT

**Khusnita, Dafi.** 2013. *The Use of Facebook to Improve Students' Skill and Increase Their Motivation in Writing Recount Texts (An Action Research of the Tenth Grade Students of SMA N 1 Kajen in the Academic Year of 2012/2013)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Rohani, S.Pd, M.A., Second Advisor: Intan Permata Hapsari, S.Pd., M.Pd.

**Key words:** action research, Facebook, motivation, recount text, writing skill.

This final project is about the use of Facebook as learning recount texts media to improve the writing skill and increase motivation of tenth grade students of SMA N 1 Kajen in the academic year of 2012/2013. This study aimed to investigate the way Facebook improves students' skill and increase their motivation in writing recount texts. In order to achieve the objectives, an action research was designed and carried out through pre-test, cycle 1, and cycle 2. The subject of this research was 32 students of X 2 class of SMA N 1 Kajen. I used writing tests, observation sheet, and questionnaire as the instruments for collecting the data. There were five meetings in this research. First meeting was used for conducting pre-test, second and third meeting were used to conduct cycle 1 and formative-test, and fourth and fifth meeting were used to conduct cycle 2 and post-test. The results of the study showed a significant improvement of the students' achievement. The students' average score in pre-test was (67.75), in formative test was (74.5), and in post-test was (79.25). The students' writing skill (organization, content, grammar, punctuation, and style and quality of expression) in each test improved, too. The result of the observation sheet showed that after learning writing recount text using Facebook, the students became more attentive, active, attracted in joining the lesson; and happier and more serious in writing. The analysis of the questionnaire showed that the students gave positive responses towards the use of Facebook in their learning. Based on the overall results of the research, it can be concluded that the use of Facebook contributes to the improvement of students' skill and the increases in their motivation in writing recount texts.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter provides a brief explanation of whole content of this research including background of the study, reasons for choosing the topic, research questions, purposes of the study, significance, and outline of the report.

### **1.1 Background of the Study**

English is an international language. It is used in almost the whole world for any purposes as the media of communication to help people communicate and interact with others. Not only that, English is also a prestige; people who are able to communicate using English are considered as modern and civilized people. That is why it becomes a necessity to master that language.

English is taught as foreign language in our country, Indonesia. Teaching English in Indonesia has many challenges because it is not our original language and is not commonly used in our everyday life. Furthermore, English is rather difficult because we do not recognize it since we were born. It is commonly taught firstly at school, which is in elementary or even junior high school. In this case, of course we rely on the role of teacher in teaching that language to children.

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language. To achieve this, there are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or

receptive skills, while speaking and writing are active or productive skills (Harmer, 2001:199, 246). All of the skills are important. However, one of language skills that encourages students to be more productive and creative is writing skill.

To write is not merely about write something on blank paper; it is more complex yet meticulous. Writing is a combination of process and product. We need a quite long process starting from planning, drafting, editing, and final drafting to produce a piece of writing (Harmer, 2004:4). Moreover, in writing, a writer will need to express his/her ideas, experiences, thoughts, and feelings so that he/she has to be supported by sufficient language components such as grammar, vocabulary, and spelling (Harmer, 2001:255).

Based on a conversation I had with the English teacher of SMA N 1 Kajen, most of the tenth grade students of SMA N 1 Kajen have less interest in writing. It is because they consider writing as a difficult thing to do. The students of X 2 class especially, perform writing worse than the other classes. Most of the students state that it is difficult to start writing. The students find it hard to start writing because they have no idea about what to write. This is in line with Harmer's (2004:61) statement: "a common response of many students when they are asked to write is that they have 'nothing to say'". On the other hand, there are also students who have million thoughts and feelings to be written; however, they can not write it because they do not know how to start it.

The students' problem in writing is also caused by the difficulty of expressing ideas in writing. It is caused by their insufficient knowledge of

language components such as vocabulary and grammar. They also found difficulty in organizing their ideas and sentences in writing. Besides the difficulties in writing itself, writing problems also exist because of the students' reluctance in writing. Harmer (2004:61) states that "the students are reluctant to write because they rarely write, even in their own language". The lack of writing practice makes students perform poorly in writing. Many of them were also reluctant to write because they are bored and uninterested with the use of conventional media in the learning process.

Dealing with those problems, the teacher should more motivate the students to write as motivation can push them to achieve more. Moreover, it is one of teacher's roles to motivate the students. As stated by Harmer (2001: 261), "One of our (teachers') principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit." One of the ways to motivate the students is by creating enjoyable and comfortable learning atmosphere so that students feel fun to write. The feeling of fun in writing can motivate students to write more and more so that their writing skill improves. Moreover, practice writing regularly will build the student' writing habit. This writing habit is very important because when it has been built, students will get used to write without spending many efforts either thinking writing as a burdensome activity.

Actually, in everyday life, the writing habit has been built by the students themselves through social media such as Facebook, Twitter, Google+, etc.

www.socialbakers.com reported that in February 2013, Indonesia was placed as country with the fourth highest number of Facebook users in the world with the number of users reached 47.165.080. It shows that Indonesian, including the school ages, are quite active in Facebook. In that social network, they feel free and enjoy writing their thoughts, feeling, and opinions in informal way.

Teachers can take benefit from students' activity in writing on Facebook. They can enhance the students' writing habit by motivating them to write more and more not only in informal situation, but also in formal one. That is writing for academic purposes. This may be done since they enjoy writing that way.

Considering those conditions, I am interested in conducting an action research of the X 2 students of SMA N 1 Kajen entitled "The Use of Facebook to Improve Students' Skill and Increase Their Motivation in Writing Recount Texts" to help the students improving their writing skill and motivation.

## **1.2 Reasons for Choosing the Topic**

The reasons why the topic was chosen are as follows:

- (1) Writing is considered as difficult and complicated skill in learning English.
- (2) It is a need to develop students' writing skill because this skill is very important considering that it is required to deliver communication when direct/oral communication is not possible.
- (3) Students feel uninterested, reluctant, and even bored with the common writing activity so that teachers need to find new interesting way to teach writing.

- (4) Almost all of Senior High School students in Indonesia have Facebook account.
- (5) Facebook offers an interesting way to practice writing, especially recount writing to tell past experiences.

### **1.3 Research Questions**

The key point in this research will focus on improving students' skill and increasing their motivation in writing recount text through the use of Facebook as media. Based on that key point, the problems in this research are formulated as follows:

- (1) How does Facebook improve students' skill in writing recount text?
- (2) How does Facebook increase students' motivation in writing recount text?

### **1.4 Purposes of the Study**

Considering the problems above, the objectives of this research are as follows:

- (1) To investigate the way Facebook improves students' skill in writing recount texts.
- (2) To investigate the way Facebook increases students' motivation in writing recount texts.

### **1.5 Significance**

The significance of the research can be explained as follows:

- (1) Practical Significance

The result of this research hopefully will bring many benefits. For me myself, it is supposed to be a good provision which will help me as a teacher in

the future. By using this technique, I hope that I will be able to teach more effectively, and the students will enjoy their learning, too.

For my junior in State University of Semarang, especially the students of English Education Program, the result of this research is supposed to be a good material to increase their knowledge.

This research is expected to give significant contribution to the teaching of writing skill, too. It is expected that this research can offer alternative in teaching recount text all at once with attracting, engaging and motivating students to do the writing activity. I also hope that this study can encourage teachers to take benefit from any tools around them by using it as a medium to teach English.

## (2) Further Research and Development

I hope the result of this research can be useful as a reference and empirical evidence for future researches. Furthermore, I hope this research will inspire other researchers to do further research about the implementation of Facebook in teaching English in other specification or other genres.

## **1.6 Outline of the Report**

This final project is divided into five chapters. Each chapter of them is explained as follows:

Chapter I presents introduction which consists of background of the study, reasons for choosing the topic, research questions, purposes of the study, significances, and outline of the report.

Chapter II elaborates review of related literature. It presents the review of previous studies and the review of the theoretical background, followed by the framework of the present study.

Chapter III discusses the methods of investigation. This chapter deals with subject of the research, roles of the researcher, type of data, instruments for collecting data, procedures of collecting data, procedures of analyzing data, and procedures of reporting the results.

Chapter IV describes the general description and detail results of the research followed by the discussion of the findings.

Chapter V presents the conclusions and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of previous studies; review of the theoretical studies which covers the general concept of writing, recount text, motivation, Facebook as learning media, and general concepts of action research; and framework of the present study.

#### **2.1 Review of Previous Studies**

In this part, I will review some previous studies related to my research entitled “The Use of Facebook to Increase Students’ Skill and Motivation in Writing Recount Texts”. I will review the studies about recount text first, followed by the ones about Facebook utilization in writing class.

The first study was conducted by Faiza (2010) entitled *The Use of Semantic Map to Improve Students’ Ability in Making Recount Text*. This experimental study aimed to find out if semantic map could improve students’ ability in making recount text and to find out the effectiveness of using semantic map compared with conventional method. The population was the eight grade students of SMP Islam Tegowanu, Grobogan. The students of VIIIA and VIIB were chosen as the sample of the study. The result showed that semantic map was effective to improve students’ ability in making recount text in the aspects of content, organization, grammar, word choice, and mechanic.

The second study is a quasi-experimental research conducted by Kusumamandasari (2012). Her study was entitled *Teaching Recount Text Using Learning Journals and Students' Perception*. It was done to investigate whether writing journals could improve students' ability in writing recount texts and to reveal the students' perceptions of writing journals in their learning. The population of the study was 389 second grade students of a junior high school in Bandung. 70 students were chosen as the sample of the study. The findings showed that learning journal technique could improve students' writing ability in recount texts and was positively responded by the students.

The third study is *The Use of Series of Pictures to Improve Students' Ability in Writing Recount Text*. This study was conducted by Purnamasari (2012). This quasi-experimental study aimed to find out the effectiveness of using series of pictures in improving students' ability in writing recount texts and to find out students' responses to it. The population was the tenth grade students of SMA N 19 Bandung. The students of X 1 and X 2 were taken as the sample. The results concluded that the use of picture series was effective to improve students' ability in writing recount text and was positively responded by the students.

The fourth study was conducted by Amnesti (2012). It was entitled *The Use of Movie Maker Digistory in Writing Recount*. The study was an action research conducted on VIII A grade students of SMP Negeri 1 Ayah, Kebumen. The purposes of the research were to describe the students' difficulties in writing recount text and to describe the extent of the improvement of the students' writing competence after taught with Movie Maker Digistory. The result of the research

showed that Movie Maker Digistory was able to motivate students to write and improve their ability in writing recount texts.

The fifth study is *The Use of Blog to Teach Recount Text to Improve Students' Writing Skill*, conducted by Afra (2012). This study was an action research on the use of blog as media to teach recount text to the VIII D students of SMPN 5 Semarang, in the academic year of 2011/2012. The study aimed to describe how blog was used as a medium to teach writing recount text and to examine whether there was any improvement of students' ability in writing recount text after being taught using blog. The result of the research showed a significant improvement of students' ability of writing recount text after being taught using blog. The students also responded positively to the use of blog in learning writing recount text. It can be concluded that the use of blog is very helpful to teach writing recount text.

According to the studies mentioned above, it can be seen that there are some researches which have been done by investigating new ways in improving the quality of teaching recount texts. The researchers successfully used interesting media as a strategy to motivate students to improve their writing ability. The media varied from paper-based media such as semantic map, journals, and pictures; computer software like Movie Maker Digistory; yet online media like blog. The utilization of online media in teaching English has not been optimized yet, whereas this field has good potential to gain the better result of teaching. Thus, I am willing to use an online media named Facebook as an alternative

medium to teach recount text to increase students' skill and motivation in writing recount texts.

Facebook is one of popular social networking sites which is mostly used nowadays. Many researchers believe that Facebook has good potentiality to be utilized in a writing class so that they tried to examine it by doing research.

Saikaew, et al (2011) conducted a study entitled "Using Facebook as a Supplementary Tool for Teaching and Learning". This study presents the approach and the experience in using Facebook for both undergraduate and graduate courses as well as for both informal and formal learning. The participants of the study were 73 undergraduates and graduates of Khon Kaen University, Thailand. The findings show that Facebook has an excellent potential to serve as a lifelong learning channel for teachers and students.

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

Yunus and Salehi together with Chenzi (2012) conducted a qualitative study entitled "Integrating Social Networking Tools into ESL Writing Classroom:

Strengths and Weaknesses”. This research aimed to investigate the advantages and disadvantages of integrating social networking tools into ESL writing classroom and discuss the ways to plan activities by integrating social networking services into the classroom. The participants were fifteen third-year TESL students in a state university in Malaysia. The findings show that integrating social networking services in ESL writing classroom can help to broaden students’ knowledge, increase their motivation and build confidence in learning ESL writing. Those advantages come together with the disadvantages such as the students’ difficulties for concentrating on the materials when they use computer, lack of enough equipment as well as access to Internet, and teachers’ insufficient time to interact with the students.

Another study was done by Eren (2012) entitled “Students’ Attitudes towards Using Social Networking in Foreign Language Classes: A Facebook Example”. The study aimed to investigate students’ attitudes towards the use of social networking sites, Facebook in particular, in language classroom. This study was carried out at a university in Gaziantep, Turkey with 48 undergraduate students who were enrolled in one year compulsory English preparatory class. The data were collected through a 5 point Likert-type questionnaire and semi-structured interviews. It was found out that students have a very positive attitude towards the use of Facebook activity as a supplement to language classroom. However, traditional classroom based language learning still remains a backbone for language education.

According to those previous studies about integrating Facebook in formal language learning, I assume that Facebook is potential to be benefitted in recount writing classroom, too.

## **2.2 Review of the Theoretical Studies**

In this part, I will review the theoretical studies of writing skill, recount text, motivation, media, Facebook, and action research.

### ***2.2.1 General Concept of Writing***

This part clarifies the terms of writing, writing skill, and the process of writing.

#### **2.2.1.1 Writing Skill**

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

Writing means producing or creating a piece of text. Like speaking, writing requires someone to produce language. Harmer (2001: 249) states, “Language production means that students should use all and any languages at their disposal to achieve a communicative purpose rather than be restricted to specific practice points”. Therefore, the form of language produced is different among those two. Speaking produces language in oral form while writing does in written form. That’s why those skills belong to productive skill (Harmer, 2001:246; Harmer, 2004:6).

According to Ruddell (2005:39), “Writing is the act of constructing meaning while transacting with texts”. She adds that “In writing, the meaning was

made through the combination of prior knowledge and previous experience; information emerging from text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication” (Ruddell, 2005:39-40). It means that in order to write something, a writer needs to have an idea or memory of certain event or phenomenon and be able to construct that idea or memory in a certain order so that the reader can catch the meaning concluded in the text.

According to Harmer (2001:255), “in writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation”. It means that good content of writing only is not enough. A writer must also have sufficient language components like grammar, vocabulary, punctuation, and spelling to facilitate him/her in expressing his/her ideas, experiences, thoughts, and feelings. The writing should be organized well, too, in order to be able to be easily read and understood by the readers.

From the terms above, I conclude that writing skill is an ability to produce written language by developing thoughts and ideas into meaningful text considering the content, organization, grammar, mechanic, and vocabulary so that the reader can catch the writer’s messages.

#### 2.2.1.2 The Process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. Harmer (2004:4) argues that the process of writing consists of 4 steps: (1) planning, (2) drafting, (3) editing (reflecting and revising), and (4) final version.

The first step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making detailed notes, jotting words down, or simply planning in the head. Harmer (2004:4) proposes three main issues writers should think about when planning to write: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece.

The second step is drafting. In this step, a writer writes what he/she has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing.

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

The last step of writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft. However, Harmer (2004:5) states, “writing process is recursive”. It means that writers revise throughout the process, frequently moving back and forth among the steps. For example, when writers think that they have done the final version; they may change their mind and go back to re-edit, re-draft, even re-plan the writing. As stated by Harmer (2004:6), “Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing”.

I still feel something is missing whenever I read these writing stages. I mean, why do people write? One of the reasons why people write is to get others to read the writing. Writing is communicating using text. Through writing, a writer communicates with the readers. According to Healey (2007:181), “Writers need to communicate with their readers, which include having a sense of audience and writing to the expectations of that audience, using peer review effectively, and revising and editing as needed rather than assuming that once is enough”. Moreover, Healey (2007:181) states that “broadening the audience base can enhance motivation for taking the time to edit and revise”. Therefore, it is clear then that the real communication with readers is very important. By sharing the writing with the readers or the audience, a writer can collect the feedback and review from them as means to revise his/her writing to be better. Revising once only by the writer himself/herself is not enough. A writer will need someone else to see the writing from another point of view to see whether there is any oddity or not in his/her writing. For example, a writer may made errors, ambiguity, or misspelled words in his/her writing. The writer may not be aware of that; however, the readers who realize the peculiarity can inform it to the writer so that he/she can revise the writing.

From the explanation above, I suggest to add “sharing” into the process of writing. As a conclusion, in writing, we need to go through these stages of writing process: (1) planning, (2) drafting, (3) editing (reflecting and revising), (4) writing the final version, and (5) sharing. However, since sharing may result on some feedback and review, then we may need to edit more, write the revised final

version, and share again, and so on until the real final version of writing is done. These stages should be through in order to produce the best final result of the writing.

### **2.2.2 *Recount Text***

Recount is one of genres taught in Indonesian schools. According to Gerot & Wignell (1994:194), “Recounts are genre that retells events for the purpose of informing and entertaining”. Similarly, Anderson & Anderson (1997:48) define “Recount text as a piece of text that retells past event, usually in the order in which they happened”. The purpose of a recount is to give the audience a description of an event covering what occurred, when and how it occurred. Some examples of recount texts are: newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

From the explanation above, it can be concluded that recount text is a piece of text which retells experiences or past events in chronological order for the purpose of informing, entertaining, or reflecting. In writing recount text, students can tell everything about their past experiences. They may also retell the experiences of other people such as family, friends, relatives, etc. The examples of recount text that can be met in our everyday life is diary writing. Some people get used to write everything happened to them in diary. Commonly, the things they write are factual events that they faced at the day. Another example of recount text is Facebook status. People tend to share what happened to them and their feeling about it with their friends on Facebook. They post statuses that tell about their experience, usually in a very simple form. These kinds of texts are concluded

as recount texts. Therefore, they are typed in simpler form and way; maybe that is why Facebook users do not realize that actually they write recount text almost every day, yet many times a day. Moreover, they do not realize that they enjoy recounting their story on Facebook.

#### 2.2.2.1 Types of Recount Text

Cited from a resource paper spread out by the Government of South Australia (2012:1), there are several types of recount text:

(1) Personal recount

Personal recount retells the writer's own experience. The examples of personal recount are diary journal, and personal letter.

(2) Factual recount

Factual Recount reports event by using factual information. The examples of factual recounts are historical recount, biographical and autobiographical recounts.

(3) Imaginative recount

Imaginative recount mixes factual knowledge with imaginary stories.

(4) Procedural recount

Procedural recount records the steps in an investigation or experiment.

(5) Literary recount

Literary recount retells a series of events for the purpose of entertaining.

In my opinion, personal recount is the easiest one since it is experienced by the writer himself/herself. As a result, he/she can retell it in detail easily. This

considering inspires me to choose personal recount to be taught to the students during the research.

#### 2.2.2.2 Generic Structure of Recount Text

In learning recount text, students learn to retell anything they experienced in the past using certain structure or order. This order is a part of recount text that cannot be separated from it. This order is called the generic structure of recount text.

Anderson & Anderson (1997:50) divide recount into three main parts, they are: (1) a first paragraph that give background information about who, what, where, and when. This paragraph is called orientation, (2) a series of paragraphs that retell the events in the order in which they happened, and (3) a concluding paragraph that may include a personal comment (not always necessary).

According to Gerot & Wignell (1994:194), the generic (schematic) structure of recounts consists of three parts named orientation, events, and re-orientation. Orientation is the opening of recount which provides the setting and introduces the participants of the text. Events tell the events in the order they happened. The last part, re-orientation, is optional. This part closes the text by telling how the experience ended and some of the writer's thoughts about it.

Similarly, Sadler and Hayllar (2000:1) also argue that most recounts are organised to include three parts they named as: (1) an orientation that gives the listener or reader information about the time, the place, and those involved, (2) a series of events recounted as they happened, and (3) a conclusion that gives the writer's own view of the events and the feelings that were aroused at the time.

From the previous explanation, it can be concluded that recount text consists of three parts: orientation, events, and re-orientation. Orientation is the opening of recount which provides the information about the setting (when and where) and the participants (who) of the text. Events is a paragraph or paragraphs that retell the events in the order in which they happened. Re-orientation concludes the events and tells the writer's personal comment, this part is optional. In conclusion, in writing recount texts, students are guided to follow the pattern of orientation – events – re-orientation. Thus, the text they made should be started with the clear introduction about the participants, time, and place. Then, the series of events are told chronologically. And finally, the re-orientation closes the events by concluding and delivering the writer's personal comment and feeling about it.

#### 2.2.2.3 Language Features of Recount Text

Based on Gerot & Wignell (1994:194), there are some significant lexicogrammatical features in recounts:

- (1) focus on specific participants,
- (2) use of Material Processes,
- (3) use of circumstances of time and place,
- (4) use of past tense,
- (5) focus on temporal sequence.

While the recount's language features noted in Anderson & Anderson (1997:50) are:

- (1) proper noun to identify those involved in the text,

- (2) descriptive words to give details about who, what, when, where, and how,
- (3) past tense to retell the events, and
- (4) words that show the order of events (for example: *first, next, then*).

From the explanation above, it can be concluded that a recount text will have the following language features: (1) the presence of specific participant (noun or pronoun) that involved in the text, (2) the use of material processes, those are the action verbs refer to what the participants did, (3) the use of circumstances of time and place, (4) the use of adjectives to give details about who, what, when, where, and how, (5) the use of past tense to retell the events, and (6) the use of temporal sequence to show the order of the events. Students should master those language features in order to be able to write a good recount.

### **2.2.3 Motivation**

The term motivation is derived from the Latin verb *movere* which means to move (Schunk, Pintrich, and Meece, 2010). Motivation is very important in learning something. It gives learners the power to succeed in their learning. Harmer (2001:51) states that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. Schunk, Pintrich, and Meece (2010) said that motivation is something that gets us going, keeps us working, and helps us complete tasks. Smaldino and Russel (2005:51) define motivation as “an internal state that leads people to choose to work toward or against certain goals and experiences”. Smaldino and Russel (2005:51) also add that “motivation influences learning by determining the effort they will expend to reach certain goals”.

From the above definitions, it can be concluded that motivation influences behaviour and learning. Ormrod (2010) proposes several effects of motivation on students' learning and behavior as follows: (1) it directs behavior toward particular goals, (2) it increases the amount of effort and energy that learners expend in activities directly related to their needs and goals, (3) it increases initiation of and persistence in activities, (4) it affects what learners pay attention to and how effectively they process it, (5) it determines which consequences are reinforcing and punishing, and (6) it often enhances performance.

Furthermore, motivation is distinguished between extrinsic and intrinsic motivation (Harmer, 2001:51; Smaldino and Russel, 2005:51). Extrinsic motivation is motivation which comes from outside. It is caused by factors outside the person. Harmer (2001: 51) gives examples of extrinsic motivation such as the need to pass an exam, the hope of financial reward, and the possibility of future travel. On the other hand, intrinsic motivation is motivation which comes from the individual himself/herself. For example, "a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better" (Harmer 2001: 51).

Both the extrinsic and intrinsic motivation are important. However, intrinsic motivation is believed to promote more contribution in someone's success. Smaldino and Russel (2005:51) states "Students who are intrinsically motivated will work harder and learn more because of their personal interest in the material". Unfortunately, not all students have strong intrinsic motivation in learning something. In this case, they need to be helped to enhance their intrinsic

motivation. According to Harmer (2001:52), “The students’ motivation in learning can be affected and influenced by the society they live in, people who are closed to them, the teacher, and the teaching learning method”.

Teacher needs to develop students’ intrinsic motivation. Beside that it is the role of teacher to motivate students; the students’ initial motivation need not stay the same forever (Harmer, 2001:52). Even strongly motivated students could decrease it and even until die. Harmer (2001:52) promotes, “Three areas in which teachers can directly influence students’ motivation are the goals and setting of learning process, the learning environment, and interesting classes”.

From the explanation above, it can be concluded that motivation is very important for students since it can push them into success. Every student comes to school with different level of motivation, whether it is intrinsic or extrinsic one. The students’ motivation influences them in achieving more in their learning so that it needs to be improved from time to time. Their motivation can be enhanced by teachers by helping students to achieve their learning goals, creating right conditions such as right physical appearance and emotional atmosphere for motivated learning, and providing a variety of subjects and exercises to keep them engaged. If students enjoy the learning activity, their intrinsic motivation will increase. And so they are closer to success.

#### ***2.2.4 Facebook as Learning Media***

This part presents the theoretical studies related to social network and Facebook, Facebook group, media, the use of Facebook as media in learning writing, the

advantages of using Facebook as media in learning writing, and the disadvantages of using Facebook as media in learning writing.

#### 2.2.4.1 Social Network and Facebook

Social network is not a new term nowadays. Almost all people know what it is although they cannot define it. Based on my limited knowledge, I define social network as Internet-based social system consisting of many people from different places that are connected together to allow communication and interaction between them.

According to Bartlett-Bragg (2006:3), “A social network is a range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment”.

Merchant (2013:6) defines social networking as “the patterning of everyday practices of social interaction, including those that take place within family structures, between friends, and in neighbourhoods and communities.”

Another definition comes from Boyd & Ellison (2007:2), they define social network sites as “web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system”.

From the definitions above, we can obviously state that the application such as MySpace, Friendster, Facebook, Twitter, and Google+ belong to social networking sites. In this era of technology, social networks become a part of

human life. It is successfully integrated to human daily activity not only in social purposes, but also in business yet educational ones. This is in line with Merchant (2013:6) who views social networks as a new way of building or maintaining friendship or interest groups, extended family ties, professional, political or religious affiliations.

The current most popular social networking site is Facebook (FB). Facebook is a social networking site found by Mark Zuckerberg in 2004 which has become the leading social networking site in the world. Boyd & Ellison (2007:7) note that Facebook began in early 2004 as a Harvard-only social networking site but in September 2005 had successfully expanded to include high school students, professionals inside corporate networks, and, eventually, everyone. [www.socialbakers.com](http://www.socialbakers.com) reported that at the end of February 2013, there are 963.679.900 Facebook users worldwide. Asia becomes the continent with the most users, which are 267.816.640 users. Conversely, the continent with the lowest number of Facebook active users is Oceania (14.627.180).

Facebook grows rapidly in many countries including Indonesia. According to Facebook statistics by [www.socialbakers.com](http://www.socialbakers.com), in February 2013, the total number of Facebook users in Indonesia is reaching 47.165.080. This number of users placed Indonesia as fourth in the highest number of Facebook users in the whole world following United States, Brazil, and India. It means that Indonesia placed second in the whole Asia and placed first in South East Asian.

The Facebook statistic by country (ten highest-Facebook-users country) in the last three months (December 2012 – February 2013) can be seen in Figure 2.1.

#	Country	Number of Users	Change	(± %)	Penetration
1.	<a href="#">United States</a>	163 071 460	-3 635 940	-2.20%	52.56%
2.	<a href="#">Brazil</a>	66 552 420	+3 380 700	+5.06%	33.09%
3.	<a href="#">India</a>	61 499 220	+291 120	+0.47%	5.24%
4.	<a href="#">Indonesia</a>	47 165 080	-3 728 760	-7.91%	19.41%
5.	<a href="#">Mexico</a>	39 945 620	+7 520	+0.02%	35.52%
6.	<a href="#">Turkey</a>	32 438 200	+264 900	+0.82%	41.69%
7.	<a href="#">United Kingdom</a>	32 175 460	-1 165 240	-3.57%	51.61%
8.	<a href="#">Philippines</a>	30 094 560	+33 800	+0.11%	30.12%
9.	<a href="#">France</a>	25 307 820	+54 960	+0.22%	39.07%
10.	<a href="#">Germany</a>	25 063 880	-206 800	-0.83%	30.64%

**Figure 2.1 Facebook Statistic by Country in the Last Three Months  
(December 2012 – February 2013)**

Source: <http://www.socialbakers.com/>

Facebook has many features that enable the users to interact and communicate with others. Every Facebook user has a page for himself/herself called “timeline”. This timeline consist of the information of the user such as “profile”, “friends”, “photos”, and “status updates”. Users can go to “home” where they can see other users’ statuses or share status with others. They can also “like” and “comment” on their own or other’s statuses. Users may also “poke”, “send message”, “chat”, or “write something on other’s timeline”. They can also “share photos”, “links”, and “video”. Users are also able to create “Fan Page” or “Group” as a place to share ideas between people with same interest.

#### 2.2.4.2 Facebook Group

It has been stated that Facebook has many built-in features. One of the features mentioned is Facebook group. According to Yunus & Salehi (2012:87), “Facebook groups is a feature that is available on the social networking site Facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose”. Yunus & Salehi (2012:89) believes that “‘FB Groups’ has the potential to give the youth what they desire, so to speak, with its interactive, easy-feedback features, and thus, create a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today”.

According to the explanation above, I conclude that Facebook Group is a Facebook feature that functions as a place to share ideas between people with same interests, and this function make it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group. It is expected that Facebook group will be effective in increasing students’ writing skill and motivation.

#### 2.2.4.3 Media

The word “medium” (plural: media) derives from Latin word *medius* that means “between”, it refers to anything which carries information from source to receiver (Smaldino and Russel, 2005:9). Smaldino and Russel (2005:9) define media as means of communication and source of information. Another definition comes from Arsyad (2011:4-5). According to him, “media is a component of learning sources or physical aids in students’ surroundings which contains instructional

material that can stimulate students to learn”. The examples of media are videos, television, diagrams, printed materials, computer programs, and instructors.

Media is very useful to be used in teaching learning activity. Asyhar (2012:8) states that “learning media can be perceived as anything that are able to convey message from a source intentionally to create conducive learning environment where the receiver of the message can involve in the learning process efficiently and effectively”. In line with this, Smaldino and Russel (2005:9) state that “the purpose of media is to facilitate communication and learning”. It means that media is used not only to foster interaction between students–teacher and students–students but also to convey the learning materials.

Arsyad (2011:26-27) explains the benefits of using learning media as follows: (1) learning media clarifies the presentation of message and information so that the learning process and product are improved, (2) learning media arises learning motivation, interaction between students and environment, and the possibility for students to learn independently based on their own ability and interest, (3) learning media copes with the limitation of senses, space, and time, and (4) learning media provides equal experience for students about phenomenon happens around them and enables direct interactions with teacher, society, and environment.

There are several kinds of media. According to Siemens & Tittenberger (2009: 22-23), media is divided into 5 types: text, audio, visuals, video, and games and simulations. Smaldino and Russel (2005:9) propose six basic types of media. They are text, audio, visual, motion media, manipulatives (object), and

people. Furthermore, Asyhar (2012:44) groups media into visual media, audio media, audio-visual media, and multimedia.

Teachers have to be able to select the most effective media to be used in their teaching so that the intended learning goals can be achieved. Siemens & Tittenberger (2009: 22) present three steps of selecting media type as follows: (1) clarify the learning intent, (2) evaluate media affordances, and (3) select media.

From the explanation, it can be concluded that media is very important in teaching learning process. Learning media gives benefits to the teaching learning process such as making clear of the presentation of materials, arising students' learning motivation and students' interaction, coping with the limitation of senses, space, and time, and providing equal experience for students about phenomenon happens around them. In short, it facilitates learning and fosters interaction and communication. Furthermore, there are many types of media that can be used by teacher in teaching. However, teacher should be able to select the most appropriate media by considering many aspects such as the learning goals, the students' character, and the learning environment.

#### 2.2.4.4 The Use of Facebook as Media in Learning Writing

Nowadays, Indonesian young people spend huge amounts of their time doing anything on Facebook. They interact with others on Facebook, mainly in written form. It makes the implementation of Facebook on learning writing is considerable. Bringing Facebook in students' learning is supposed to engage the students' in the learning activities. This statement is supported by Friedman & Friedman (2012:17) who argue that "the best way to bring courses to life and

make learners more exciting, energetic, and enjoyable is by using social networking site in their learning”. Furthermore, Majid, Stapa, & Keong (2012:37) state that “Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends”.

Roberts (2009:5) emphasizes the reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cellphones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use it, students only need to have e-mail address and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities.

In conclusion, Facebook offers new ways of teaching which is never possible before. Teachers need to realize the special quality of implementing Facebook especially in teaching writing. However, they must also be aware of the possible bad effects of it and continually examine the uses and outcomes of using it in teaching learning process.

#### 2.2.4.5 The Advantages of Using Facebook as Media in Learning Writing

Many researchers believe that Facebook has potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site.

Firstly, Facebook provides broader audience than traditional classroom does. Having larger audience is important to students since they need as much

feedback as possible. In traditional classroom, students' work on writing will only be submitted to the teacher to be checked. Therefore, the feedback students get is from the teacher only. Whereas, it will be better if students have more audience, i.e. classmates, friends, etc. In this way, they will get more feedback and review. This is in line with Harmer (2004:12): "It is not just teachers who can respond to students' writing. It is often useful to have students look at work done by their colleagues and respond in their own way." Moreover, Healey (2007:181) adds another function of large audience. She states that "broadening the audience base can enhance motivation for taking the time to edit and revise. Even posting a message to a class discussion group gives the sense of an audience "out there" rather than one that consists only of the teacher".

The second advantage is that Facebook allows for unique interaction. In Facebook, besides sharing experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere as long the device and the Internet access are available. It means that Facebook allows for not only inside classroom interaction but also outside one. As stated by Yunus, Shalehi, & Chenzi (2012:47), "Facebook enhance outside classroom interaction and education between the students and the teacher". Obviously, this is not a special quality that classroom traditional board has.

Thirdly, Facebook enables fun learning environment. Traditional writing class used to be boring and unattractive. By integrating Facebook in formal

classroom, students will feel more enjoy and fun during the class. This is in line with Saikaew's et al (2011) statements: "Since they use Facebook frequently and comfortably, we may exploit this entertainment-oriented site as an edutainment tool". In addition, Yunus, Shalehi, and Chenzi (2012:47) state that "Facebook increases motivation and build confidence for students in using and learning English". In line with this, Khalsa, Maloney-Krichmar, & Peyton (2007: 28) state: "The effective use of computers and internet can provide highly motivating, multidisciplinary, problem-solving techniques and tools to prepare students more effectively for their future roles in a diverse world". In short, Facebook can engage students to be more involved in the learning activity.

The fourth is that Facebook promotes equal learning opportunities. Usually, face to face classroom is dominated by a few excellent students. On the other hand, shy students and students with less ability have little opportunity to participate actively. In Facebook, every student has equal opportunity to post something, comment, criticize, ask questions, answer questions, give opinions, etc. In short, Facebook promote more equitable sharing of ideas than face-to-face classroom (Khalsa, Maloney-Krichmar, & Peyton, 2007:22). Furthermore, sharing ideas with others on Facebook makes students, even the shy ones, interact with others. It makes them practice communicating in English either makes them more social.

Not every student feels easy to express ideas, ask questions, or answer it. Online social media like Facebook provides an atmosphere in which all people have the freedom of expression. Walther & Boyd (2002) in Khalsa, Maloney-

Krichmar, & Peyton (2007:22) state that “research has shown that people often feel freer to express their feeling online than in person”. Khalsa, Maloney-Krichmar, & Peyton (2007:22) add by citing Jiang & Ramsay’s (2005) statement that “students may feel comfortable asking questions and expressing ideas to their teachers and other students in online environments”.

From those explanation, it can be concluded that Facebook offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) Facebook broadens the audience, (2) Facebook allows for unique interaction, (3) Facebook enables fun learning environment, (4) Facebook promotes equal learning opportunities, (5) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize the Facebook potential to be used to enhance students writing.

#### 2.2.4.6 The Disadvantages of Using Facebook as Media in Learning Writing

Beside the advantages, integrating Facebook in formal writing activity will also bring several disadvantages. Firstly, it obliges the availability of Internet access and devices and the teacher and students’ ability to operate computer and Internet. As stated by Yunus, Salehi & Chenzi (2012:45), the learners who intend to use Facebook in learning English must have access to computer and Internet.

Secondly, Facebook offers so many kinds of entertainments which can distract students during the class activity. For example, Yunus, Salehi, & Chenzi (2012:45) state that “students will spare more time on playing computer games and chatting on-line on the pretext of doing writing on Internet”. Therefore, teacher should manage the students and give clear instruction of the class rules to

avoid this to be happened.

Thirdly, students will be lead to 'copy-paste' from online resources rather than create their own writing. This is in line with Yunus, Salehi, & Chenzi's statement (2012:45), "Writing tasks online will lead students to 'copy-paste' from the extensive online resources without thinking". This phenomenon normally happened in this era of technology where any materials can be picked easily from Internet. To avoid this, teachers should guide the students in the process of writing so that students will experience the stages of writing step by step. It will make them feel comfortable and confident with their own writing rather than do 'copy-paste' from Internet. In addition, teachers will also know their progress well.

The fourth disadvantage or challenge is the absence of nonverbal cues. Communication with Facebook (except for the webcam Facebook) does not include nonverbal cues such as gestures and other body language, facial expression, etc. According to Khalsa, Maloney-Krichmar, & Peyton (2007:25-26), "The absence of nonverbal cues may causes some problem since those cues are used to enhance understanding. As a result, people may misunderstand the intentions of others in Facebook because of its absence of nonverbal cues".

From the explanation above, the challenges or disadvantages of integrating Facebook in writing classroom can be summarized as follows: (1) it obliges the availability of Internet access and devices and the teacher and students' ability to operate computer and Internet, (2) Facebook offers so many kinds of entertainments which can distract students during the class activity, (3) students will be lead to 'copy-paste' from online resources rather than create their own

writing, (4) communication through Facebook (except for the webcam Facebook) do not include nonverbal cues. In conclusion, integrating Facebook in writing classroom has strengths and weaknesses. Teachers who are interested in the advantages of using Facebook in their classroom need to be aware of the flaw and bad impacts of it, too.

### ***2.2.5 General Concept of Action Research***

This part presents the general concept of action research covering the definition of action research, types of action research, benefits of action research, and steps of conducting action research.

#### **2.2.5.1 Definition of Action Research**

According to Wallace (1998:1), “Action research is a systematic collection and analysis of data relating to the improvement of some aspect of professional practice”.

Mills (2000:6) states that “action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn”.

Ferrance (2000:1) defines action research as “a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”.

A document issued by Distance Education Programme – Sarva Shiksha Abhiyan (DEP-SSA) endeavoured by the Ministry of HRD, Government of India,

entitled *Action Research* (2007:11) defines “action research as a collaborative activity among colleagues who are searching for solutions to everyday, real problems such as low attendance in the classroom, poor reading habits among the students mostly experienced in their schools”.

Another definition comes from Harmer (2001:344-345). According to him, “Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and/or appropriacy of certain activities and procedures.”

From those definitions, I can infer that action research is a process in which a teacher examines his/her own educational practice systematically and carefully using the techniques of research, searches for the solution of certain problem faced by him/her in his/her classroom, implements the solution method in order to improve the quality of his/her teaching, and reflects the result of the implementation to plan further action.

#### 2.2.5.2 Types of Action Research

There are four different types of action research depending upon the participants involved: individual action research, collaborative action research, school-wide action research, and district-wide action research. (Ferrance, 2000:3-5; DEP-SSA, 2007:15-16)

Individual action research is done by individual teacher and focuses on a single issue in the classroom.

Individual teacher research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. (Ferrance, 2000:3)

Collaborative action research is action research which is conducted by at least two teachers facing the issue in a classroom or department (Ferrance, 2000:4). Ferrance adds that “these teachers may be supported by individuals outside of the school, such as a university or community partner”.

School wide action research, according to DEP-SSA (2007:15-16), deals with school problem which is faced commonly not only by teacher but also by others who are concerned:

The school wide action research focuses on issues which are common to all i.e. teachers, principle of the concerned school. Since the problem is common, a team of staff members work together to help each other. The members of the research team may vary from as few as two people to several teachers and administrators working with parents and students.

District-wide research deals with bigger issues in district wide. It is conducted by larger number of people who are concerned to improve what needs to be improved. Ferrance (2000:5) states, “District-wide research is far more complex and utilizes more resources, but the rewards can be great. Issues can be organizational, community-based, performance-based, or processes for decision-making”.

From the explanation above, it can be concluded that there are four different types of action research: individual action research, collaborative action research, school-wide action research, and district-wide action research. The

differentiation is based on the participants involved and the problems faced. Individual action research involves one individual teacher facing problems in his/her own classroom, collaborative action research involves at least two teachers facing problems in one classroom or common problems shared by many classrooms, school-wide action research involves a school research team facing common issues in that school, and district-wide action research involves larger research team facing wider issues.

#### 2.2.5.3 Benefits of Action Research

Ferrance (2000:13) argues that “action research can bring many benefits for educators for a number of reasons”.

The first reason proposed by Ferrance (2000:13) is that teachers do action research with their own students in a setting with which the teacher is familiar, so that it helps to confer the relevance and validity to the research.

Second, action research builds teachers’ professionalism. Teachers who conduct action research will find the problem in their teaching and its solution. As a result, the teaching learning process will be more satisfactory. Ferrance (2000:14) states, “Through action research, teachers learn about themselves, their students, their colleagues, and can determine ways to continually improve.”

Third, working in action research teams fosters teacher to interact with their colleagues.

“... by working in action research teams, teachers must describe their own teaching styles and strategies and share their thoughts with others. As a team they examine various instructional strategies, learning activities, and curricular materials used in the classroom. Through

these discussions with colleagues they develop stronger relationships.”  
(Ferrance, 2000:14)

Fourth, Ferrance (2000:15) states that action research impacts school development:

“As teachers get into action research, they are more apt to look at questions that address school and district concerns rather than questions that affect the individual teacher. Development of priorities for school-wide planning and assessment efforts arise from inquiry with potential to motivate change for improvement’s sake.”

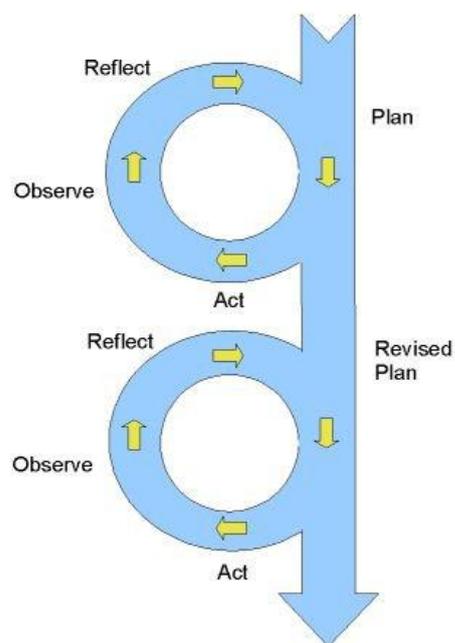
The fifth reason is that action research can serve as an opportunity for teachers to evaluate their own teaching. Ferrance (2000:15) states, “... teachers may investigate what effect their teaching is having on their students, how they could work better with other teachers, or ways of changing the whole school for the better”.

Finally, team work within action research maintains communication between the members of the team and builds network.

From the explanation above, it can be concluded that conducting action research definitely bring many benefits: (1) It leads teachers to focus on overcoming problems of their own students in their own classroom, (2) it builds teachers’ professionalism, (3) it foster interaction between teachers and their colleagues, (4) it is potential to impact school development, and (5) it reflects on teacher’s own practice, and (6) it improves communications between researchers and builds network.

#### 2.2.5.4 Steps of Action Research

There are many models of action research offered by experts, one of them is the model promoted by Kemmis & McTaggart. Burns (2010:7) cited that Kemmis & McTaggart's model of action research involves four broad phases in a cycle of research. They are planning, action, observation, and reflection.



**Figure 2.2 Cyclical Action Research Model Based on  
Kemmis and McTaggart**

The first phase is planning. At this point, the researcher identifies a problem or issue and develops a plan of action to improve what is already happening. Planning is conducted before starting the research.

The next phase is acting. Acting means putting the plan into the real action. The plan that has been planned is being implemented in this step. The

action is done in order to reach the intended purpose which is the improvement of what already happens.

In the observation phase, the researcher observes systematically the effects of the action and records anything happen using the observation sheet.

Finally, in the reflecting phase, the researcher reflects on, evaluates, and describes the effects of the action as the basis for further planning to improve the situation even more.

In conclusion, in conducting action research, we need to implement several cycles. Therefore, a cycle of action research consists of four basic phases which have to be through by the researcher. They are (1) identifying problem and developing a plan, (2) putting the plan into the real action to improve what is already happening, (3) observing the effects of the action and records anything happens, and (4) reflecting on, evaluating, and describing the results of the action for the basis of further planning of the following cycle(s) to achieve more improvement.

### **2.3 Framework of the Present Study**

Many researchers have investigated ways to improve students' skill in writing recount text using various kinds of technique and media. There are still many undiscovered possible ways to teach recount text.

I believe that the best result of teaching will come out if the students enjoy the teaching and learning process so that they will be motivated to participate actively during the learning process. As Harmer (2001:51) stated, "The chances of success will be greatly enhanced if the students come to love the learning

process.” To make them enjoy, one thing that can be afforded by teachers is interesting media which can create enjoyable learning conditions.

Friedman & Friedman (2012:17) argue, “The best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning”. Therefore, I intend to take benefit from a social networking site named Facebook to be used as media of teaching recount text. Specifically, I will make use of Facebook group to enhance students’ skill and motivation in writing recount text. This consideration is based on Yunus & Salehi (2012:89) who state that “‘FB Groups’ has the potential to give the youth what they desire, so to speak, with its interactive, easy-feedback features, and thus, create a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today”.

Thus, I will do an action research entitled “The Use of Facebook to Improve Students’ Skill and Increase Their Motivation in Writing Recount Texts” to investigate the way Facebook improves students’ skill and increases their motivation in writing recount texts.

The research will be conducted through two cycles of treatment. A pre-test will be given before the treatments to see the students’ basic knowledge and ability of recount text. Then, the first treatment will be given with a formative test held at the end of the cycle. The second treatment will be conducted after this, ended by a post-test. A series of questionnaire and observation sheet also will be profited to examine the students’ perceptions of and positive behaviors improvement during the utilization of Facebook in their writing class.

In this research, I will not only concern on the improvement of students' writing recount skill, but also the students' motivation to write.

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter discusses the method of investigation. It describes subject of the study, roles of the researcher, type of data, instrument for collecting data, procedures of collecting data, procedures of analysing data, and technique of reporting data.

#### **3.1 Subject of the Study**

Subject of this research were the X 2 students of SMA N 1 Kajen in the academic year of 2012/2013. The total number of subjects involved in this research were 32 students that consisted of 22 females and 10 males.

#### **3.2 Roles of the Researcher**

In this research, the researcher played the role as teacher, data collector, and data analyzer. As a teacher, the researcher provided the materials, taught the materials to the students, and tested the students' achievement. As a data collector, the researcher collected the data obtained from observation, tests, and questionnaire. Finally, as a data analyzer, the researcher analyzed the collected data using certain formula.

#### **3.3 Type of Data**

The research used both quantitative and qualitative data. The quantitative data were the statistical analysis of the result of tests, observation sheet, and

questionnaire. Meanwhile, the qualitative data were the description and discussion of the teaching and learning process and the result of the three instruments (tests, observation sheet, and questionnaire).

### **3.4 Instrument for Collecting Data**

In this research, three instruments (tests, observation sheet, and questionnaire) were used to collect the data.

#### **3.4.1 Test**

Three assessment tests were given to measure students' progress in writing recount text. Those three tests were pre-test, formative-test, and post-test. Pre-test was given before the treatments to measure students' initial performance in writing recount text. Formative-test was given at the end of cycle 1. While post-test was given after the students had been taught in cycle 2. It functioned to measure the result of teaching learning process in each cycle. The results of these three tests were compared to see whether there was any improvement or not.

#### **3.4.2 Observation Sheet**

According to Schunk, Pintrich, and Meece (2010), "Motivation is a process rather than a product. As a process, we do not observe motivation directly but rather we infer it from actions (e.g., choice of tasks, effort, persistence) and verbalizations (e.g., "I really want to work on this")". Based on that statement, an observation sheet in the form of behaviour checklists was functioned to record the students' behaviour during the research. The students' behaviour was observed to find out the students' motivation in learning writing recount texts. The observation was

done by the observer who was the English teacher of class X 2. The aspects which were observed were the students' attention to the teacher's explanation, the students' active participation during the lesson, the students' positive response towards the media, the students' interest in writing recount text, and the students' seriousness in writing recount text.

### ***3.4.3 Questionnaire***

The questionnaire was administered to obtain the data about the students' perceptions towards the use of Facebook in learning writing recount texts. The questionnaire was distributed to the students in the last meeting after the post-test was conducted.

The questionnaire consisted of two section: section A and section B. Section A consisted of twenty seven close-ended items. Those items were used to investigate the students' perceptions towards the use of Facebook in learning writing recount texts based on six general aspects. The first aspect was the students' perception towards recount text and English writing. The second aspect was the students' perception towards the use of Facebook in their learning. The third aspect was the students' perception towards the use of Facebook in improving their language skills. The fourth aspect was the students' perception towards the efficacy of Facebook supported learning in comparison with traditional learning. The fifth aspect was the students' perception towards the efficacy of Facebook exercises, and the last aspect was the students' perception towards the use of Facebook in improving their motivation and feedback in writing. Meanwhile, section B of the questionnaire consisted of three open-ended

questions which asked about the benefits the students got from learning writing recount texts using Facebook.

### **3.5 Procedures of Collecting Data**

The data from three sources: tests, observation, and questionnaire were collected. Observation in the form of behaviour checklist functioned to observe the students' behaviour during the teaching learning process. The data of observation were collected during the teaching learning process. The questionnaires were distributed to the students after the whole treatments. It was used to find out information about the students' perceptions toward the use of Facebook in learning writing recount texts. The tests were given three times (pre-test, formative test, and post-test) with the purpose of measuring students' writing ability before and after the action research conducted.

This action research was conducted in two cycles with four phases in each cycle. There were planning, acting, observing and reflecting in each cycle. It was conducted in five meetings through three steps: pre-test, cycle 1, and cycle 2. The detailed activities are elaborated as follows:

#### **3.5.1 Pre-Test**

Pre-test was given at the first meeting of the study in Monday on April 29<sup>th</sup> 2013. It was conducted before giving the treatments which was teaching writing recount texts using Facebook. In the pre-test, the students were asked to write a recount text about their most unforgettable experience on a piece of paper. The test was aimed to know the students' basic ability of writing recount text so that the

treatments which would be given could be suited to their weaknesses in writing. At the end of the first meeting, the students were asked to type and post the recount text they made on the given Facebook group named “StoryBox” to be treated in cycle 1.

### **3.5.2 Cycle 1**

Cycle 1 was done after the first meeting until the end of the third meeting of the whole research. The treatment of this cycle was given after the first meeting which was on Monday, April 29<sup>th</sup> 2013. However, it only covered two classroom meetings: Saturday, May 4<sup>th</sup> 2013 and Monday, May 6<sup>th</sup> 2013. In this cycle, some treatments in the form of teacher’s review and students peer review were given to the students’ writing in pre-test. Some materials about recount text were also given by the teacher to the students. Finally, the students were asked to write recount text about their unpleasant experience for the formative test and upload it to the “StoryBox”. The detailed activities will be elaborated in the following phases:

#### **(1) Planning**

The first phase in conducting the action research was planning. In this phase, the researcher did the following activities:

##### **a. Preparing the research planning**

In this step, the schedule of the research was planned.

##### **b. Preparing the teaching material**

In this step, the teaching materials were prepared. Those teaching materials were lesson plan for the 2 meetings, the materials in the form of

power point slides, the Facebook group, and the materials which would be posted on the Facebook group.

c. Preparing the classroom facilities

In this step, the usage of LCD for the teaching learning process was afforded.

d. The preparation of measurement tool

In this step, the observation sheet which would be used in cycle 1 were prepared.

e. The preparation of evaluation scores.

The scoring rubric for analyzing the result of the formative-test was prepared in this step.

(2) Action

Cycle 1 was done after the first meeting until the end of the third meeting of the whole research. After the first meeting of the research, the students were asked to post the recount texts they made for the pre-test on the Facebook group. After the students had posted the recount text, their texts were read and given comments and suggestions by me. The students were also asked to do peer review by commenting on at least three of their friends' posts. The comments functioned to determine the errors in the students' writing.

In the first meeting of the cycle 1 or second meeting of the research, May 4<sup>th</sup> 2013, the students' errors in writing such as grammar, content, vocabulary, spelling, and punctuation were discussed. After that, students were asked to revise

their work and post it on Facebook. The students were also given homework to study the materials uploaded by the teacher on the Facebook group “StoryBox”.

In the second meeting of cycle 1 or third meeting of the research, May 6<sup>th</sup> 2013, the materials which had been uploaded on the Facebook group were explained by the teacher. The material was about the generic structure and the language features of the recount text and the example of recount text on the theme “Unpleasant Experience”. After the students understood and there were no more questions about the material, they were asked to make their own recount text with the theme “Unpleasant Experience”. Then they had to upload it to the Facebook group as a formative test.

### (3) Observation

In this phase, the observation sheet was used to record the students’ behavior during the treatment in cycle 1. The observation was done by the English teacher of class X 2.

### (4) Reflection

The last phase in the cycle 1 was the reflection. In this phase, the result of the observation in cycle 1 were obtained. From the result, the researcher could find out the weaknesses in cycle 1 and plan the action and the materials for cycle 2.

### **3.5.3 Cycle 2**

Cycle 2 was done after the third meeting until the end of the fifth meeting of the research. The treatment of this cycle was given after the third meeting which was on Monday, May 6<sup>th</sup> 2013. However, it only covered two classroom meetings:

Saturday, May 11<sup>th</sup> 2013 and Monday, May 13<sup>th</sup> 2013. In the second cycle, the step and the technique were similar with the first cycle. The second cycle was conducted to fix out the weaknesses of teaching technique found in cycle one. There were also four phases in conducting cycle 2:

(1) Planning

In this phase, the following activities were done:

a. Preparing the research planning

In this step, the schedule of the research was arranged.

b. Preparing the teaching material

The teaching materials that were prepared were lesson plan for the 2 meetings, the materials in the form of power point slides, the Facebook group, and the materials which would be uploaded to the Facebook group.

c. Preparing the classroom facilities

The usage of LCD for the teaching learning process was afforded.

d. The preparation of measurement tool

In this step, the observation sheet and questionnaire were prepared.

e. The preparation of evaluation scores.

The scoring rubric for analyzing the result of the formative-test was prepared in this step.

(2) Action

Cycle 2 was done after the third meeting until the end of the fifth meeting of the research. The activities in cycle 2 were actually similar with cycle 1 but with some revisions.

At the time after the third meeting (Monday, May 6<sup>th</sup> 2013) and before the fourth meeting (Saturday, May 11<sup>th</sup> 2013), some activities were done. At this time, the students posted their recount texts they made for formative test to “StoryBox”. Comments and suggestions were given to those recount texts. Students also commented on at least three of their friends’ works.

In the fourth meeting of the research or first meeting of cycle 2, Saturday, May 11<sup>th</sup> 2013, the students’ recount texts were discussed one by one to find out the mistakes and weaknesses. After that, students were asked to revise their work. Finally, the students were given homework to study the materials uploaded by the teacher on the Facebook group “StoryBox”. The material was about past tense and recount text on the theme “My Holiday”.

In the second meeting of cycle 2, the materials that had been given were reviewed. The post-test was also given to measure students’ progress after the second treatment. Finally, the questionnaire was distributed to the students to find out their perceptions towards the use of Facebook in learning writing recount text.

### (3) Observation

Observation was done while the the treatment was being conducted. The observation sheet was used to record the students’ behavior during the treatment in cycle 2. The observation was done by the English teacher of class X 2. In the end of this session, the students filled the questionnaire about the use of Facebook in English writing class. This questionnaire was used to observe students’ responses toward English subject, writing skill, and the use of Facebook in learning writing recount texts.

#### (4) Reflection

Reflection was the last phase in cycle 2. In this phase, the students' writing score improvements after given the treatment were analyzed. Then, based on the observation sheet, the improvements of students' positive behavior were analyzed, too. The questionnaire were also analysed to know the students' responses towards the use of Facebook in the process of learning writing.

### 3.6 Procedures of Analyzing Data

This part presents the procedures of analyzing the tests results, observation sheet, and questionnaire.

#### 3.6.1 Analysis of the Tests

The students' writing of recount text in pre-test, formative test, and post-test would be scored using Brown and Bailey's scoring technique which was cited by Brown (2004: 244-245). The scoring technique measures the *organization; content; grammar; punctuation, spelling, and mechanics*, and *style and quality of expression* with the rate of 1-20 for each aspect.

**Table 3.1 Scoring Technique of Writing Skills Based on Brown (2004: 244)**

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

		but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; in adequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.

	17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of	20-18	Precise vocabulary usage; use of parallel structures; concise; register good

expression	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

After scoring the students writing, the average of students' score were counted using a formula taken from Tuckman (1978:250):

$$\text{The average of students' score} = \frac{\text{The total of the students' score}}{\text{The total number of students}}$$

Furthermore, I classified the students' score based on the English minimum score (KKM = Kriteria Ketuntasan Minimal) of SMA N 1 Kajen. Based on the minimum score, the tenth grade students of SMA N 1 Kajen had to achieve minimally 75 in English subject. The classification was put on the following table:

**Table 3.2 The Classification of Students' Score  
Based on English Minimum Score of SMA N 1 Kajen**

Score	Frequency	Classification
< 75		Incomplete
75		Complete
> 75		Complete

### 3.6.2 Analysis of the Observation Sheet

The data of the observation were obtained from the English teacher. Then, it was analyzed carefully by counting the students' behaviour in each indicator in pre-

test, cycle 1 and cycle 2 to see whether there was any improvement of students' positive behaviour during the whole research. The improvement of students' positive behaviour could be indicated as the increase in students' motivation (Schunk, Pintrich, and Meece, 2010). From the result of the observation sheet, it could be seen whether the use of Facebook could increase students' motivation in learning writing recount texts or not.

### ***3.6.3 Analysis of the Questionnaire***

The data of the questionnaires were obtained from the students. Then it was analyzed carefully by counting the percentage of the students' answers in each item of the questionnaire. From the result of the questionnaire, the students' perceptions toward the use of Facebook in learning writing recount text can be seen.

## **3.7 Technique of Reporting Data**

In this research, all the relevant data from various data streams (tests, observation, and questionnaire) were collated to provide a collective answer to the research questions. The results of each instrument are reported qualitatively.

### ***3.7.1 Report of the Tests Results***

The data gathered from the tests were reported statistically and descriptively. It was statistically reported by comparing the mean of the pre-test, formative test, and post-test score to measure the improvement of students' skill in writing recount texts. The statistical data were supported by further description qualitatively.

### ***3.7.2 Report of the Observation Sheet Results***

The data gathered from the observation sheet were reported qualitatively by describing the improvement of students' positive behaviour from pre-test, cycle 1, until cycle 2. The improvement is stated by numbers which indicated the total number of students who behaved as the given indicators in each stage of the research. The students' positive behaviour during the lesson was influenced by their motivation in learning. Therefore, the improvement of students' positive behaviour could be inferred as the increase in their motivation.

### ***3.7.3 Report of the Questionnaire Results***

The result of questionnaire was also reported in qualitative way by describing the students' answers in each item of the questionnaire. The reported data were supported by statistical data which were the percentage of each answer in each item of the questionnaire.

## CHAPTER IV

### RESULTS OF THE STUDY

This chapter discusses overall result of the action research. It presents the general description of the research and the detail results of the data collection.

#### 4.1 General Description

This action research was conducted in SMA N 1 Kajen, specifically at grade X 2, in the academic year of 2012/2013. The research was conducted in five meetings started from April 29<sup>th</sup>, 2013 until May 13<sup>th</sup>, 2013. There were three main activities in this research. They were pre-test, cycle 1, and cycle 2. The schedule of the research could be seen in the following table:

**Table 4.1 Schedule of the Research**

Activity Date	Pre-Test	Cycle 1		Cycle 2	
		Treatments	Formative Test	Treatments	Post-Test
April 29 <sup>th</sup> , 2013					
May 4 <sup>th</sup> , 2013					
May 6 <sup>th</sup> , 2013					
May 11 <sup>th</sup> , 2013					
May 13 <sup>th</sup> , 2013					

For the detail, I divided the research into 9 sequences: meeting 1, after meeting 1 and before meeting 2, meeting 2, after meeting 2 and before meeting 3, meeting 3, after meeting 3 and before meeting 4, meeting 4, after meeting 4 and

before meeting 5, and meeting 5. The outline of the research could be seen in the following table:

**Table 4.2 Outline of each Activity of the Research**

Activity	Time Sequence	Teaching and Learning Process
PRE-TEST	Meeting 1	<ul style="list-style-type: none"> <li>• Teacher introduces herself and the materials.</li> <li>• Students do the pre-test.</li> <li>• The observer observes the students' behavior.</li> <li>• The teacher collects and copies the students' writings, then gives them back.</li> <li>• The teacher collects students' Facebook addresses, then lists them as the members of Facebook group "StoryBox".</li> <li>• The teacher asks the students to upload their writing on "StoryBox" and to do peer review.</li> </ul>
CYCLE 1	After meeting 1 and before meeting 2	<ul style="list-style-type: none"> <li>• The students post their writing to "StoryBox" and do peer review. The teacher also reviews their writing through "StoryBox".</li> </ul>
	Meeting 2	<ul style="list-style-type: none"> <li>• The teacher and the students discuss students' common error in pre-test.</li> <li>• The teacher explains more on the materials which haven't been mastered well by students.</li> <li>• Students revise and upload their writing.</li> <li>• The observer observes the students' behavior.</li> <li>• The teacher gives homework to study the materials uploaded on "StoryBox".</li> </ul>
	After meeting 2 and before meeting 3	<ul style="list-style-type: none"> <li>• The teacher uploads materials about recount text on the theme "Unpleasant Experience".</li> <li>• The students study the materials.</li> </ul>
	Meeting 3	<ul style="list-style-type: none"> <li>• The teacher explains materials about recount text.</li> <li>• The teacher gives example of recount text about unpleasant experience. Then, the teacher and the students discuss the vocabularies, grammar, punctuation, generic structure, and language features of the text.</li> <li>• Students do the formative test.</li> <li>• The observer observes the students' behavior.</li> </ul>

Activity	Time Sequence	Teaching and Learning Process
<b>CYCLE 2</b>	<b>After meeting 3 and before meeting 4</b>	<ul style="list-style-type: none"> <li>• Students do peer review on their formative test. The teacher also reviews their writing.</li> </ul>
	<b>Meeting 4</b>	<ul style="list-style-type: none"> <li>• The teacher and the students discuss students' common error in formative test.</li> <li>• The teacher explains more on the materials which haven't been mastered well by students.</li> <li>• Students revise and upload their writing.</li> <li>• The observer observes the students' behavior.</li> <li>• The teacher gives homework to study the materials uploaded on "StoryBox".</li> </ul>
	<b>After meeting 4 and before meeting 5</b>	<ul style="list-style-type: none"> <li>• The teacher uploads materials about past tense and recount text on the theme "My Holiday".</li> <li>• The students study the materials.</li> </ul>
	<b>Meeting 5</b>	<ul style="list-style-type: none"> <li>• The teacher explains materials about past tense.</li> <li>• The teacher gives example of recount text on the theme "My Holiday". Then, the teacher and the students discuss the vocabularies, grammar, punctuation, generic structure, and language features of the text.</li> <li>• Students do the post-test.</li> <li>• The observer observes the students' behavior.</li> <li>• Students fill the questionnaire.</li> </ul>

In this research, I used Facebook in teaching recount text. Facebook made the teaching learning process run easier. It attracted the students to actively participate during the teaching learning process. During the teaching learning process, I acted as a teacher. Here are the steps in implementing Facebook in the teaching and learning process:

- (1) Preparing the material about recount text.

The material about recount text was prepared then posted in the Facebook group "StoryBox". The students had to open the group first and try to

comprehend the material. From the provided material, the students obtained the information about recount text. Therefore, the students learnt by reading the material on the “StoryBox”. It aimed to give the students basic comprehension about recount text before learning it with the teacher at school. Whenever they had difficulties in understanding the material, they could ask the teacher to help them solve it. There was no need to wait for the class to ask the teacher about the difficulties. Students could ask the teacher directly at the moment by commenting on the material either having a chat with the teacher to consult about their problems.

(2) Reviewing the materials

Besides asking the students to read the material in “StoryBox” by themselves, I also explained it to them in the class. This step does not only help the students to get a better understanding about recount text, but also help them to solve their problems and difficulties in learning it. In this step, I also discussed the example of recount text which had been posted in “StoryBox” and asked the students to observe and analyze the generic structure as well as the language features.

(3) Asking each student to write a recount text.

After discussing the material and the example of recount text, I asked each student to write a recount text based on the given theme. I prepared the theme for each test: “Unforgatteble Moment” for pre-test, “Unpleasant Experience” for formative test, and “My Holiday” for post-test. Then the students had to make their own recount text and post it to the “StoryBox”.

(4) Giving feedback

After posting the recount text, each student got review from me. The students were also asked to do peer review. It aimed to make the students able to recognize errors made by their friends so that they could give correction and advice to each other. Furthermore, the peer review activity was supposed to provide the students as much feedback as possible so that they could realize their errors and write better later. There were 32 students in class X 2. I divided them into eight groups of four. Each students had to review the recount texts written by friends from the same group by commenting on it. They might also comment on recount texts made by friends from different group. The comment was based on the given criteria of organization, content, grammar, punctuation and spelling, and style. The guideline for the peer review can be seen in Appendix 7 (page 141). Besides reviewing, the students were also asked to read their friends' recount texts as many as possible and "like" whichever text they liked.

(5) Asking each students to revise their recount text

After getting review from me and their friends, each student read and studied the review. At school, I displayed the students' common errors and gave explanation about how it should have been. Finally, the students were asked to revise their texts to be the better ones.

## **4.2 Detail Results**

This part explains in detail the data collection during the pre-test, cycle 1, and cycle 2 together with the analysis of pre-test, formative test, and post-test. Furthermore, the analysis of observation sheet and questionnaire were also presented.

### ***4.2.1 Pre-Test***

Before applying the action research and giving some treatments to the students, I gave a pretest to determine students' basic ability in writing recount text. The pre-test was conducted on the first meeting of the whole research, Monday, April 29<sup>th</sup>, 2013. It was started from 08:30 a.m. until 09:15 a.m. It was attended by 32 students of grade X 2 SMA N 1 Kajen.

Before giving pre-test, I asked the students some questions related to their unforgettable experiences in the past. I also asked whether they had ever tried to tell the experience in spoken or written form. After that, I asked them some questions related to recount text to help them regain the material about it. Finally, I told them to do pre-test to write a recount text on the theme "Unforgettable Moment". The instrument for the pre-test can be seen in appendix 4 (page 138).

Done writing their recount texts, the students submitted the papers to me. I copied them at the school copy center. I kept the authentic ones to be analyzed and gave back the copies to the students. I gave homework to the students to type and post their recount text on "StoryBox". After that, they were asked to do peer review on their friends' recount text. I also reviewed on their works.

#### 4.2.1.1 Analysis of the Pre-Test Result

I read the students' work on pre-test and scored it based on Brown and Bailey analytic scale for rating composition tasks. Brown and Bailey analytic scale measures five aspects. The first aspect is organization. It deals with generic structure of the text. The second aspect is content which deals with logical development of ideas of the text. The third component is grammar. The fourth components are punctuation, spelling, and mechanics. The last components are style and quality of expression which mostly dealt with vocabulary.

In calculating the students' score, I summed up the score of those five aspects. From the calculation, I found that there were two students who got the lowest score in pre-test. That was 60. While the highest was 81, scored by only one student. The list of the students' score in pre-test can be seen in appendix 12 (page 150).

After calculating the scores, I counted the average of students' score using the formula taken from Tuckman (1978:250):

$$\begin{aligned} \text{The average of students' score} &= \frac{\text{The total of the students' score}}{\text{The total number of students}} \\ &= \frac{2168}{32} \\ &= 67.75 \end{aligned}$$

After finishing the scoring of students' pre-test, I classified the result based on the English minimum score (KKM = Kriteria Ketuntasan Minimal) of SMA N 1 Kajen. Based on the minimum score, the tenth grade students of SMA N 1 Kajen had to achieve minimally 75 in English subject. The classifications can be seen in table 4.3.

**Table 4.3 The Classification of Students' Pre-Test Score  
Based on English Minimum Score of SMA N 1 Kajen**

Score	Frequency	Classification
< 75	26	Incomplete
75	0	Complete
> 75	6	Complete

From the classification based on the minimum score of English subject, there were 26 students got mark under 75. It means that those 26 students failed to fulfill the English minimum score. Moreover, the average of students' pre-test score was only 67.75. It was far lower than the minimum score which was 75. In short, the students' scores were still low.

Furthermore, there were five aspects to be considered in scoring the students' writing skill. They were organization; content; grammar; punctuation, spelling, and mechanic; and style and quality of expression. The average of students' score in each aspect can be seen in the table 4.4.

**Table 4.4 The Average of Students' Score in each Aspect in Pre-Test**

No.	Aspects	Average of Students' Score
1.	Organization	14.50
2.	Content	14.375
3.	Grammar	12.375
4.	Punctuation, spelling, and mechanic	14.50
5.	Style and quality of expression	12.00

The table shows that the weak aspect for most students were style and quality of expression and grammar. These two aspects of writing skill could be said as the most difficult aspects that the students got in writing class. However,

some of the students were also weak in other aspects like content; organization; and punctuation, spelling, and mechanic. The detail explanation of each aspect will be discussed one by one below.

The first aspect is organization. The average score of this aspect was 14.50. Actually most students had provided the text with title, orientation, events, and reorientation. However, they were still confused to organize the text well. It made the communication interfered. The students had problems in many things. Although they knew the theory of recount text well, they failed to apply it in form of writing. Some students picked up title which did not represent the text well. Some of them did not give clear separation between orientation, events, and reorientation. The orientation did not completely answer the questions of “who/what”, “when”, and “where”. In the events part, their problem with the order of ideas could obviously be seen. The order of ideas was chaotic. Actually their ideas were clear. However, it was not coherent. This made their writing difficult to understand. In the reorientation part, all students had put the conclusion of the events and their feeling about them. It means that they had been able to conclude their recounts well.

The average score of content aspect was 14.375. This aspect deals with the development of ideas in students’ writing. One of the problems faced by most students in this aspect was the lack of ideas. Some of them failed to regain their memories to be written. The others still had the memories but they felt difficult to express them in their writing. Another problem was the students’ inability in developing ideas into sentences. Most students only wrote the point of each idea

without adding supporting sentences. This made the ideas were not fully developed, and the draft of the recount text was short.

In the aspect of grammar, the average score was only 12.375. The students' mastery of grammar was still low. Most of students did grammatical errors in writing their recount texts. Some of the errors in pre-test can be seen in the samples of students writing in pre-test in Appendix 21 (page 164). In pre-test, many students failed to differentiate the use of verb, noun, and adjective. In their writing, I found many adjectives and nouns that were used like verbs. Many students repeatedly changed the adjectives and nouns into past form by adding –ed. The example can be found in a sentence from student 6 (S-06): *I was very gladed and happied*. It should have been written *I was very happy and glad*. Some verbs were also used as if they were adjective. For example, the sentence *they were smile* (S-02) which should have been written *they smiled*. Students also failed to differentiate passive form from active one. It could be seen in student 9's writing: *we was eat again* and *I was taken a bath*. They should have been written in active form. There were many errors in sentence structure like the sentences *I can to playing with my brother in the holiday* and *My brother has hobby is playing badminton* (S-23). They also failed to use past tense in retelling their experience. For example, student 06 wrote *leaved* instead of *left*. Some of them used the wrong *to be* or even did not put any *to be* where it should have been put. The example can be seen in sentences *we was tried* (S-06) and *All my friends afraid, This question very difficult, and This experience very embarrassed* (S-03). They should have been written *we were tired, All my friends were afraid, This*

*question was very difficult*, and *This experience was very embarrassing*. The other errors were found in *the my class* (S-03), *to spent*, *to bought*, *to paid*, *to cried* (S-02), and *could meet return them* (S-06). Consequentially, the students' grammar mastery was poor and it needed to be improved.

Furthermore, a lot of students ignored the punctuation, spelling, and mechanic of their writing. The average score of this aspect was only 14.50. The student disability in using proper punctuation can be seen in the sentence *Last holiday, after National examination, I can a surprise from my big family, because my brother distant came to my home* (S-23) and *finally, after we was tired, we was eat again and we taken a bath after that we came back to home* (S-09). The sentences were too long. The writers ignored to put period between ideas; she put commas instead. Some students ignored the importance of using capital letters. The errors in spelling were found in writing the words *surprise* (S-02), *tried*, *when* (S-09), and many more.

The last aspect is style and quality of expression. The average score of this aspect was 12.00. Vocabulary is an important component in this aspect. The problem that the students faced here was the difficulty in choosing the appropriate vocabulary. The example could be found in the sentence *My best friend source in Tabanan* (S-06), *At rest, my civic teacher came* (S-03), *I can a surprise*, and *I can accident* (S-23). The word *source* in *My best friend source in Tabanan Bali* should have been replaced by *came from*; the word *rest* in *At rest, my civic teacher came* should have been replaced by *break time*; and the word *can* in *I can a surprise* and *I can accident* should have been replaced by *got*. When they did

not know the words in English, they just looked up their dictionary and chose the first word that they saw without checking the part of speech of the word. As a result, they repeatedly misused some vocabulary. The example can be seen in the sentences *It could proof that all my best friend love me* (S-02) which should have been written *It could prove that all my best friend love me, we collection of snail* (S-09) which should have been written *we collected snails, and the answer was correction by friend* which should have been written *the answer was corrected by friend*. Moreover, there were students who wrote vocabulary which do not exist in English such as *hight* in *The tree was very hight* (S-23).

From the result of the pre-test, it could be said then that the students needed some treatments to improve their skill in writing recount text.

#### **4.2.2 Cycle 1**

Cycle 1 was done after the first meeting until the end of the third meeting of the research. To give detail explanation, I divided the cycle into four time sequences: after meeting 1 and before meeting 2, meeting 2, after meeting 2 and before meeting 3, and meeting 3.

The time after meeting 1 and before meeting 2 means the time after the students got the English lesson in the first meeting until before the students had the English lesson in second meeting. At this juncture, I invited the students to be the member of “StoryBox”. Some students who had already been the member helped me to invite their friends to the group. The students who had been the member would be able to post their recount text on “StoryBox”. The treatment of cycle 1 began at this stage. After the students posted their recount text on

“StoryBox”, I read and gave comments and suggestions on their posts. Students also commented on their friends’ posts. Unlike the class activity in which they seemed to be passive, the students tended to be more active in Facebook. They looked enthusiastic in commenting on their friends’ recounts. Even the shy ones were active in this activity. Many of them could recognize the errors made by their friends and suggest for the better writing; some of them just commented by saying “good writing”, “I like the story very much”, “that’s funny”, “too bad”, and even “bad story”; and a few of them did not comment on their friends posts. Not only commented on others’ posts, the students also pressed “like” button on any story they liked.

In the second meeting of the research or first meeting of the cycle 1, Saturday, May 4<sup>th</sup> 2013, the students’ common errors in pre-test were discussed. During the discussion, I used PowerPoint presentation to help me convey the material. The common errors covered the aspects of grammar and style and quality of expression. Most of the students still had difficulties in grammar aspect in which they could not use the past tense appropriately, arrange the sentence in good structure, and use passive and active sentences precisely. In the aspects of style and quality of expression, students’ errors including the inability to choose the proper vocabulary and differentiate verb, adjective, and noun. Few students were also lack of capability in using good punctuation. In every explanation of each error, I inserted the examples of students recounts. Then, the students together with me pointed the errors on that recount and discussed how it should have been. Almost all students paid attention during the discussion. But only few

of them were curious enough to ask questions related to their errors in making recount text.

After the discussion was over, students were asked to revise their work and posted it to Facebook. The students were also given homework to study the materials uploaded by the teacher on the Facebook group “StoryBox”.

At the time after meeting 2 and before meeting 3, which means the time after the students got the English lesson in the second meeting until before the students had the English lesson in third meeting, I uploaded the materials. The materials consisted of the definition, the generic structure, the language features, and the example of recount text. The example of recount text which was given was on the theme “Unpleasant Experience”. The print screen of the material can be seen in Figure 4.1.

In the third meeting of the research or second meeting of cycle 1, Monday, May 6<sup>th</sup>, 2013, the materials which had been uploaded on the Facebook group was explained by me. I used PowerPoint presentation to help me deliver the material.

The students paid attention to the explanation of the material well. Generally, most of them had acknowledged it since they had learnt about this on the previous semester. After the explanation, I asked the students to discuss the example of recount text entitled “My Worst Experience”. The discussion covered the organization, content, grammar, punctuation, and vocabulary usage of the text. The discussion ran well.

The screenshot shows a Facebook group page titled "Recount Text". The page content includes:

- What is Recount Text?**: Recount text is a piece of text that retells past events for the purpose of informing and entertaining.
- Generic Structure of Recount Text**:
  1. Recount text consists of three parts: orientation, events, and re-orientation. Orientation is the opening of recount which provides the information about the setting (when and where) and the participants (who) of the text.
  2. Events is a paragraph or paragraphs that retell the events in the order in which they happened.
  3. Re-orientation concludes the events and tells the writer's personal comment, this part is optional.
- Language Features of Recount Text**:
  1. specific participants (noun or pronoun) to identify the participant of the recount texts, e.g. When *I* was planning *my* trip, *I* looked for the cheapest airfare to Europe.
  2. circumstances of time and place to identify the setting of the texts, e.g. My first trip *abroad* was very exciting. When I was planning my trip, I looked for the cheapest airfare to *Europe*.
  3. past tense to retell the past events, e.g. When I *was planning* my trip, *I looked for* the cheapest airfare to Europe.
  4. temporal sequence to show the order of the events, e.g. *On the day I left*, I was excited and also a bit nervous because this was going to be my first trip without my parents.
- My Worst Experience**:
 

My worst experience happened on an airplane about five years ago. It was in the summer. I was flying from Guadalajara to Mexico City. When the plane took off from Guadalajara, the wind was blowing, and it was raining hard. I was a little nervous.

The plane was all right for about 30 minutes. I was listening to the music on the airplane's radio. Many people were talking. The stewardesses were serving drinks to the passengers.

Suddenly, lightning struck one of the engines. The plane dropped rapidly. Some people were screaming, and the stewardesses were falling down.

My heart was beating very fast. I thought I was going to die. But after about 30 seconds, the pilot started the engine.

We landed safely. But I will never fly again when the weather is bad.
- How about your own bad experience? Do you have any?**
- Recent changes**: A list of updates from other members.
- Ad Hidden**: A yellow box asking for feedback on hidden ads.
- Why did you hide it?**: A poll with options: Uninteresting, Misleading, Sexually explicit, Against my views, Offensive, Repetitive, Other.
- Harga Hp Seken Saat Ini**: An advertisement for a cheap mobile phone.

Figure 4.1 The Material about Recount Text

Source: <https://www.facebook.com/groups/528739430517124/doc/538708419520225/>

After the students understood and there were no questions about the material, I asked the students some questions related to their unpleasant experiences in the past. Some of the students answered the questions actively. Many of them answered with soft voice that almost could not be heard. However, most of them just looked at me and said nothing. I picked three students from those categories and asked them to recount their unpleasant experience orally. At first, it was hard for them to tell their story. They were confused about which story that would be told. After deciding the story, they felt difficult to convey the story in English. They told the story nervously by mixing English clauses with

Indonesian words. I helped them to choose the proper English vocabularies. I also repeated their sentences using the proper structure to be modeled by them.

After those three students completed their story, I asked all students to do formative test to write a recount text on the theme “Unpleasant Experience”. To help them deal with the problem with vocabulary usage, I gave them list of vocabularies consisted of sequential words, verbs, adjectives, nouns, and adverbs. The verbs were presented in the form of verb 2 to ease the students write the text in past tense. I also allotted a piece of recount planner for each student to help them organize their writing. The recount planner can be seen in appendix 8 (page 142). The formative test was started from 08:30 a.m. until 09:15 a.m. It was given in order to measure the students’ writing ability after given the treatment in cycle 1. The instrument for the formative test can be seen in appendix 5 (page 139).

#### 4.2.2.1 Analysis of the Formative Test Result

I did the same procedures in analyzing the result of the formative test. The students’ posted their writing on formative test on “StoryBox”. Then, I opened the page and read their writing carefully. Finally I scored it one by one using Brown and Bailey analytic scale for rating composition tasks.

From the calculation I found that the lowest score of the students in formative test was 67; it increased 7 points from pre-test. There were 2 students who got 67. The highest score, 83, increased 2 points from pre-test. Only one student got this mark. The list of the students’ score in formative test can be seen in appendix 13 (page 151).

In calculating the average score of formative test, I used the same formula taken from Tuckman (1978:250):

$$\begin{aligned} \text{The average of students' score} &= \frac{\text{The total of the students' score}}{\text{The total number of students}} \\ &= \frac{2384}{32} \\ &= 74.5 \end{aligned}$$

I also classified the result of students' formative test based on the English minimum score of SMA N 1 Kajen as shown in the table 4.5:

**Table 4.5 The Classification of Students' Pre-Test Score Based on English Minimum Score of SMA N 1 Kajen**

Score	Frequency	Classification
< 75	18	Incomplete
75	3	Complete
> 75	11	Complete

From the classification, there were 18 students who got mark under 75 in formative test. In pre-test, there were 26 students who could not reach 75. It means that the number of students who were able to fulfill the English minimum score increased 8 from the pre-test. Moreover, the average of students' pre-test score became 74.5; it increased 6.75 points from pre-test which was 67.75. These improvements showed that the treatment of teaching writing recount text using Facebook was useful. However, the improvement of students score was not good enough. 18 students still could not pass the test. Their formative test scores were lower than the minimum score. In addition, the average of the students' score in formative test was also still lower than the minimum score of English subject.

With regard to the average of the aspect of organization; content; grammar; punctuation, spelling, and mechanic; and style and quality of expression; the students' writing skill in formative test improved from the result of pre-test. The result of those aspect in formative-test can be seen in table 4.6.

**Table 4.6 The Average of Students Score in each Aspect in Formative Test**

No	Aspects	Average of Students' score
1.	Organization	15.50
2.	Content	15.50
3.	Grammar	13.875
4.	Punctuation, spelling, and mechanic	15.00
5.	Style and quality of expression	14.625

In the aspect of organization, the average score in formative test was 15.50. It increased 1 point from pre-test which was 14.50. In formative test, the students had considered to organize their text well. The use of recount planner helped them in organizing the ideas into united writing. They had put the orientation, events, and reorientation in sequence. The ideas in their writing flew smoother because they had used sequential words such as first, then, next, after that, finally, etc. Only small number of the students still did mistakes; they did not use sequential words to keep their ideas coherent.

The average score of content aspect was 15.50. It increased 1.125 from the average score of pre-test which was 14.375. The problem faced by most students was not about the ideas anymore. The use of recount planner helped them in arranging the ideas orderly. The most difficult problem was still about the students' inability in developing ideas into sentences. Some students had started to

add supporting ideas but most of them still only wrote the point of each idea without adding supporting sentences.

In the aspect of grammar, the average score increased 1.5 point from 12.375 became 13.875. The students' mastery of grammar was still low. The problems found in their writing were the same with that in pre-test. However, the number of mistakes found much decreased. Their writing was getting easier to understand. In short, there was improvement in grammar aspect, but it still needed to be improved more.

The average score of the aspect of punctuation, spelling, and mechanic were 15.00. It increased 0.50 point from the average score of this aspect in pre-test which was 14.50. The student disability in using proper punctuation decreased. They started to be more careful in using punctuation. Some of them still ignored the use of capital letter in starting new sentences. The errors in spelling were still found in their writing. It was caused by their laziness in checking out the spelling of words in dictionary.

In the last aspect, style and quality of expression, the students' problems decreased. It was proved by the average score which increased 2.625 point from 12.00 became 14.625. Students' awareness of style in writing improved. They learnt new vocabularies by reading their friends' writing on "StoryBox". Moreover, students' difficulty in choosing proper vocabularies were helped by the list of vocabularies given by me. However, the number of vocabularies given in the list were limited. So that the students were expected to bring along their

dictionary in case they need other words that they could not find in the vocabulary list. Yet, many of them did not bring their dictionary.

I concluded that the students' writing skill in cycle 1 improved. However, the students need more treatments to make them improve their skill in writing recount text more.

#### **4.2.3 Cycle 2**

Cycle 2 was done after the third meeting until the end of the fifth meeting of the research. To give detail explanation, I divided this cycle into four time sequences: after meeting 3 and before meeting 4, meeting 4, after meeting 4 and before meeting 5, and meeting 5. I revised my lesson plan into a better one to gain more improvements in cycle 2.

The treatment of cycle 2 began after the students posted their recount text they made for formative test on "StoryBox" in the time after meeting 3 and before meeting 4. I read and gave comments and suggestions on their posts. Generally, their writings were better than that on pre-test. Students also commented on or liked their friends' posts like what they did in cycle 1. From their activeness in commenting on their friends' posts, it can be inferred that the students felt more comfortable in criticizing and giving suggestion to others' work on Facebook.

In cycle 2, I developed my lesson plan into a better one since the result of the previous cycle was not satisfactory enough. In cycle 1, the students and I discussed their common errors in pre-test. I showed some of students' works as the example of errors made by the students. The students whose recount texts were displayed would know that they made errors and needed to revise it. But

students whose text were not displayed would need to think hard whether their text contained errors or not. Some of them even did not realize that they made some of the mentioned errors. As a result, they missed to change some part while revising their text. For that reason, I changed the way of discussing students' errors in cycle 2.

In cycle 2, I did not discuss the students' common errors, but reviewed the their recount text one by one. This step was done in the fourth meeting of the research or first meeting of cycle 2, May 11<sup>th</sup> 2013. In this meeting, the students' recount texts were displayed one by one using LCD projector. I reviewed the errors made by each student in every single text. Of course it consumed longer time than just reviewing the common errors made by the whole students. Then, the students together with me pointed the errors on every text and discussed how it should have been. Almost all of the students paid attention during the discussion, especially when their own text was discussed. Most of them were enthusiastic during the activity. They curiously and actively asked me some questions related to the errors in their text.

The result of the formative test showed that the students still had difficulties in all aspects of writing. Their problems were still the same with that on the previous test. However, the number of the students who did the mistakes either the number of the mistakes itself decreased from the pre-test.

After the discussion was over, students were asked to revise their work and posted it on "StoryBox". They were also given homework to study the materials about past tense and example of recount text on the theme "My Holiday". I

uploaded the materials at the time after meeting 4 and before meeting 5. The print screen of the material can be seen in figure 4.2 and 4.3.



**Figure 4.2 The Material about Past Tense**

Source: <https://www.Facebook.com/groups/528739430517124/>

In the fifth meeting of the research or second meeting of cycle 2, Monday, May 13<sup>th</sup> 2013, the materials which had been uploaded on the Facebook group were explained by me.

I explained the material about simple past tense first. It was a Macromedia Flash file which presented the material of past tense with clear and brief explanation and examples together with animation and sound. The students paid attention to the explanation of the material well. Actually, all of them had learnt simple past tense from junior high school. However, they could not apply it well in their recount. I chose the Macromedia Flash file to attract students' attention and help them comprehend the material well.

← → ↻ <https://www.facebook.com/groups/528739430517124/> 🔍 ☆ ⋮

 MY HOLIDAY

Read the following text.

GOING TO THE BEACH

I always love beach so when my father decided to go to the beach last weekend I agreed at once. I brought everything I need at the beach like swimming suit, towel, sun glasses, and hat.

Arriving at the Anyer beach, I rushed to the beach to catch the sunset. Watching the red sky in the horizon and the sun went down slowly was amazing. The hotel for us to stay was small and clean. The hotel staff were so friendly. And the most important is its location was near the beach.

Early in the morning I walked along the beach. I found a beautiful place to lie. I enjoyed the sunrise while lying on the sand. My mom brought my breakfast. A moment later I decided to learn to surf. I hired a surfing board. I found that surfing is not easy at all. I fell many times but it was fun. I played in the water all day. I loved every minute of my holiday there, the whole relaxing atmosphere was fabulous and real change from my usual busy life.

In the afternoon we came back home. I felt fresh and ready to do my daily activities.

Now, it's your turn.

What did you do last holiday? Where did you go? With whom did you go? What did you see there? What did you do there? Did you enjoy it?



Like · Comment · Unfollow Post · 12 May at 09:39

 this.  like  Seen by everyone

 Write a comment... 

**Figure 4.3 The Material about Recount Text Example “My Holiday”**

Source: <https://www.Facebook.com/groups/528739430517124/>

Example of recount text on the theme “My Holiday” was presented using PowerPoint presentation. Students read the text entitled *Going to the Beach*. After that, they discussed the organization, content, grammar, punctuation, and vocabulary usage of the text. The discussion ran well.

After the students understood and there was no more question about the material, I asked the students some questions related to their holiday. All students answered the questions, mostly by whispering. I picked two students and asked them to recount their experience on the last holiday orally. They looked confident enough to tell the story. However, they were confused about which story that would be told. After deciding the story, they felt difficult to convey the story in English. However, they kept trying to speak even by mixing English clauses with Indonesian words. I helped them to choose the proper English vocabularies to replace the Indonesian words. I also repeated their sentences using the proper structure to be modeled by them.

After those two students completed their story, I asked all students to do post-test to write a recount text on the theme “My Holiday”. The post-test started from 08:30 a.m. until 09:15 a.m. It was given in order to measure the students’ writing ability after given the treatment in cycle 2.

Like what I did in the formative test, I gave them list of vocabularies consists of sequential words, verbs, adjectives, nouns, and adverbs to help them deal with the problem with vocabulary usage.

The instrument for the formative test can be seen in appendix 6 (page 140).

#### 4.2.3.1 Analysis of the Post-Test Result

In analyzing the result of the post-test, I opened the Facebook group “StoryBox” and read students’ writing carefully. Finally, like what I did to the pre-test and

formative test results, I scored the students' post-test results one by one using Brown and Bailey analytic scale for rating composition tasks.

From the calculation I found that the lowest score of the students in post-test was 75; it increased 8 points from formative test. There were 4 students who got 75. The highest score was 89; it increased 6 points from the highest score in formative test. Only one students who got this mark. The list of the students' score in post-test can be seen in appendix 14 (page 152).

In calculating the average score of formative test, I used the same formula taken from Tuckman (1978:250):

$$\begin{aligned} \text{The average of students' score} &= \frac{\text{The total of the students' score}}{\text{The total number of students}} \\ &= \frac{2536}{32} \\ &= 79.25 \end{aligned}$$

I also classified the result of students' formative test based on the English minimum score of SMA N 1 Kajen as follows:

**Table 4.7 The Classification of Students' Pre-Test Score Based on English Minimum Score of SMA N 1 Kajen**

Score	Frequency	Classification
< 75	0	Incomplete
75	4	Complete
> 75	28	Complete

From the classification based on the minimum score of English subject, surprisingly none of the students got mark below 75. There were 4 students who got 75 and 28 students who got more than 75. It means that all of the students were able to fulfill the English minimum score of SMA N 1 Kajen. Moreover, the

average of students' score in post-test improved to 79.25. It means that the average score also fulfilled the English minimum score.

The average score of post-test was 79.25; it increased 4.75 points from the formative test. Initially, their average score in pre-test was 67.75, then it became 74.5 in formative-test, and finally it reached 79.25 in post-test.

Those improvements showed that the treatment of teaching writing recount text using Facebook was useful. It was really helpful to improve the students' writing skill, especially writing recount text. It was proven by their average score which passed the minimum score of English subject in SMA N 1 Kajen which was 75. Moreover, the improvement of students' achievement was significantly satisfying. Initially, in pre-test there were 26 students could not pass the minimum score. The number of the students who failed decreased into 19 students in the formative test. And finally, all of the students successfully passed the minimum score in post-test.

The improvements of students' writing skill can also be seen from the average of the aspects of organization, content, grammar, punctuation, and style and quality of expression of post-test.

**Table 4.8 The Average of Students' Score in each Aspect in Post-Test**

No	Aspects	Average of Students' score
1.	Organization	16.50
2.	Content	16.00
3.	Grammar	15.00
4.	Punctuation, spelling, and mechanic	16.00
5.	Style and quality of expression	15.75

In the aspect of organization, the average score in post-test was 16.50. It increased 1 point from formative test which was 15.50. In post-test, the students had considered to organize their text better than before. They had put the orientation, events, and reorientation in good sequence. All students had used sequential words to keep the ideas coherent. The students made good improvement during the whole research. At first, they made mistakes in organizing the orientation, events, and reorientation; but gradually they fixed it and finally they could make well-organized writing.

The average score of content aspect increased 0.5 from the average score of formative test which was 15.5. It scored 16.00 in post-test. Most students had tried to add supporting ideas to develop ideas into good writing.

In the aspect of grammar, the average score increased 1.125 point from 13.875 in formative test became 15.00 in post-test. The students' mastery of grammar improved, especially in the use of past tense to retell past events. The number of mistakes found in students' writing decreased significantly.

The average score of the aspect of punctuation, spelling, and mechanic in post-test were 16.00. It increased 1.00 point from the average score of this aspect in formative test which was 15.00. In post-test, the student were able to use punctuation mark, capital letters, and spelling properly. Some errors in spelling were still found.

In the aspect of style and quality of expression, the students' average score increased 1.125 point from 14.625 in the formative test became 15.75 in post-test. Students' mistakes dealing with vocabulary decreased significantly. They were

happy to learn new vocabularies from their friends' writing. For them, learning with Facebook felt like playing with their friends online. They were glad as they played and their writing skill improved as they learnt to write. Their problems with vocabulary usage were also overcome by their activeness in looking up the list of vocabularies and dictionary.

#### ***4.2.4 Analysis of Observation Sheet***

Classroom observation sheet was used to observe students' behavior during the teaching learning process. Students' behavior was observed by the English teacher. The behavior was observed to find out the students' motivation in learning writing recount texts. The aspects which were observed covered the students' attention to the teacher's explanation, the students' active participation during the lesson, the students' positive response towards the media, the students' interest in writing recount text, and the students' seriousness in writing recount text. The observation sheet then be analyzed to see the students' behavioral changes in the learning process.

##### **4.2.4.1 The Students' Attention to the Teacher's Explanation**

The first indicator was students' attention to the teacher's explanation. There were 16 students paid attention to the teacher's explanation during pre-test. 16 students did not pay attention to the lesson. They just gave blank stare, played their cellphone, made some noises, and even talked with their classmates.

In cycle 1, the number of students who paid attention increased. 20 students paid attention to my explanation during the treatment. In this cycle I gave treatment which was reviewing their common errors in pre-test. Most of students

enjoyed and paid attention to my explanation. However 12 students still did something else such as talked with their friends, played cellphones, and did their homework but paid attention to the lesson.

In cycle 2, 26 students paid attention to the explanation and the material seriously. In this cycle, I reviewed students' writing on formative test one by one. Most of them paid attention to my explanation, especially when their own writing was reviewed. Even, they asked questions about each writing then took notes about it. However, few of them still made some noises and talked to each other about everything out of the lesson.

Overall, the result of observation sheet showed that the students' attention towards the explanation increased from pre-test, cycle 1, until cycle 2.

#### 4.2.4.2 The Students' Active Participation during the Lesson

The second indicator which was observed was the students' active participation during the lesson. It covered students' activeness in asking question, answering questions, giving opinions, etc. Initially, the students' activities were very poor. There were only 5 students who were active in asking me or answering my questions related to the material during the pre-test. When I asked them to say something about their unforgettable moment, none of them was willing to.

Based on the observation in cycle 1, the number of students who were active increased to 13 students. They were curious when I showed them the common errors and some texts contained those errors. Some of the students actively asked question about the errors and how to correct it. Moreover, they were more enthusiastic in asking and answering questions related to the material

which was recount text on the theme “Unpleasant Experience”. When I asked three of them to tell their unpleasant experience, they were willing to tell it. However, 19 of students still kept silent, said in whisper, or talked with their friends.

The result of the observation of cycle 2 showed that the number of students who were active increased from 13 to 21. In cycle 2, the students had been accustomed to have discussion with the teacher, so they were more confident in asking question, answering question, and giving opinions. They paid attention to my explanation while I was reviewing their writing one by one. Moreover, they had courage for asking about certain part in their own writing which had not been clear yet for them. They actively asked questions about the errors and how to correct it. The students were also more enthusiastic in asking and answering questions related to the material which was recount text on the theme “My Holiday”. Two students who were asked to tell their holiday experience told it confidently.

Overall, the result of observation during pre-test, cycle 1, and cycle 2 proved that the treatment was useful to make students more active in the teaching and learning process.

#### 4.2.4.3 The Students’ Positive Response towards the Media

The third indicator was students’ positive response towards the media. In pre-test, the media of writing was paper. The students responded negatively to the media. They looked bored when they were asked to do pre-test on a piece of paper. Only 5 students were interested to write. The rests were not interested to write at all.

There was no fun in writing on paper. Students need more attractive and interesting media to enhance their motivation to write.

Having bored with tasks of writing, the students were really curious and interested when they were introduced to the use of Facebook as media of writing. In cycle 1, the number of students who responded the media positively increased. There were 15 students who showed happy faces while writing for the formative test. It showed that the students' were interested in that new writing media. Facebook created fun atmosphere to the students. Unlike writing on paper, writing on Facebook enabled them interact with their friends. They could see each other's writing either comment on whichever writing. It made them more creative and imaginative. However, there were 17 students who were not enthusiastic with the use of Facebook. They thought it was bothersome to write on paper then type it out and post it on Facebook

In cycle 2, students who showed interest towards the media increased to 26 students. They enjoyed using Facebook in their learning. They felt comfortable to write their experience on Facebook. In addition, they felt freer in commenting on their friends' writing. The use of Facebook was not only interesting, but also helpful for students to cope with problems in writing such as finding ideas, developing content, using appropriate tenses, choosing proper vocabularies, etc. Having realized about the benefits of using Facebook in their learning, students became more enthusiastic in learning with this media.

Overall, the result of observation in the aspect of students' positive response towards the media showed that the use of Facebook as media was responded positively by the students.

#### 4.2.4.4 The Students' Interest in Writing Recount Text

The fourth indicator was students' interest in writing recount text. Writing was something hated by the students at the first time. There were only 5 students who were interested to write in pre-test. When students were asked to write in pre-test, most of them murmured about the task. They were not interested to write at all. Basically, they wrote because they had to, not because they liked it. Consequently, the results of their writing were not satisfying. They wrote carelessly without noticing the aspects of writing.

The students had been bored with writing activity. They needed something new and innovative in their writing class. When they were introduced to Facebook as the writing media, they were really curious and interested to try it. In cycle 1, the number of students who were interested to write increased significantly. There were 14 students who wrote happily during formative test. It showed that the students' interest in writing increased by the use of Facebook. The use of Facebook in their learning interested them to write. In addition, the feedback from teacher and friends motivated them to write better and better.

In cycle 2, students who showed interest in writing increased to 25. Students were glad to use Facebook in their learning. Learning writing with Facebook made them more enjoy. The feeling of fear and boredom in writing was gone. Moreover, the use of Facebook as writing media enabled them to get much

feedback on their writing. The feedback was useful for them in improving the quality of their writing. They became more careful in writing so that they would not repeat doing such errors. Moreover, they were sure they could write better since they had learnt much from their errors in the past. In addition, their skill in writing really improved. As a result, their interest to write much increased.

Overall, the result of observation in the aspect of students' interest in writing recount text increased from pre-test, cycle 1, until cycle 2.

#### 4.2.4.5 The Students' Seriousness in Writing Recount Text

The last indicator was the student' seriousness in writing recount text. Formerly, during the pre-test, there were only 10 students who were serious while they were writing recount text. Many of them were still confused about what to be written. They just opened their book frequently, saw their friends' work, played their cellphone, talked with classmates, and even daydreamed. As a result, most of students who were unserious could not do their writing well.

The number of students who wrote seriously increased to 15 in cycle 1. The students felt that the use of Facebook in their learning was helpful. It helped them deal with problems of tenses, vocabulary, etc. As a result, they could write calmly and seriously. However, 17 students still did not focus on their writing; they did something else such as joked with their friends, played their cellphones, and daydreamed.

In cycle 2, there were 27 students who wrote seriously. In this cycle, the students were getting accustomed to write. They became more careful in writing.

In addition, their writing skill improved, too. Therefore, they became more serious in writing the recount text.

Overall, the result of observation sheet showed that the students' seriousness in writing recount text increased from pre-test, cycle 1, until cycle 2.

#### ***4.2.5 Analysis of Questionnaire***

The questionnaire was distributed to the students on May 13<sup>th</sup>, 2013 after the post-test was conducted. It was aimed to investigate students' perception towards the use of Facebook in teaching recount text. There were 30 items in the questionnaire which were divided into two sections: section A and section B. The items were given in *Bahasa Indonesia* in order to help the students got the best understanding of each item. The computation of the questionnaire result can be seen in appendix 17 (page 155).

##### **4.2.5.1 Section A**

The questionnaire on section A consisted of 27 close ended items about students' perception towards the use of Facebook in teaching recount text. The items in this section were divided into and interpreted based on six general aspects as follows:

##### **(1) Students' perceptions towards recount text and English writing**

Items underlined in this aspect were items number 1 – 5. Item number 1 stated that students liked writing in English subject. The result of the questionnaire showed that 13% of students or 4 students strongly agreed, 63% of students or 20 students agreed, and 25% of students or 8 students disagreed that writing in English subject was likeable. None of them strongly disagreed with that statement.

Item number 2 stated that writing recount text was easier than writing other texts taught in school. 50% of students or 16 students agreed and the rest disagreed with the statement. None of them strongly agreed or strongly disagreed.

Item number 3 stated that the students often faced difficulties in writing recount texts. 28% of students or 9 student strongly agreed, 59% of students or 19 students agreed, 13% of students or 4 students disagreed, 0% of students or none of them strongly disagreed that they often experienced difficulties in writing recount text.

Item number 4 stated that traditional method in learning recount text was not good enough. There were 6% of students or 2 students strongly agreed, 72% of students or 23 students agreed, 22% of students or 7 students disagreed, and 0% of students or none of them strongly disagreed that traditional recount text learning was not good enough.

Item number 5 stated that the students needed more attractive media in learning recount text. 38% of students or 12 students strongly agreed, 63% of students or 20 students agreed, and none of them disagreed or strongly disagreed that they needed more attractive media.

(2) Students' perceptions towards the use of Facebook in their learning

Items underlined in this aspect were items number 6 – 10. Item number 6 stated that Facebook could be benefitted as media in learning recount text. 19% of students or 6 students strongly agreed, 78% of students or 25 students agreed, 3% of students or 1 student disagreed, and 0% of students or none of them strongly

disagreed with the statement. It proved that most of students felt that the use of Facebook in learning recount text brought benefits to them.

Item number 7 stated that the students liked using Facebook as media in learning recount text. From the questionnaire result, there were 19% of students or 6 students strongly agreed, 59% of students or 19 students agreed, 22% of students or 7 students disagreed, and 0% or none of them strongly disagreed with the statement. It proved that most of students felt that using Facebook as learning media was enjoyable.

Item number 8 stated that the use of Facebook as media was very effective. The result of questionnaire showed that most of the students agreed that Facebook was effective to be used in learning recount text. There were 16% of students or 5 students strongly agreed, 63% of students or 20 students agreed, 22% of students or 7 students disagreed, and 0% of students or none of them strongly disagreed with the effectiveness of implementing Facebook in recount learning.

Item number 9 stated that the application of Facebook as media of learning writing recount text was quite easy. The result showed that there were 16% of students or 5 students strongly agreed, 50% of students or 16 students agreed, 34% of students or 11 students disagreed, and 0% of students or none of them strongly disagreed that learning writing recount text using Facebook was easy to be applied.

Item number 10 stated that Facebook was needed to be used in the following class activity. From the result of the questionnaire, there were 9% of

students or 3 students strongly agreed, 75% of students or 24 students agreed, 16% of students or 5 students disagreed, and 0% of students or none of them strongly disagreed with the statement. It meant that it was necessary to use Facebook in writing class.

(3) Students' perceptions towards the use of Facebook to improve their writing skill

Items underlined in this aspect were items number 11 – 15. Item number 11 stated that Facebook helped the students overcome the difficulties in writing recount text. The computation result showed that there were 6% of students or 2 students strongly agreed, 56% of students or 18 students agreed, 38% of students or 12 students disagreed, and 0% of students or none of them strongly disagreed with the statement.

Item number 12 stated that learning with Facebook improved the students' skill in writing recount text. There were 19% of students or 6 students strongly agreed, 53% of students or 17 students agreed, 28% of student or 9 students disagreed, and 0% of students or none of them strongly disagreed that their skill in writing recount text improved after learning using Facebook.

Item number 13 stated that the way Facebook presented the learning material helped the students acknowledge it. The result of the questionnaire showed that 16% of students or 5 students strongly agreed, 56% of the students or 18 students agreed, 28% of the students or 9 students disagreed, and 0% of the students or none of them strongly disagreed with the statement.

Item number 14 stated that teacher and friends' comments helped students revise their writings. The computation of the questionnaire showed that 50% of students or 16 students strongly agreed and the other 50% agreed with the statement. It meant that all students felt that comments on their writing in Facebook were useful to improve their writing quality.

Item 15 stated that the students' writing skill improved by commenting on friends' writing on Facebook. There were 16% of students or 5 students strongly agreed, 81% of students or 26 students agreed, 3% of students or 1 student disagreed, and 0% of students or none of them strongly disagreed with the statement. It proved that the activity of commenting other's writing was useful to improve the students' writing skill.

(4) Students' perceptions towards the efficacy of Facebook supported learning in comparison with traditional learning

Items underlined in this aspect were items number 16 – 19. Item number 16 stated that using Facebook as media of writing recount text was more effective than using paper. From the result of questionnaire, there were 9% of students or 3 students strongly agreed, 50% of students or 16 students agreed, 41% of students or 13 students disagreed, and 0% of students or none of them strongly disagreed that traditional writing media like paper was less effective compared with Facebook.

Item number 17 stated that using Facebook as media of writing in learning writing recount text was more fun compared with using paper. The result of the computation showed that 16% of students or 5 students strongly agreed, 66% of

students or 21 students agreed, 19% of students or 6 students disagreed, and 0% of students or none of them strongly disagreed with the statement. It showed that most of students enjoyed writing recount text on Facebook more than they did on paper.

Item number 18 stated that learning using Facebook enables the students to learn not only in classroom and in school hour, but anywhere and anytime. There were 41% of students or 13 students strongly agreed, 44% of students or 14 students agreed, 16% of students or 5 students disagreed, and 0% of students or none of them strongly disagreed with the statement. It proved that Facebook widened the students' space in learning writing recount text.

Item number 19 states that the students feel freer in commenting on others' writing on Facebook rather than on face to face classroom activity. The computation of the questionnaire showed that 25% of students or 8 students strongly agreed, 63% of the students or 20 students agreed, 13% of students or 4 students disagreed, 0% of students or none of them strongly disagreed with the statement. It meant that Facebook helped the students freer and more confident in stating their opinions.

(5) Students' perceptions towards the efficacy of Facebook exercises

Items underlined in this aspect were items number 20 – 22. Item number 20 stated that assignation through Facebook decreased the possibility of forgetting doing homework. There were 3% of students or 1 student strongly agreed, 53% of students or 17 students agreed, 44% of students or 14 students disagreed, and 0% of students or none of them strongly disagreed with the statements. It proved that

most of students felt that Facebook notification helped remind them about homework they had to do.

Item number 21 states that assignation through Facebook was more various. From the result of questionnaire, there were 19% of students or 6 students strongly agreed, 75% of students or 24 students agreed, 6% of students or 2 students disagreed, and 0% of students or none of them strongly disagreed that Facebook assignation varied.

Item number 22 states that assignation through Facebook made the students had two way communication with others in English, for example by commenting on others' writing. The computation of the questionnaire showed that 31% of students or 10 students strongly agreed, 69% of the students or 22 students agreed, and 0% of students or none of them disagreed or strongly disagreed with the statement. It meant that Facebook helped the students practice communicating in English with their friends and teacher.

(6) Students' perceptions towards the use of Facebook in improving their motivation and feedback in writing

Items underlined in this aspect were items number 23 - 27. The statement number 23 stated that the students felt motivated to write recount text on Facebook. There were 9% of students or 3 students strongly agreed, 50% of students or 16 students agreed, 41% of students or 13 students disagreed, and 0% of students or none of them strongly disagreed with the statements. It proved that most of students were enthusiastic about writing recount text on Facebook.

Item number 24 stated that the use of Facebook increased students' motivation to write. The computation of questionnaire showed that 13% of students or 4 students strongly agreed, 69% of students or 22 students agreed, 19% of students or 6 students disagreed, and 0% of students or none of them strongly disagreed with the statements. It proved that most of students felt motivated to write by the use of Facebook in their learning.

Item number 25 stated that the students felt motivated by others' comments on their writings on Facebook. There were 22% of students or 7 students strongly agreed, 66% of students or 21 students agreed, 13% of students or 4 students disagreed, and 0% of students or none of them strongly disagreed with the statements. It meant that feedback from others built students' motivation to write better.

Item number 26 stated that the students felt motivated by others' liking on their writings on Facebook. The result of questionnaire showed that there were 19% of students or 6 students strongly agreed, 78% of students or 25 students agreed, 3% of students or 1 student disagreed, and 0% of students or none of them strongly disagreed with the statements. It meant that others' liking on students' writing built their motivation to write better.

Item number 27 stated that the students felt motivated to write better since their writing would be read by many people, not only by the teacher. There were 44% of students or 14 students strongly agreed, 53% of students or 17 students agreed, 3% of students or 1 student disagreed, and 0% of students or none of them

strongly disagreed with the statements. It meant that the larger audience provided on Facebook built students' motivation to write better.

#### 4.2.5.2 Section B

Section B of the questionnaire consisted of three open ended questions asking about the advantages got by the students in learning writing recount text using Facebook.

Item number 1 asked whether the use of Facebook as media improved students' skill in writing recount text. There were 84% of students or 27 students agreed that their writing skill, especially in recount text, improved after learning writing recount text using Facebook as media. While the rest 16% of students or 5 students disagreed with that. The students who agreed that Facebook improved their writing skill gave various reasons. From the result of questionnaire, I found 15 different reasons why the use of Facebook could improve their writing skill as follows: (1) comments from teacher and friends were useful to revise the text, (2) students were motivated to write better because their writing would be read by a big number of audiences, (3) students could share their experiences with many friends, (4) students became more scrupulous in writing, (5) students were forced to communicate in English so that their ability to communicate in English improved, (6) their knowledge were widened, (7) Facebook was various media, (8) Facebook was interesting and innovative media, (9) Facebook enabled students become imaginative, (10) Facebook was easy to be used, (11) expressing ideas or comment through Facebook was freer and easier, (12) students became more enthusiastic in writing, (13) students knew the errors in their writing, (14)

students could give comment on their friends' writing, and (15) their grammar mastery improved.

Item number 2 asked whether the use of Facebook as media increased students' motivation to write. The result of the computation showed that 78% of students or 25 students felt motivated to write because of the implementation of Facebook in the learning process. While there were 22% of students or 7 students did not feel motivated to write by the use of Facebook in their learning. The students who answered "yes" gave various reasons as follows: (1) students felt motivated to write better whenever their friends and teacher commented on their writing, (2) friends' writing on Facebook inspired students and gave them ideas to write, (3) writing on Facebook was freer and more fun, (4) students wanted to write as good as possible because their text would be read by many people, (5) students could share stories on Facebook, (6) they could comment on each other's writing, (7) they liked to write on Facebook, (8) the use of Facebook as writing media was effective, (9) writing on Facebook was easy, (10) writing English on Facebook was challenging, and (11) students got many new vocabularies from others' writing on Facebook.

Item number 3 asked what benefit the students got from the use of Facebook as media in learning writing recount text. The result of questionnaire showed that all of students got benefit from the implementation of Facebook in their learning. The benefits got by the students from learning writing recount text using Facebook as media are: (1) students knew the errors in their writing from the comments, (2) students could share stories on Facebook, (3) they learnt to

comment on others' writing with good and polite English, (4) it increased students' motivation to write, (5) it improved students' writing skill, (6) students got many suggestions for better writing, (7) others' writing on Facebook inspired students to write, (8) it enhanced students understanding of the materials which was about recount text, (9) it increased students' conception of writing good recount, (10) students became more scrupulous in writing, (11) students could practice communicate using English, (12) comments from teacher and friends were useful to revise the text, (13) students could comment on each other's writing, (14) it motivated students to write better, (15) students got response quickly from teacher and friends, (16) students could share ideas and problem with friends, (17) it created more fun learning, (18) after learning to write using Facebook, students could write longer and better recount, (19) comments and likings on their writing motivated them to write, (20) students' ability in English improved, (21) it eased students' learning, (22) it helped students get along with friends, (23) it made students become more responsible and valuing time, (24) students made the best use of technology, (25) it was more various and not boring, and (26) it helped students learn vocabularies.

Based on the questionnaire analysis, learning writing recount text using Facebook brought many benefits for students. From their answers, it could be concluded that the use of Facebook as learning media could improve students' skill and increase their motivation of writing, especially in writing recount text.

### 4.3 Discussion

This study aimed to investigate the way Facebook improves students' skill and increases their motivation in writing recount texts. Three instruments were used in this study: tests, observation sheet, and questionnaire.

The tests which consisted of pre-test, formative test, and post-test were conducted to determine whether or not Facebook could improve students' writing skill. According to the statistical analysis of pre-test, formative test, and post-test, the students' writing skill improved. The average score of students' writing in pre-test was 67.75. It was lower than the minimum score of English subject in SMA N 1 Kajen which was 75. Moreover, there were 26 students could not pass the minimum score. The result implied that the students needed special treatment to help them improve their writing skill. After getting several treatments in cycle 1, the students' writing skill improved significantly. The result of formative test showed that the students' average score improved to 74.5. It was 6.75 point greater than the pre-test average score (67.75). However, the improvement had not been satisfactory enough. The average score of formative test still could not pass the English minimum score. In addition, there were 18 students who also could not pass it. It meant that further treatment needed to be applied. As a result, I gave the students treatment in cycle 2 with revised lesson plan. The post-test which was conducted at the end of the cycle showed that the students' average score reached 79.25. It increased 4.75 point from formative test. The average score was higher than the English minimum score of SMA N 1 Kajen. All students could pass the minimum score, too.

Furthermore, the analysis of pre-test, formative test, and post-test also showed that students' writing skill improved in all aspects of writing stated by Brown and Bailey: organization, content; grammar; punctuation, spelling, and mechanic; and style and quality of expression (Brown, 2004: 244-245). In the aspect of organization, the average score of students skill in pre-test was 14.5. It increased to 15.5 in formative test and finally reached 16.5 in post-test. In the aspect of content, initially the average score of students skill in pre-test was 14.375. It became 15.5 in formative test and it attained 16 in post-test. In grammar aspect, the students' average score in pre-test was only 12.375. In formative test, it increased 1.5 point became 13.875. Finally the average score reached 15 in post-test. The students' average score in the aspect of punctuation, spelling, and mechanic was 14.5 in pretest, 15 in formative test, and 16 in post-test. In the aspect of style and quality of expression, students' average score in pre-test was only 12. It reached 14.625 in formative test and became 15.75 in post-test. As a whole, the average of students score in those five aspects was 13.55 in pre-test, 14.9 in formative test, and 15.85 in post-test. The computation can be seen in appendix 16 (page 154). The improvements implied that using Facebook as media of learning writing recount text could improve students' writing skill.

Furthermore, the improvement of students skill was not only showed by the result of the tests but also by the analysis of observation sheet and questionnaire.

The observation sheet recorded the students' attention to the teacher's explanation, the students' active participation during the lesson, the students'

positive response towards the media, the students' interest in writing recount text, and the students' seriousness in writing recount text. The analysis of observation sheet pointed out that the students' positive behavior in those aspects improved significantly from pre-test, formative test, until post-test.

The first indicator which was observed was students' attention to the teacher's explanation. There were 16 students paid attention to the teacher's explanation during pre-test. It increased to 20 in cycle 1. In cycle 2, the number of students who seriously paid attention to the explanation increased to 26. It showed that the use of Facebook in learning made the students more attracted to pay attention to the explanation of the material given by the teacher.

The students' active participation covered students' activeness in asking question, answering questions, giving opinions, etc during the lesson. Initially, there were only 5 students who were active during the pre-test. In cycle 1, the number of students who were active increased to 13. Finally, it increased to 21 in post-test. The result of observation on students' activeness during pre-test, cycle 1, and cycle 2 proved that the use of Facebook in students' learning was useful to make them more active in the teaching and learning process.

The students' positive response towards the media was observed, too. In pre-test, there were only 5 students who were interested to the media which was paper. In cycle 1, they were introduced to the use of Facebook as media of writing. The number of students who showed interest towards the media increased to 15. In cycle 2, students who showed interest towards Facebook as media

increased to 26 students. The result showed that the use of Facebook as media was likeable.

With regard to the students' interest in writing recount text, there were only 5 students who were interested to write in pre-test. The number of students who showed interest in writing increased to 14 students in cycle 1 and reached 25 students in cycle 2. Overall, the result of observation showed that Facebook increased students' interest of writing recount text.

In the last indicator which was students' seriousness in writing recount text, there were only 10 students who were serious while writing recount text in pre-test. The number increased to 15 in cycle 1. Finally, in cycle 2, there were 27 students who wrote recount text seriously. The result of observation on students' seriousness in writing showed that using Facebook as writing media increased students' seriousness in writing recount text.

Overall, the results of observation sheet showed the improvement of students positive behavior. More students became more attentive, active, happy, joyful, and serious during the lesson. It indicated that the students were more motivated to learn. In conclusion, the use of Facebook increased students motivation in learning writing recount texts.

The result of the questionnaire also endorsed the improvement of students skill and the increase in their motivation in writing recount text. Referring to the analysis of the questionnaire on section A, most of students responded the use of Facebook in their learning positively. The questionnaire on this section consisted of 27 close ended items which were grouped into six general aspects.

The first aspect is the students' perceptions towards recount text and English writing. From the result of the questionnaire, it was found that most of the students agreed with the statements under this aspect. Most of them liked writing in English subject. There were 50% of students stated that writing recount text was easier than other text type and the rest did not think so. However, most of students often faced difficulties in writing recount texts. Traditional method used by the teacher in teaching recount text was not good enough. Generally, they needed more attractive media to be used in learning recount text.

Based on students' perceptions towards the use of Facebook in their learning, it was found that most of students gave positive response to the use of Facebook in their learning. They believed that Facebook could be benefitted as media in learning recount text. They also liked the use of Facebook as media in learning recount text. Furthermore, they felt that the use of Facebook as media was very effective. The application of Facebook as media of learning writing recount text was quite easy. Finally, they agreed that Facebook was needed to be used in the following class activity.

The third aspect is the students' perceptions towards the use of Facebook in improving their language skills. The result of questionnaire showed that most of the students also agreed with the statements under this aspect. Most of the students agreed that Facebook helped them overcoming the difficulties in writing recount text. The use of Facebook in learning writing also improved their skill in writing recount text. Moreover, the way Facebook presented the learning materials helped them in acknowledging it. Furthermore, teacher and friends'

comments helped them in revising their writings. Finally, their writing skill improved by commenting on friends' writing on Facebook.

Based on students' perceptions towards the efficacy of Facebook supported learning in comparison with traditional learning, it was found that most of students agreed that using Facebook in learning writing is better than traditional learning. They agreed that the use of Facebook as media of writing recount text was more effective than using paper. Using Facebook as writing media was more fun compared with using paper. In addition, learning using Facebook enabled them to learn anywhere and anytime. Furthermore, students felt freer to comment on others' writing on Facebook rather than in face to face classroom activity.

Based on students' perceptions towards the efficacy of Facebook exercises, it was found that most of them agreed that assignation through Facebook decreased the possibility of forgetting doing homework. They also agreed that assignation through Facebook was more various. Furthermore, they felt that assignation through Facebook made them have two way communication with others in English.

The last aspect is students' perceptions towards the use of Facebook in increasing their motivation and feedback in writing. Based on the result of questionnaire, it was found that most of students agreed with the statements under this aspect. Most of the students stated that they felt motivated to write recount text on Facebook. The use of Facebook itself had increased their motivation to write. In addition, they felt more motivated by others' comments on their writings on Facebook. They also felt motivated by others' liking on their writings on

Facebook. Finally, they felt motivated to write better since their writings would be read by many people, not only by the teacher.

Referring to the questionnaire on section B, all of students stated that they got advantages from the implementation of Facebook as media in learning writing recount text. The benefits got by the students were: (1) students knew the errors in their writing from the comments, (2) students could share stories on Facebook, (3) they learnt to comment on others' writing with good and polite English, (4) it increased students' motivation to write, (5) it improved students' writing skill, (6) students got many suggestions for better writing, (7) others' writing on Facebook inspired students to write, (8) it enhanced students understanding of the materials which was about recount text, (9) it increased students' conception of writing good recount, (10) students became more scrupulous in writing, (11) students could practice communicate using English, (12) comments from teacher and friends were useful to revise the text, (13) students could comment on each other's writing, (14) the use of Facebook motivated students to write better, (15) students got response quickly from teacher and friends, (16) students could share ideas and problem with friends, (17) the use of Facebook created more fun learning, (18) after learning to write using Facebook, students could write longer and better recount, (19) comments and likings on their writing motivated them to write, (20) Students' ability in English improved, (21) Facebook eased students' learning, (22) Facebook helped students get along with friends, (23) it made students become more responsible and valuing time, (24) it made the best use of

technology, (25) it is more various and not boring, and (26) it helped students learn vocabularies.

Furthermore, 84% of students or 27 students agreed that their writing skill, especially in recount text, improved after learning writing recount text with Facebook as media. They gave various reasons for the improvement as follows: (1) comments from teacher and friends were useful to revise the text, (2) students were motivated to write better because their writing would be read by a big number of audiences, (3) students could share their experiences with many friends, (4) students became more scrupulous in writing, (5) students were forced to communicate in English so that their ability to communicate in English improved, (6) their knowledge were widened, (7) Facebook was various media, (8) Facebook was interesting and innovative media, (9) Facebook enabled students become imaginative, (10) Facebook was easy to be used, (11) expressing ideas or comment through Facebook was freer and easier, (12) students became more enthusiastic in writing, (13) students knew the errors in their writing, (14) students could give comment on their friends' writing, and (15) their grammar mastery improved.

In addition, 78% of students or 25 students felt motivated to write because of the implementation of Facebook in the learning process. They gave various reasons as follows: (1) students felt motivated to write better whenever their friends and teacher comment on their writing, (2) Friends' writing on Facebook inspired students and gave them ideas to write, (3) writing on Facebook was freer and more fun, (4) students were willing to write as good as possible because their

text would be read by many people, (5) students could share stories on Facebook, (6) they could comment on each other's writing, (7) they liked to write on Facebook, (8) the use of Facebook as writing media is effective, (9) writing on Facebook was easy, (10) writing English on Facebook was challenging, and (11) students got many new vocabularies from others' writing on Facebook.

Briefly, based on the data findings on tests, observation sheet, and questionnaire, it can be concluded that the use of Facebook as media bring many benefits for students. Particularly it can improve students' skill and increase their motivation in writing recount text.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion from the whole discussions of the research and the suggestion for the readers.

#### **5.1 Conclusions**

This study investigated the use of Facebook as media to improve students skill and increase their motivation in writing recount text. After the findings were discussed in the previous chapter, two conclusions of the research are presented in this chapter:

- (1) The use of Facebook as learning media improved the writing skill of X 2 graders of SMA N 1 Kajen in the academic year of 2012/2013. The improvement of the students' writing skill can be seen from the average score of pre-test which was 67.75; formative test which was 74.5, and post-test which was 79.25. The way Facebook improves students writing skill can be inferred from the result of non-test instruments. Based on the result of questionnaire and obseravation sheet, most of students felt that their writing skill improved after learning writing recount text with Facebook because (1) they liked the use of Facebook in their learning, (2) the way Facebook presented the learning materials helped them in acknowledging it, (3) sharing recount text on Facebook made them more imaginative and creative in writing, (4) Facebook helped them overcoming

the difficulties in writing recount text such as: finding ideas, the use of correct grammar and structure, finding new vocabularies, and about writing style, (5) they became more scrupulous while writing the story because it would be read by many friends and teacher, (6) review from teacher and friends helped them noticing their errors so that they would not repeat it again later, and (7) their writing skill improved by commenting on friends' writing on Facebook.

- (2) The use of Facebook as learning media increased the writing motivation of X 2 graders of SMA N 1 Kajen in the academic year of 2012/2013. The increase of the students' motivation can be seen from the result of non-test instruments. The non-test analysis showed that after learning writing recount text using Facebook, the students became more attentive, active, and attracted in joining the lesson; and happier and more serious in writing. The use of Facebook increases their motivation to write because (1) they liked to write on Facebook, it was freer and more fun, (2) writing English on Facebook was challenging, (3) they felt more enthusiastic in writing because of comments and likings on their writing, (4) they liked sharing stories with many people on Facebook, (5) they liked to comment on each other's writing, and (6) they felt motivated to write better since their writing would be read by many people, not only by the teacher.

## **5.2 Suggestions**

Based on the whole result of the research, it is highly recommended for teachers to use Facebook as alternative learning media for students. It is because the use of

Facebook helps students solve problems in their writing. It also gives students wider space to write creatively. Moreover, students enjoy using Facebook in their learning. As a result, they can improve their writing skill.

I suggest all students to practice more on writing English on anyway they enjoy to make them get used to writing in English and to improve their writing skill.

For the other researchers, it is suggested to conduct the research about the use of Facebook in teaching English in other specifications such as focusing on improving students vocabulary mastery, improving students' reading skill, etc. In addition, it is recommended to do further research about the implementation of this media not only in teaching recount text but also other genres.

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**Web Source:**

<http://www.socialbakers.com/facebook-statistics/>

# APPENDICES

## Appendix 1

### LESSON PLAN

#### PRE-TEST

School Name : SMA N 1 Kajen  
Subject : English  
Grade / Semester : X / 1  
Time Allotment : 2 x 45 minutes (1 meeting)  
Topic : Recount Text (Most Unforgettable Moment)

#### A. Competence Standard:

##### Writing

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

#### B. Basic Competence

6.2a Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount*.

#### C. Indicators

1. Students are able to identify the rhetorical steps of *recount* text.
2. Students are able to produce a *recount* text based on the given theme (Most Unforgettable Moment) with the correct rhetorical steps.

#### D. Learning Objectives

At the end of the lesson, 75% of the students are able to:

1. identify the rhetorical steps of *recount* text,
2. produce a *recount* text based on the given theme (Most Unforgettable Moment) with the correct rhetorical steps.

**E. Learning Materials:**

1. Recount text
2. Vocabulary
3. Punctuation
4. Grammar

**F. Method of Study**

1. Question and answer
2. Discussion
3. Writing practice

**G. Steps of Learning Activity:**

**1. Opening Activities**

- The teacher greets the students.
- The teacher introduces herself.
- The teacher creates good condition in class.
- The teacher checks students' attendance.
- The teacher informs the learning purposes.

**2. Main Activities**

**a. Exploration :**

- The teacher asks some questions related to their past experiences.
- The students answer the questions about their past experiences.

**b. Elaboration**

- The teacher asks the students about their most unforgettable moment.
- The students answer by mentioning their most unforgettable moment.
- The teacher asks some students to retell their most unforgettable moment.
- Some students retell their most unforgettable moment.
- The teacher asks the students whether or not they ever write their experiences into text.
- The teacher gives the example of recount text writing through diary and Facebook.

- The teacher gives an example of recount text telling about the writer most unforgettable moment.
- The students together with the teacher discuss vocabularies, grammar, punctuation, generic structure and language features of the text.

**c. Confirmation**

- The teacher with the students discuss about the things that are still unclear.
- The teacher gives a pre-test. The students are asked to write a recount text with the theme “Most unforgettable Moment”.
- The students are asked to type and upload their recount text to the given Facebook group.

**3. Closing Activities**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson.
- The teacher informs the students about the next meeting’s lesson plan.
- The teacher closes the lesson.

**H. Learning Sources and Media:**

1. Relevant text book: Interlanguage: English for Senior High School Students X
2. Laptop
3. LCD

**I. Assessment**

No	Indicators	Technique	Instrument	Example of Instrument
1.	Students are able to identify the rhetorical steps of recount text	Writing test	Make a recount text	Make a recount text about your unforgettable moment.
2.	Students are able to make a recount text based on the theme with the correct rhetorical way.			

Scoring rubric

Aspects	Score	Explanation
Organization : Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.

	11-6	Ideas complete; essay does not reflect careful thinking or was hurried written; inadequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers’ ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper

		illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good.
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Teacher,

Semarang, April 29<sup>th</sup> 2013

Researcher,

**Niken, E. F., S.Pd**

**NIP. 197709012010012005**

**Dafi Khusnita**

**NIM. 2201409064**

## Appendix 2

### LESSON PLAN

#### CYCLE 1

School Name	: SMA N 1 Kajen
Subject	: English
Grade / Semester	: X / 1
Time Allotment	: 4 x 45 minutes (2 meetings)
Topic	: Recount Text (Unpleasant Experience)

#### A. Competence Standard:

##### Writing

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

#### B. Basic Competence

6.2a Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount*.

#### C. Indicators

1. Students are able to identify the purpose, generic structure, and language features of *recount* text.
2. Students are able to produce a *recount* text based on the given theme (Unpleasant Experience) with the correct rhetorical steps.

#### D. Learning Objectives

At the end of the lesson, 75% of the students are able to:

1. identify the purpose, generic structure, and language features of *recount* text,
2. produce a *recount* text based on the given theme (Unpleasant Experience) with the correct rhetorical steps.

**E. Learning Materials:**

1. Recount text
2. Vocabulary
3. Punctuation
4. Grammar

**F. Method of Study**

1. Question and answer
2. Discussion
3. Writing practice

**G. Steps of Learning Activity:**

**1<sup>st</sup> meeting**

**1. Opening Activities**

- The teacher greets the students.
- The teacher creates good condition in class.
- The teacher checks students' attendance.
- The teacher informs the learning purposes.

**2. Main Activities**

**a. Exploration :**

- The teacher asks the students about their pre-test.
- The students convey the problems they faced in writing recount text.
- The teacher review the students' writing on pre-test and show the common errors they made.

**b. Elaboration**

- The teacher together with the students discusses the students' errors in writing recount text.
- The teacher explains more on the materials which haven't been mastered well by the students.
- Students revise their writing.
- The teacher checks the students revised recount text.

**c. Confirmation**

- The teacher with the students discuss about the things that are still unclear.
- The students are asked to type and upload their revised recount text to the Facebook group.

**3. Closing Activities**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson.
- The students are given homework to study the materials uploaded by the teacher on the Facebook group.
- The teacher informs the students about the next meeting's lesson plan.
- The teacher closes the lesson.

**2<sup>nd</sup> meeting**

**1. Opening Activities**

- The teacher greets the students.
- The teacher creates good condition in class.
- The teacher checks students' attendance.
- The teacher informs the learning purposes.

**2. Main Activities**

**a. Exploration :**

- The teacher asks the students about the materials which had been uploaded on the Facebook group (the generic structure and the language features of the recount text).
- The students answer the questions.

**b. Elaboration**

- The teacher explains the materials which had been uploaded on the Facebook group (the generic structure and the language features of the recount text).
- The teacher gives an example of recount text telling about the writer unpleasant experience.
- The students together with the teacher discuss the vocabularies, grammar, punctuation, generic structure and language features of the text.

- The teacher asks the students about their unpleasant experience.
- The students answer by mentioning their unpleasant experience.
- The teacher asks some students to retell their unpleasant experience.
- Some students retell their unpleasant experience.

**c. Confirmation**

- The teacher with the students discuss about the things that are still unclear.
- The teacher gives the formative test. The students are asked to write a recount text with the theme “Unpleasant Experience”.
- The students are asked to type and upload their recount text to the given Facebook group.

**3. Closing Activities**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson.
- The teacher informs the students about the next meeting’s lesson plan.
- The teacher closes the lesson.

**H. Learning Sources and Media:**

1. Relevant text book: *Interlanguage: English for Senior High School Students X*
2. Recount text: My Worst Experience (taken from *Share Your Paragraph: An Interactive Approach to Writing (2<sup>nd</sup> Ed)* by Rooks, G. M.)
3. Laptop
4. LCD

**I. Assessment**

No	Indicators	Technique	Instrument	Example of Instrument
1.	Students are able to identify the rhetorical steps of recount text	Writing test	Revise the recount text	Revise the recount text you made on the last meeting.
2.	Students are able to make a recount text based on the theme with the correct rhetorical steps.			

Scoring rubric

Aspects	Score	Explanation
Organization : Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or

		was hurried written; inadequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences.
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.

	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Teacher,

**Niken, E. F., S.Pd**  
**NIP. 197709012010012005**

Semarang, April 29<sup>th</sup> 2013

Researcher,

**Dafi Khusnita**  
**NIM. 2201409064**

## Appendix 3

### LESSON PLAN

#### CYCLE 2

School Name	: SMA N 1 Kajen
Subject	: English
Grade / Semester	: X / 1
Time Allotment	: 4 x 45 minutes (2 meetings)
Topic	: Recount Text (My Holiday)

#### A. Competence Standard:

##### Writing

6. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, narrative, dan procedure dalam konteks kehidupan sehari-hari.

#### B. Basic Competence

6.2a Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *recount*.

#### C. Indicators

1. Students are able to identify the purpose, generic structure, and language features of *recount* text.
2. Students are able to produce a *recount* text based on the given theme (My Holiday) with the correct rhetorical steps.

#### D. Learning Objectives

At the end of the lesson, 75% of the students are able to:

1. identify the purpose, generic structure, and language features of *recount* text,
2. produce a *recount* text based on the given theme (My Holiday) with the correct rhetorical steps.

**E. Learning Materials:**

1. Recount text
2. Vocabulary
3. Punctuation
4. Grammar

**F. Method of Study**

1. Question and answer
2. Discussion
3. Writing practice

**G. Steps of Learning Activity:**

**1<sup>st</sup> meeting**

**1. Opening Activities**

- The teacher greets the students.
- The teacher creates good condition in class.
- The teacher checks students' attendance.
- The teacher informs the learning purposes.

**2. Main Activities**

**a. Exploration :**

- The teacher asks the students about their formative-test.
- The students convey the problems they faced in doing formative test .
- The teacher review the students' writing on formative test and show the common errors they made

**b. Elaboration**

- The teacher together with the students discusses the students' errors in writing recount text for the formative test.
- The teacher explains more on the materials which haven't been mastered well by the students.
- Students revise their writing.
- The teacher checks the students revised recount text.

**c. Confirmation**

- The teacher with the students discuss about the things that are still unclear.
- The students are asked to type and upload their revised recount text to the Facebook group.

**3. Closing Activities**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson.
- The students are given homework to study the materials uploaded by the teacher on the Facebook group.
- The teacher informs the students about the next meeting's lesson plan.
- The teacher closes the lesson.

**2<sup>nd</sup> meeting**

**1. Opening Activities**

- The teacher greets the students.
- The teacher creates good condition in class.
- The teacher checks students' attendance.
- The teacher informs the learning purposes.

**2. Main Activities**

**b. Exploration :**

- The teacher asks the students about the materials which had been uploaded on the Facebook, which are about past tense and an example of recount text with the theme "My Holiday".
- The students answer the questions.

**b. Elaboration**

- The teacher together with the students discusses the materials about past tense.
- The teacher together with the students discusses the recount text and vocabularies, grammar, punctuation, generic structure and language features of it.
- The teacher asks questions related to the students' holiday.
- The students answer the questions.

- The teacher asks some students to retell their activities in recent holiday.
- Some students retell their activities in recent holiday.

**c. Confirmation**

- The teacher with the students discuss about the things that are still unclear.
- The teacher gives the post test. The students are asked to write a recount text with the theme “My Holiday”.
- The students are asked to type and upload their recount text to the given Facebook group.
- The students fill in the questionnaire about their perception of the use of Facebook in their writing class.

**3. Closing Activities**

- The teacher leads the students to make conclusion from the activities, gives some evaluation and reinforcement about the lesson.
- The teacher closes the lesson.

**H. Learning Sources and Media:**

1. Relevant text book: *Interlanguage: English for Senior High School Students X*
2. Recount text: Going to the Beach
3. Laptop
4. LCD

**I. Assessment**

No	Indicators	Technique	Instrument	Example of Instrument
1.	Students are able to identify purpose, generic structure, and language features of recount text	Writing test	Revise the recount text	Revise the recount text you made on the last meeting.
2.	Students are able to make a recount text based on the theme with the correct rhetorical steps.			

Scoring rubric

Aspects	Score	Explanation
Organization : Introduction, body, and conclusion	20-18	Appropriate title, effective introductory paragraph, topic is stated, leads to body, transitional expressions used; arrangement of material shows plan (could be outlined by the reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed; sequence is logical but transactional expression may be absent or misused.
	14-12	Mediocre or scant introduction or conclusion; problem with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.
	11-6	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
	5-1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
Content	20-18	Easy addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
	17-15	Easy address the issues but misses some points; ideas could be more fully developed; some extraneous materials are present.
	14-12	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.
	11-6	Ideas complete; essay does not reflect careful thinking or

		was hurried written; inadequate effort in area of content.
	5-1	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.
Grammar	20-18	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verbs, and tense sequencing; no fragments or run – on sentences.
	17-15	Advanced proficiency in English grammar; some grammar problems do not influence communication; although the reader is aware of them; no fragments or run-on sentences.
	14-12	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run on sentences and fragments present.
	11-6	Numerous serious grammar problems interfere with communication of the writers' ideas; grammar review of some areas clearly needed, difficult to read sentences
	5-1	Severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure.
Punctuation, Spelling, and Mechanics	20-18	Correct use of English writing convention; left and right margins, all needed capital, paragraphs intended, punctuation and spelling; very neat.
	17-15	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas.
	11-6	Serious problems with format of paper; part of essay not legible; errors in sentence punctuation; unacceptable to adequate readers.
	5-1	Complete disregard for English writing convention; paper illegible; obvious capitals missing, no margins and severe

		spelling problems.
Style and quality of expression	20-18	Precise vocabulary usage; use of parallel structures; concise; register good
	17-15	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Some vocabulary misused; lack awareness off register; maybe too wordy.
	11-6	Poor expression of ideas; problems in vocabulary; lack variety of structure.
	5-1	Inappropriate use of vocabulary; no concepts of register or sentence variety.

Teacher,

Semarang, April 29<sup>th</sup> 2013

Researcher,

**Niken, E. F., S.Pd**

**NIP. 197709012010012005**

**Dafi Khusnita**

**NIM. 2201409064**

## Appendix 4

### INSTRUMENT OF PRE-TEST

School : SMA N 1 Kajen  
Class / Semester : X 2 / 1  
Subject : English (Recount Text)

#### **Instruction:**

1. Make a recount text based on a theme “Unforgettable Moment”.
2. You have 45 minutes to do the test.
3. Your result will be scored based on the following criteria:
  - ↳ Organization
  - ↳ Content
  - ↳ Grammar
  - ↳ Punctuation
  - ↳ Style and quality of expression

**GOOD LUCK!!!**

## Appendix 5

### INSTRUMENT OF FORMATIVE TEST

School : SMA N 1 Kajen  
Class / Semester : X 2 / 1  
Subject : English (Recount Text)

#### **Instruction:**

1. Make a recount text based on a theme “Unpleasant Experience”.
2. You have 45 minutes to do the test.
3. Post your writing on the Facebook group.
4. Your result will be scored based on the following criteria:
  - ↳ Organization
  - ↳ Content
  - ↳ Grammar
  - ↳ Punctuation
  - ↳ Style and quality of expression

**GOOD LUCK!!!**

## Appendix 6

### INSTRUMENT OF POST-TEST

School : SMA N 1 Kajen  
Class / Semester : X 2 / 1  
Subject : English (Recount Text)

#### Instruction:

1. Make a recount text based on a theme “My Holiday”.
2. You have 45 minutes to do the test.
3. Post your writing on the Facebook group.
4. Your result will be scored based on the following criteria:
  - ↳ Organization
  - ↳ Content
  - ↳ Grammar
  - ↳ Punctuation
  - ↳ Style and quality of expression

**GOOD LUCK!!!**

## Appendix 7

### GUIDELINE FOR PEER REVIEW

Petunjuk:

Baca dan komentari tulisan temanmu berdasarkan aspek *organization*, *content*, *grammar*, *punctuation & spelling*, dan *style* dengan cara menjawab pertanyaan-pertanyaan di bawah ini.

1.     **Organization**  
Apakah teks terdiri dari orientation, events, and reorientation?
2.     **Content**  
Apakah isi teks menjawab pertanyaan siapa, kapan, dimana, dan bagaimana?
3.     **Grammar**  
Apakah penggunaan past tense untuk menceritakan peristiwa lampau sudah tepat?
4.     **Punctuation & spelling**  
Apakah penggunaan tanda baca tepat?  
Apakah ejaan kata tepat?
5.     **Style**  
Apakah pemilihan kata sudah baik?

## Appendix 8

### Recount Planner

#### **Orientation**

When?	Who?	Where?

#### **Events**

Sequential words
<i>First / At first</i> (Pertama)
<i>Then / Next / After that / Afterwards</i> (Kemudian)
<i>Soon / Immediately</i> (Segera)
<i>Later / Later on</i> (Nantinya)
<i>Finally / Eventually / In the end / Lastly</i> (Akhirnya)

Sequential words	What happened	Thought/feeling

#### **Re-orientation**

Sequential words	What happened	Thought/feeling

## Appendix 9

### OBSERVATION SHEET

School : SMA N 1 Kajen  
Class : X 2  
Subject : English

Fill the indicators columns with check mark (√) based on the students' behavior during the teaching learning process.

No.	Students' Code	Indicators				
		A	B	C	D	E
1.	S-01					
2.	S-02					
3.	S-03					
4.	S-04					
5.	S-05					
6.	S-06					
7.	S-07					
8.	S-08					
9.	S-09					
10.	S-10					
11.	S-11					
12.	S-12					
13.	S-13					
14.	S-14					
15.	S-15					
16.	S-16					
17.	S-17					
18.	S-18					
19.	S-19					
20.	S-20					
21.	S-21					
22.	S-22					
23.	S-23					
24.	S-24					
25.	S-25					
26.	S-26					
27.	S-27					
28.	S-28					
29.	S-29					
30.	S-30					
31.	S-31					
32.	S-32					
Total						

Indicators:

- A : The students' attention to the teacher's explanation
- B : The students' active participation during the lesson (asking and answering questions, giving opinion, etc)
- C : The students' positive response toward the media
- D : The students' interest in writing recount text
- E : The students' seriousness in writing recount text

## Appendix 10

### QUESTIONNAIRE PENGGUNAAN FACEBOOK DALAM PEMBELAJARAN MENULIS *RECOUNT TEXT*

Nama : \_\_\_\_\_

Kelas : \_\_\_\_\_ No. Absen : \_\_\_\_\_

- A. Pilihlah jawaban dengan memberikan tanda centang (✓) pada kolom Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju sesuai dengan pendapat Anda sendiri.

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menyukai pelajaran menulis Bahasa Inggris.				
2.	Menulis teks recount lebih mudah dibandingkan dengan menulis teks-teks lain yang diajarkan di sekolah				
3.	Saya sering mengalami kesulitan dalam menulis teks recount.				
4.	Pembelajaran menulis teks recount dalam kelas biasa belum cukup baik.				
5.	Diperlukan media yang lebih menarik untuk pembelajaran menulis teks recount.				
6.	Facebook dapat dimanfaatkan sebagai media pembelajaran menulis teks recount.				
7.	Saya menyukai penggunaan Facebook sebagai media pembelajaran menulis teks recount.				
8.	Penggunaan Facebook sebagai media sangat efektif.				

9.	Penerapan Facebook sebagai media pembelajaran menulis teks recount tergolong mudah.				
10.	Facebook perlu digunakan dalam kelas-kelas selanjutnya.				
11.	Pembelajaran dengan Facebook bisa membantu mengatasi kesulitan saya dalam menulis.				
12.	Pembelajaran dengan Facebook bisa meningkatkan keterampilan saya dalam menulis teks recount.				
13.	Penyajian materi di Facebook membantu pemahaman saya terhadap materi.				
14.	Komentar guru dan teman dalam Facebook membantu saya dalam memperbaiki tulisan saya.				
15.	Dengan mengomentari tulisan teman saya di Facebook, keterampilan menulis saya menjadi lebih baik.				
16.	Pembelajaran menulis teks recount dengan media Facebook lebih efektif dibandingkan dengan media kertas biasa.				
17.	Pembelajaran menulis teks recount dengan media Facebook lebih menyenangkan dibandingkan dengan media kertas biasa.				
18.	Pembelajaran dengan media Facebook memungkinkan saya belajar dimana pun dan kapanpun, tidak terbatas di ruang kelas dan dalam jam sekolah saja.				

19.	Saya merasa lebih bebas dalam mengomentari tulisan teman di Facebook dibandingkan di kelas biasa.				
20.	Penugasan melalui Facebook mengurangi kemungkinan lupa mengerjakan tugas.				
21.	Penugasan melalui Facebook lebih bervariasi.				
22.	Penugasan melalui Facebook membuat saya berkomunikasi dua arah dalam bahasa Inggris, (misalnya melalui komentar Facebook, dll).				
23.	Saya merasa lebih bersemangat menulis teks recount di Facebook.				
24.	Penggunaan Facebook menambah motivasi menulis saya.				
25.	Saya merasa lebih termotivasi untuk menulis ketika teman saya mengomentari tulisan saya dalam Facebook.				
26.	Saya merasa lebih termotivasi untuk menulis ketika teman saya menyukai tulisan saya dalam Facebook.				
27.	Saya merasa termotivasi untuk menulis lebih baik lagi karena tulisan saya akan dibaca banyak orang (tidak hanya oleh guru).				

B. Jawablah pertanyaan di bawah ini dengan uraian singkat!

1. Apakah pembelajaran menulis teks recount dengan media Facebook meningkatkan keterampilan menulis Anda?

Jika iya, bagaimana?

Jawaban: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Apakah pembelajaran menulis teks recount dengan media Facebook meningkatkan motivasi Anda dalam menulis?

Jika iya, bagaimana?

Jawaban: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Manfaat apa yang Anda peroleh melalui pembelajaran menulis teks recount dengan media Facebook?

Jawaban: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix 11

### STUDENTS' ATTENDANCE LIST

School : SMA 1 Kajen  
Class : X 2

No.	Students' Code	Pre-Test	Cycle 1		Cycle 2	
		April 29 <sup>th</sup> 2013	May 4 <sup>th</sup> 2013	May 6 <sup>th</sup> 2013	May 11 <sup>th</sup> 2013	May 13 <sup>th</sup> 2013
1.	S-01	✓	✓	✓	✓	✓
2.	S-02	✓	✓	✓	✓	✓
3.	S-03	✓	✓	✓	✓	✓
4.	S-04	✓	✓	✓	✓	✓
5.	S-05	✓	✓	✓	✓	✓
6.	S-06	✓	✓	✓	✓	✓
7.	S-07	✓	✓	✓	✓	✓
8.	S-08	✓	✓	✓	✓	✓
9.	S-09	✓	✓	✓	✓	✓
10.	S-10	✓	✓	✓	✓	✓
11.	S-11	✓	✓	✓	✓	✓
12.	S-12	✓	✓	✓	✓	✓
13.	S-13	✓	✓	✓	✓	✓
14.	S-14	✓	✓	✓	✓	✓
15.	S-15	✓	✓	✓	✓	✓
16.	S-16	✓	✓	✓	✓	✓
17.	S-17	✓	✓	✓	✓	✓
18.	S-18	✓	✓	✓	✓	✓
19.	S-19	✓	✓	✓	✓	✓
20.	S-20	✓	✓	✓	✓	✓
21.	S-21	✓	✓	✓	✓	✓
22.	S-22	✓	✓	✓	✓	✓
23.	S-23	✓	✓	✓	✓	✓
24.	S-24	✓	✓	✓	✓	✓
25.	S-25	✓	✓	✓	✓	✓
26.	S-26	✓	✓	✓	✓	✓
27.	S-27	✓	✓	✓	✓	✓
28.	S-28	✓	✓	✓	✓	✓
29.	S-29	✓	✓	✓	✓	✓
30.	S-30	✓	✓	✓	✓	✓
31.	S-31	✓	✓	✓	✓	✓
32.	S-32	✓	✓	✓	✓	✓

## Appendix 12

### RESULT OF PRE-TEST

School : SMA 1 Kajen

Class : X 2

Subject : English

No.	Students' code	Score					Total Score
		A	B	C	D	E	
1.	S-01	15	12	12	15	12	66
2.	S-02	17	18	15	15	14	79
3.	S-03	17	17	14	17	12	77
4.	S-04	15	15	15	7	12	64
5.	S-05	12	13	11	17	10	63
6.	S-06	15	12	11	15	10	63
7.	S-07	15	15	8	12	15	65
8.	S-08	12	15	9	18	11	65
9.	S-09	16	15	10	12	12	65
10.	S-10	15	15	11	15	12	68
11.	S-11	14	13	12	14	11	64
12.	S-12	16	16	12	15	12	71
13.	S-13	18	17	12	12	7	66
14.	S-14	17	17	11	14	13	72
15.	S-15	16	16	15	16	15	78
16.	S-16	14	14	12	15	13	68
17.	S-17	11	15	12	15	12	65
18.	S-18	14	10	12	14	12	62
19.	S-19	15	15	12	12	14	68
20.	S-20	14	15	11	17	10	67
21.	S-21	12	12	15	17	12	68
22.	S-22	14	13	12	15	12	66
23.	S-23	15	15	14	15	11	70
24.	S-24	12	14	12	15	12	65
25.	S-25	13	12	12	15	9	61
26.	S-26	18	17	15	16	15	81
27.	S-27	18	17	17	13	15	80
28.	S-28	15	16	15	15	15	76
29.	S-29	12	12	14	14	12	64
30.	S-30	14	12	11	15	8	60
31.	S-31	10	12	11	15	12	60
32.	S-32	13	13	11	12	12	61
TOTAL		464	460	396	464	384	2168
AVERAGE		14.5	14.375	12.375	14.5	12	67.75

## Appendix 13

### RESULT OF FORMATIVE TEST

School : SMA 1 Kajen

Class : X 2

Subject : English

No.	Students' code	Score					Total Score
		A	B	C	D	E	
1.	S-01	14	15	13	18	12	72
2.	S-02	18	18	15	16	15	82
3.	S-03	16	17	17	17	15	82
4.	S-04	15	14	16	14	15	74
5.	S-05	13	15	11	14	14	67
6.	S-06	14	15	11	15	12	67
7.	S-07	15	15	12	14	14	70
8.	S-08	15	14	14	16	15	74
9.	S-09	14	16	15	15	17	77
10.	S-10	14	15	14	17	14	74
11.	S-11	18	15	11	15	15	74
12.	S-12	18	15	12	14	14	73
13.	S-13	17	17	13	15	16	78
14.	S-14	14	14	15	17	15	75
15.	S-15	17	17	13	17	17	81
16.	S-16	18	17	15	12	17	79
17.	S-17	14	17	16	14	14	75
18.	S-18	14	15	12	15	15	71
19.	S-19	17	15	16	14	15	77
20.	S-20	17	17	15	13	15	77
21.	S-21	11	13	15	15	15	69
22.	S-22	17	16	11	12	14	70
23.	S-23	15	15	14	12	14	70
24.	S-24	15	13	14	13	15	70
25.	S-25	15	14	12	17	15	73
26.	S-26	17	17	17	17	15	83
27.	S-27	17	17	17	15	16	82
28.	S-28	18	17	15	15	15	80
29.	S-29	15	15	14	13	15	72
30.	S-30	15	14	11	17	12	69
31.	S-31	14	14	14	16	14	72
32.	S-32	15	18	14	16	12	75
TOTAL		496	496	444	480	468	2384
AVERAGE		15.5	15.5	13.875	15	14.625	74.5

## Appendix 14

### RESULT OF POST-TEST

School : SMA 1 Kajen

Class : X 2

Subject : English

No.	Students' code	Score					Total Score
		A	B	C	D	E	
1.	S-01	17	15	16	15	15	78
2.	S-02	17	18	15	18	17	85
3.	S-03	17	17	17	18	16	85
4.	S-04	17	17	15	18	16	83
5.	S-05	16	15	13	14	17	75
6.	S-06	16	18	15	16	17	82
7.	S-07	17	17	13	17	14	78
8.	S-08	14	14	15	17	15	75
9.	S-09	17	16	16	18	16	83
10.	S-10	17	15	15	16	16	79
11.	S-11	16	17	14	14	14	75
12.	S-12	17	16	13	17	17	80
13.	S-13	17	16	14	15	16	78
14.	S-14	15	15	16	17	16	79
15.	S-15	16	15	17	17	17	82
16.	S-16	17	16	15	17	15	80
17.	S-17	16	16	16	14	14	76
18.	S-18	16	15	14	15	15	75
19.	S-19	17	16	15	15	15	78
20.	S-20	17	17	15	16	17	82
21.	S-21	16	15	16	16	15	78
22.	S-22	16	15	14	15	16	76
23.	S-23	15	16	15	16	15	77
24.	S-24	15	15	14	17	15	76
25.	S-25	16	15	14	15	16	76
26.	S-26	18	18	17	18	18	89
27.	S-27	18	18	17	18	16	87
28.	S-28	17	15	16	16	16	80
29.	S-29	17	17	16	14	17	81
30.	S-30	17	16	14	14	15	76
31.	S-31	17	16	14	14	15	76
32.	S-32	17	15	14	15	15	76
TOTAL		528	512	480	512	504	2536
AVERAGE		16.5	16	15	16	15.75	79.25

## Appendix 15

### THE STUDENTS' WRITING SCORE IMPROVEMENT

School : SMA 1 Kajen  
Class : X 2  
Subject : English

No.	Students' Code	Students' Writing Score		
		Pre-Test	Formative Test	Post-Test
1.	S-01	66	72	78
2.	S-02	79	82	85
3.	S-03	77	82	85
4.	S-04	64	74	83
5.	S-05	63	67	75
6.	S-06	63	67	82
7.	S-07	65	70	78
8.	S-08	65	74	75
9.	S-09	65	77	83
10.	S-10	68	74	79
11.	S-11	64	74	75
12.	S-12	71	73	80
13.	S-13	66	78	78
14.	S-14	72	75	79
15.	S-15	78	81	82
16.	S-16	68	79	80
17.	S-17	65	75	76
18.	S-18	62	71	75
19.	S-19	68	77	78
20.	S-20	67	77	82
21.	S-21	68	69	78
22.	S-22	66	70	76
23.	S-23	70	70	77
24.	S-24	65	70	76
25.	S-25	61	73	76
26.	S-26	81	83	89
27.	S-27	80	82	87
28.	S-28	76	80	80
29.	S-29	64	72	81
30.	S-30	60	69	76
31.	S-31	60	72	76
32.	S-32	61	75	76
Total		2168	2384	2536
Average		67.75	74.5	79.25

## Appendix 16

### THE STUDENTS' WRITING SCORE IMPROVEMENT OF EACH ASPECT

No.	Aspect	Average Score		
		Pre-Test	Formative Test	Post-Test
1.	Organization	14.500	15.500	16.500
2.	Content	14.375	15.500	16.000
3.	Grammar	12.375	13.875	15.000
4.	Punctuation, spelling, and mechanic	14.500	15.000	16.000
5.	Style and quality of expression	12.000	14.625	15.750
Total		67.750	74.500	79.250
Average		13.550	14.900	15.850

## Appendix 17

### COMPUTATION OF QUESTIONNAIRE

- A. Pilihlah jawaban dengan memberikan tanda centang (✓) pada kolom Sangat Setuju, Setuju, Tidak Setuju, atau Sangat Tidak Setuju sesuai dengan pendapat Anda sendiri.

No.	Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1.	Saya menyukai pelajaran menulis Bahasa Inggris.	4	20	8	0
2.	Menulis teks recount lebih mudah dibandingkan dengan menulis teks-teks lain yang diajarkan di sekolah	0	16	16	
3.	Saya sering mengalami kesulitan dalam menulis teks recount.	9	19	4	0
4.	Pembelajaran menulis teks recount dalam kelas biasa belum cukup baik.	2	23	7	0
5.	Diperlukan media yang lebih menarik untuk pembelajaran menulis teks recount.	12	20	0	0
6.	Facebook dapat dimanfaatkan sebagai media pembelajaran menulis teks recount.	6	25	1	0
7.	Saya menyukai penggunaan Facebook sebagai media pembelajaran menulis teks recount.	6	19	7	0
8.	Penggunaan Facebook sebagai media sangat efektif.	5	20	7	0
9.	Penerapan Facebook sebagai media pembelajaran menulis teks recount tergolong mudah.	5	16	11	0
10.	Facebook perlu digunakan dalam kelas-kelas selanjutnya.	3	24	5	0
11.	Pembelajaran dengan Facebook bisa membantu mengatasi kesulitan saya dalam menulis.	2	18	12	0

12.	Pembelajaran dengan Facebook bisa meningkatkan keterampilan saya dalam menulis teks recount.	6	17	9	0
13.	Penyajian materi di Facebook membantu pemahaman saya terhadap materi.	5	18	9	0
14.	Komentar guru dan teman dalam Facebook membantu saya dalam memperbaiki tulisan saya.	16	16	0	0
15.	Dengan mengomentari tulisan teman saya di Facebook, keterampilan menulis saya menjadi lebih baik.	5	26	1	0
16.	Pembelajaran menulis teks recount dengan media Facebook lebih efektif dibandingkan dengan media kertas biasa.	3	16	13	0
17.	Pembelajaran menulis teks recount dengan media Facebook lebih menyenangkan dibandingkan dengan media kertas biasa.	5	21	6	0
18.	Pembelajaran dengan media Facebook memungkinkan saya belajar dimana pun dan kapanpun, tidak terbatas di ruang kelas dan dalam jam sekolah saja.	13	14	5	0
19.	Saya merasa lebih bebas dalam mengomentari tulisan teman di Facebook dibandingkan di kelas biasa.	8	20	4	0
20.	Penugasan melalui Facebook mengurangi kemungkinan lupa mengerjakan tugas.	1	17	14	0
21.	Penugasan melalui Facebook lebih bervariasi.	6	24	2	0
22.	Penugasan melalui Facebook membuat saya berkomunikasi dua arah dalam bahasa Inggris, (misalnya melalui komentar Facebook, dll).	10	22	0	0
23.	Saya merasa lebih bersemangat menulis teks recount di Facebook.	3	16	13	0
24.	Penggunaan Facebook menambah motivasi	4	22	6	0

	menulis saya.				
25.	Saya merasa lebih termotivasi untuk menulis ketika teman saya mengomentari tulisan saya dalam Facebook.	7	21	4	0
26.	Saya merasa lebih termotivasi untuk menulis ketika teman saya menyukai tulisan saya dalam Facebook.	6	25	1	0
27.	Saya merasa termotivasi untuk menulis lebih baik lagi karena tulisan saya akan dibaca banyak orang (tidak hanya oleh guru).	14	17	1	0

B. Jawablah pertanyaan di bawah ini dengan uraian singkat!

1. Apakah pembelajaran menulis teks recount dengan media Facebook meningkatkan keterampilan menulis Anda?

Jika iya, bagaimana?

Jawaban: (1) Comments from teacher and friends were useful to revise the text, (2) Students were motivated to write better because their writing would be read by a big number of audiences, (3) Students can share their experiences with many friends, (4) Students become more scrupulous in writing, (5) Students were forced to communicate in English so that their ability to communicate in English improved, (6) Their knowledge were widened, (7) Facebook is various media, (8) Facebook is interesting and innovative media, (9) Facebook enables students become imaginative, (10) Facebook is easy to be used, (11) Expressing ideas or comment through Facebook is freer and easier, (12) Students become more enthusiastic in writing, (13) Students know the errors in their writing, (14) Students can give comment on their friends' writing, (15) Their grammar mastery improved.

2. Apakah pembelajaran menulis teks recount dengan media Facebook meningkatkan motivasi Anda untuk menulis?

Jika iya, bagaimana?

Jawaban: (1) Students feel motivated to write better whenever their friends

and teacher comment on their writing, (2) Friends' writing on Facebook inspired students and gave them ideas to write, (3) Writing on Facebook is freer and more fun, (4) Students wanted to write as good as possible because their text would be read by many people, (5) Students could share stories on Facebook, (6) They could comment on each other's writing, (7) They like to write on Facebook, (8) The use of Facebook as writing media is effective, (9) Writing on Facebook is easy, (10) Writing English on Facebook is challenging, (11) Students got many new vocabularies from others' writing on Facebook.

3. Manfaat apa yang Anda peroleh melalui pembelajaran menulis teks recount dengan media Facebook?

Jawaban: (1) Students knew the errors in their writing from the comments, (2) Students could share stories on Facebook, (3) They learnt to comment on others' writing with good and polite English, (4) It increased students' motivation to write, (5) It improved students' writing skill, (6) Students got many suggestions for better writing, (7) Others' writing on Facebook inspired students to write, (8) It enhanced students understanding of the materials which was about recount text, (9) It increased students' conception of writing good recount, (10) Students become more scrupulous in writing, (11) Students could practice communicate using English, (12) Comments from teacher and friends were useful to revise the text, (13) Students could comment on each other's writing, (14) The use of Facebook motivated students to write better, (15) Students got response quickly from teacher and friends, (16) Students could share ideas and problem with friends, (17) The use of Facebook created more fun learning, (18) After learning to write using Facebook, students could write longer and better recount, (19) Comments and likings on their writing motivated them to write, (20) Students' ability in English improved, (21) Facebook eased students' learning, (22) Facebook helped students got along with friends, (23) It made students become more responsible and valuing time, (24) It made the best use of technology, (25) It is more various and not boring, (26) It helped students learn vocabularies.

## Appendix 18

### OBSERVATION SHEET FOR PRE-TEST

No.	Students' Code	Indicators				
		A	B	C	D	E
1.	S-01		√			
2.	S-02	√	√		√	
3.	S-03	√				√
4.	S-04	√				
5.	S-05	√				
6.	S-06					
7.	S-07	√				√
8.	S-08					
9.	S-09	√			√	√
10.	S-10					
11.	S-11					
12.	S-12			√		√
13.	S-13					
14.	S-14	√	√			
15.	S-15	√		√		
16.	S-16			√		√
17.	S-17					
18.	S-18		√			
19.	S-19	√				
20.	S-20	√				
21.	S-21					
22.	S-22					
23.	S-23	√				
24.	S-24	√				
25.	S-25	√				√
26.	S-26	√		√	√	√
27.	S-27				√	√
28.	S-28					
29.	S-29					√
30.	S-30	√				
31.	S-31	√				
32.	S-32		√	√	√	√
Total		16	5	5	5	10

Indicators:

A : The students' attention to the teacher's explanation

B : The students' active participation during the lesson (asking and answering questions, giving opinion, etc)

C : The students' positive response toward the media

D : The students' interest in writing recount text

E : The students' seriousness in writing recount text

## Appendix 19

### OBSERVATION SHEET FOR CYCLE 1

No.	Students' Code	Indicators				
		A	B	C	D	E
1.	S-01		√	√		
2.	S-02	√	√		√	
3.	S-03	√	√	√		√
4.	S-04	√				√
5.	S-05	√	√	√	√	√
6.	S-06					
7.	S-07	√	√	√		
8.	S-08		√			
9.	S-09	√		√	√	√
10.	S-10		√	√		
11.	S-11			√		
12.	S-12	√				
13.	S-13	√		√		√
14.	S-14	√	√		√	
15.	S-15	√		√		√
16.	S-16		√	√		
17.	S-17	√				√
18.	S-18		√	√	√	
19.	S-19	√		√	√	
20.	S-20	√			√	
21.	S-21		√	√	√	√
22.	S-22				√	
23.	S-23	√				
24.	S-24	√				√
25.	S-25	√				√
26.	S-26	√		√	√	√
27.	S-27	√		√	√	√
28.	S-28					
29.	S-29				√	
30.	S-30	√			√	√
31.	S-31	√	√			√
32.	S-32		√		√	√
Total		20	13	15	14	15

Indicators:

A : The students' attention to the teacher's explanation

B : The students' active participation during the lesson (asking and answering questions, giving opinion, etc)

C : The students' positive response toward the media

D : The students' interest in writing recount text

E : The students' seriousness in writing recount text

## Appendix 20

### OBSERVATION SHEET FOR CYCLE 2

No.	Students' Code	Indicators				
		A	B	C	D	E
1.	S-01	√	√	√		√
2.	S-02	√	√	√	√	√
3.	S-03	√	√	√	√	√
4.	S-04			√		√
5.	S-05	√	√		√	√
6.	S-06			√	√	√
7.	S-07		√		√	√
8.	S-08	√	√			
9.	S-09	√	√	√	√	√
10.	S-10	√	√	√	√	√
11.	S-11		√	√		√
12.	S-12		√	√	√	√
13.	S-13	√	√	√	√	√
14.	S-14	√	√	√	√	√
15.	S-15	√	√	√	√	√
16.	S-16	√	√	√	√	√
17.	S-17	√	√	√		
18.	S-18	√	√	√		
19.	S-19	√	√	√	√	√
20.	S-20	√	√	√	√	√
21.	S-21	√			√	√
22.	S-22	√	√	√	√	√
23.	S-23	√			√	√
24.	S-24	√	√	√	√	√
25.	S-25	√		√	√	
26.	S-26	√		√	√	√
27.	S-27	√	√	√	√	√
28.	S-28	√				
29.	S-29			√	√	√
30.	S-30	√		√	√	√
31.	S-31	√		√	√	√
32.	S-32	√		√	√	√
Total		26	21	26	25	27

Indicators:

A : The students' attention to the teacher's explanation

B : The students' active participation during the lesson (asking and answering questions, giving opinion, etc)

C : The students' positive response toward the media

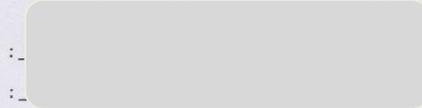
D : The students' interest in writing recount text

E : The students' seriousness in writing recount text

SAMPLES OF STUDENTS' WRITING IN PRE-TEST

PRE-TEST

Name



No. : 02

Facebook

My Special Birthday Surprise

12 July. It was my 15<sup>th</sup> birthday. Maybe, it was the best and special surprise I ever had. Although, I almost cried there.

That day, I made a promise to spend the time with my best friends. They were Annis, Desi Lili and Mayang. We wanted to spend the time in Region Library in the centre of town (alun-dun). When I arrived in there, I saw Annis and I took a sit beside her. We made a conversation about a lot of thing. After 30 minute there, Desi told me that she got thirsty. So, we decided to went "Kajen Expo" to bought some drink. We bought a glass of Pop Ice, and the price was too expensive. When I would take a money to paid the Pop Ice. There was something that I didn't know. So, I took it and all of my friends were smile at me and said "Happy Birthday". Oh, I just wanted to cried. That was a small box and there was a note there. So sweet gift..

It was only a small gift, but no matter. Although it was small but it could proof that all of my best friend love and care to me. They always knew about anything I wanted and anything I hated. They always understood me, and make me happy. Thank you so much friends! Love you all.

PRE-TEST

Name : \_\_\_\_\_ No. : 03  
Facebook : \_\_\_\_\_

My Civic's Examination

I had unforgettable experience when I did Civic examination. This happened at 1<sup>st</sup> Semester.

At rest, my civic's teacher came to the my class. He said that he would come to the my class after this and he asked to me and my friends to study. All my friends afraid to be hold exam with sudden. Suddenly the bell rang. My civic's teacher came and shared paper that containing the questions. I thought this question very difficult. After that, the answer was correction by my friend. And did you know? I got four for my examination. Oh no!

This experience very embarrassed. I won't repeat this moment so I have to study hard.

PRE-TEST

Name

:



No. : 06

Facebook

:

\_\_\_\_\_

Experience In Jamnas 1x

My experience in Jambore Nasional xi is most unforgettable moment. I was very gladed...and happied.

The opened Jambore Nasional xi in date 2-7 July 2011. In Palembang, south Sumatra. I leaved by bus during 10 hour. I finally in Merak harbor, then I crossed during 1-hour. After that trip by bus during three day and arrived camping area in Ogan Komering, South Sumatra.

I camped during 1 week and I was knew many new friend from Nusantara, but my best friend source in Tabanan Bali, Brebes, West Java, and Ngawi, East Java I hoped could meet return them.

PRE-TEST

Name : \_\_\_\_\_ No. : 09  
Facebook : \_\_\_\_\_

A Holiday with My Family

Last Holiday, after National examination, I and all my family went to Ujung Negara's beach. My purpose to there is to relax, after eliminated the national examination.

Before we when to Ujung Negara's beach, we started all we need in there. We when there by car. After we arrived in Ujung Negara's beach we walk to the beach and in the beach we eating together. After that, I and my brother and my sister was run in edge of the beach. We playing sand to make a carthe, we collection of snail and play <sup>the</sup> water.

finally, after we was tried, we was eat again and <sup>we taken a bath</sup> after that we came back to home. At home, I was taken a bath <sup>again</sup> and let's go to my bad room to sleep. I think this holiday was interesting and it can help me to relax.

PRE-TEST

Name

:

[Redacted Name]

No. : 23

Facebook

:

\_\_\_\_\_

Holiday With My brother

Last holiday, after National examination, I can a surprise from my big family, because my brother distant came to my home. I am very happy, because I can to playing with my brother in the holiday. My brother has hobby is playing badminton.

Today, I am very happy, but I am very sad too, because I got. My brother and I were playing bad minton behind our house, when I saw a cat on our mango tree. It looked scared and we thought it couldn't get down, so we decided to do something. because my brother nice to take car a cat.

First, My brother helped me to climb the tree and help it. I reached the cat and passed it to my brother. It was difficult, because the tree was so hight. When I began to come down, a branch broke. I couldn't move up or down. He inside the house and asked dad to help my father left, the cat climbed the tree again. I am very sad, because when my brother came to my home, I can accident.

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## Appendix 22

### SAMPLES OF STUDENTS' WRITING IN FORMATIVE TEST



FORMATIVE TEST (██████████ (02)) GOD, IT WORST. I told you something friends, it happened when I was elementary school. Too young? Hahaha of course. That day, 30 march it was a beautiful day in the beginning. I went to my scool with a big spirit. After I arrived there I walked to my class and met my friends there. She said to me that we should gave our friend Lana birthday gift. I forgot that day was lana's birthday. So, we made a plan together yes. We decided to buy a barbie doll for lana. It was not expensive but we hoped that doll could made lana knew about our cared for her. In 4 p.m we should went to lana's house. But did yo know? I slept away and forgot that i had a plan with my friends. My phone was rang and I was shocked. Oh god!! I just prepared my self and went to my shool, plance where we decide to gathered when I arrived, I saw nothing. There're no one of my friends there. I looked my watch and decided to went to lana's hause. In there, I saw my friends. They looked so angry.

 Like · Comment · Unfollow Post · 10 May at 00:21 via Mobile



LANJUTAN ██████████ (02) They said that they had waited for me about 1 hour. I asked oe apologized. Finally, they gave me an apologized. After that day, I promised for my self that I will never late again. oh ya, happy birthday lana.

 Like · Comment · Follow Post · 10 May at 00:25 via Mobile



Formative Test [redacted] (03)

#### My Motorcycle Accident

I had a motorcycle accident in Kajen Kidul Village. It happened about six years ago.

I and my sister went to school with my mom. My mom rode carefully. Suddenly, a motorcycle crashed my motorcycle. I and my sister fell down. But my mom still rode a motorcycle. Everyone shouted to my mom if her daughters fell and my mom stopped.

My sister was injured in her eye. But she was fine. I was injured in my face and my foot. I had to move to another hospital because my condition was worse. I was in a VIP's room. For one week, I didn't want to see my face. I was afraid to look at my face.

I am very sad if I remember this accident.

[Like](#) · [Comment](#) · [Unfollow Post](#) · 9 May at 22:12



-Formative Test-

( 06)

### The Gloomy Ponsel

Two month ago in the building house. At first after school I usually relaxing in the building house for release after school.

Then I go to bathroom for clean my face so that fresh and clean. Suddenly without conscious I falled my ponsel in bathroom. I really shook and panic. Soon I take and kindle my ponsel. I hope my ponsel not damage. Oh no my ponsel severely damaged.

Immediately I was dryered my ponsel with fan to dry and I try kindle my ponsel to the back the I feel my ponsel dry. My ponsel not kindle.

Lastly I was borrowed my favorite ponsel in the BB Shop and say customer servise BB Shop my ponsel happened consleting in cabel phone.

Finally my ponsel to get service during two week.

 Like · Comment · Follow Post · 13 May at 07:05 via Mobile



Formative text

Last year, in sunday at 05.30 a.m. I and my friends jogging in town square of kajen.

We went there by bicycle. After we arrived in town square. We parked and we ran to arounded it.

After we were tired, we took a rest and bought some drink.

After that we came back to home.

In the street, my friend crossed the road without looked that, there is a motorcycle. And than she fallen from bicycle because she was stumble by the rider of motorcycle. But she was good. After that we came back to home carefully.

I thought this sunday made me felt trembling. And I hoped this day not to happened again.

 Unlike · Comment · Unfollow Post · 10 May at 05:12 via Mobile



FORMATIVE TEST

([redacted]a\_23)

Surprise

A month ago on my birthday,I was struck by the people who I love,he told me to put an end to this relationship,and it occurred to me whether this is a gift that was given to me?.Then after we talked,he decided to continue our relationship gave me a second chance.

One month has gone since then,so we were right on the fourth day he was to give a that is not less painful,he said he wanted to finish our relationship,and it made me very miserable,these events can not be forgotten,gifts never though he'd given me.One the day my happiness,I should have got the most beautiful gifts,but now I have to give it the most beautiful gift with others.

 Unlike · Comment · Unfollow Post · 10 May at 18:25 via Mobile

**SAMPLES OF STUDENTS' WRITING IN POST-TEST**



[Redacted]  
-Post Test-

[Redacted] (02)

My Bloody Holiday

In that Friday afternoon, I felt so sick on my throat. I told my mother about this and she said that was only ordinary inflammation. I believed that and I did my activity as usual. In the school, my head was spin too fast and i was on uncomfortable condition. It happened until Saturday morning. First and second lesson on Saturday was sport. I tried to kept my spirit. But couldn't keep it too long. After school, I was straight to my bed and fall slept. Maybe it's about 5 p.m, i woke up and coughed. It felt so hurt and i decided to took some tissues. I threw out something out of my mouth. My eyes was widened suddenly. Guess what? I saw a blood on my tissues. Straightly, i called my mom and told her what happened to me. She was frightened and became panic. My father also. I tried to keep calm. In the evening my family and I went to doctor. He said that my blood vessel on my throat was crack. In the Sunday morning, i felt so sad. Because i have to silent and not to talked. Ohh that was the worst.

[Unlike](#) · [Comment](#) · [Follow Post](#) · 13 May at 22:00



POST TEST (03)

Last holiday, my family and I went to Guci by car.

At first, my family and I stopped in supermarket to buy some food. On the way, we were very bored. So, my father turned on the tape and we started to sing together. We saw scenery that very beautiful. After we arrived in Guci, we walked to the hot swimming pool. We swam in there. After that, we was very hungry. So, we bought sate and other foods. Next, we continued our journey to mother's friend house. In there, we ate again because my mother's friend had to prepare grilled fish and sate. Finally, at 4.00 P.M we went home.

I was very tired but also happy

Unlike · Comment · Follow Post · 14 May at 20:11



-Post Test-

(06)

### My Holiday In Bali

Last holiday, I and my family went to Bali. When I was 2nd grade elementary school. We were there for five days. We had many impressive experiences during the vacation. First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. I met so many other tourists there. They were not only domestic but also foreign tourists. Next, I looking performing arts barong is very good and I don't forget it. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkey. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs. I and my family really enjoyed it, and I hope I could visit Bali again.

Unlike · Comment · Follow Post · 13 May at 09:19



Post test

"My Holiday"

When I grade 5th in elementary school. My family and I went to Jakarta. We went there by bus.

After we arrived in there. We took a rest, and then we ate together. After that we went to the Monas. We went there by motorcycle. In there we saw any deer. We played a kite. After we were tired, we took a rest and drunk. After that we visited the zoo. In there we saw any animals. There were crocodiles, tigers, snakes, birds, etc. In the zoo, we took a photo with a snake.

And then we came back to home. At home I took a bath and went to my badroom to slept. Because I was tired.

But I thought that holiday was very interesting. 😊

 Unlike · Comment · Follow Post · 14 May at 05:07 via Mobile



POST TEST

(23)

my holiday

Two years ago,when i was grade 2 junior high school,my friend and i went to Bali Island.We went by bus,we gathered at school leaving at 6 a.m.First,my friend and i headed to the ketapang port crossing,travelling from school to port to take one day and one night and it was very boring.Next.we went to a lot of land that is a tourist attraction,we were there until the afternoon and saw the beautiful sunset.we went to the hotel for an overnight stay for us in Bali.After we checked in,we were staying overnight in the hotel that night.

The next day,we went to next the tourist attraction and shopping at famous joger as the factory said it was very nice,and then we returned to the hotel late afternoon and rest.

The next day,we headed to the other attractions in the Bali,and return to the hotel as the previous a day.The fourth night was last night and get ready to our home in pekalongan.

 Unlike · Comment · Follow Post · 19 May at 19:57 via Mobile

## Appendix 24

### SAMPLES OF STUDENTS' PEER REVIEW



#### My Experience in Borobudur Temple

When I was in junior high school, class organized a trip to Borobudur temple! I was delighted and join it. There were 40 students and two teacher. I bought tinned cold drinks and packets of chips for journey. We departed at 7a.m from our school in two different buses. We all enjoyed the temple and scenery there. There were many foreign tourist. My teacher help us to speak with him. Then, we had lunch at a bought some souvenir such as shirt, stones things, and hat for my family at home. When the sun set , our teacher asked us to get on the bus. We arrived our school at 6.p.m. my father waited for me . I was really happy at that time because it was my last time see my friends at junior high school.

Unlike · Comment · Unfollow Post · 1 May at 16:52

You, [redacted], [redacted] and [redacted] like this. ✓ Seen by everyone

[redacted] Good writing, [redacted]  
You can use past tense properly, you just miss one word, "help" in ninth sentence should be "helped".  
There are two teachers (with S), not two teacher, right?

well, keep writing!  
1 May at 17:23 · Like

[redacted] thanks miss  
2 May at 20:26 · Like

[redacted] you-re welcome  
2 May at 20:59 · Like

[redacted] too. thats is very beautiful place. on the top we can see all magelang city is amazing if you come there at night  
3 May at 12:31 · Like

[redacted] The word 'join' in the sentence "I was delighted and Join it' can be replaced with "Joined" (V2) keep writing.  
3 May at 20:48 via mobile · Unlike · 1



### My Experience in Borobudur Temple

When I was in junior high school, class organized a trip to Borobudur temple! I was delighted and joined it. There were 40 students and two teachers. I bought tinned cold drinks and packets of chips for journey. We departed at 7a.m from our school in two different buses. We all enjoyed the temple and scenery there. There were many foreign tourist. My teacher help us to speak with him. Then, we had lunch at a bought some souvenir such as shirt, stones things, and hat for my family at home. When the sun set , our teacher asked us to get on the bus. We arrived our school at 6.p.m. my father waited for me . I was really happy at that time because it was my last time see my friends at junior high school.

4 May at 19:02 · Unlike ·  3



Write a comment...





## My special birthday surprice

12 july. It was my 15th. Maybe, it was the best and special surprice i ever had. Although, i almost cried there.

that day, i made a promise to spent the time with my bestfriend. They were Annis,Desi,Lili and mayang. We wanted to spent the time in region library at the centre of town. When i arrived in there, i saw Annis and i took a sit beside her. There was something that i didn't know. So i took it and all of my friends were smile at me and said "happy birthday". Oh, i just wanted to cried. That was a small box and there was a note there. So sweet gift..

It was only small gift. But no matter. Although it was small but it could proof that all of my bestfriend love and care to me. They always knew about anything i wanted and anything i hated. They always understood me, and made me happy. Thank you so much friends! Love you all.

Unlike · Comment · Unfollow Post · 1 May at 19:11

👍 You, [redacted], [redacted] and 2 others like this. ✔️ Seen by everyone



[redacted] I love your writing, you can use past tense properly 😊

For correction, you miss typed the word SURPRISE. verb after "to" should be in the form of Verb1. So, the word SPENT in "We wanted to spent the time ..." should be replaced by SPEND.

Overall, your writing is great 😊

1 May at 19:34 · Like



[redacted] i like it....hmm:)

3 May at 17:45 · Like



[redacted] make an imperession story. Ajeng

3 May at 17:55 via mobile · Like



[redacted] Hahaha.. This is my first time!!! Thank u miss. I'll try better than this..

3 May at 22:20 · Unlike · 🔄 1



[redacted] good experience. i like it

4 May at 08:33 via mobile · Like

 [Redacted] Thanks mb dika..  
5 May at 12:25 · Like

 [Redacted] My special birthday surprise. 12 July. It was my 15th birthday. Maybe, it was the best and special surprise i ever had. Did you know? I almost cried there. That day, i made a promise to spend the time with my best friends. They were Annis, Desi, Lili and Mayang. We wanted to spend the time in regional library at the center of town (alun-alun). When we I arrived in there, i saw Annis and i took a sit beside her. We made a conversation about a lot of things. After 30 minutes there, Desi told me that she got thirsty. So, we decided to went to "Kajen Expo" to buy some drink. We bought a glass of Pop Ice and the price was too expensive for young students like us. When i would took a money to pay the Pop Ice, There was something that I didn't know. So I took it and all of my friends smiled at me and said "Happy Birthday". Oh, i just wanted to cry. That was a small box and there was a note there. So sweet gift. It was only small gift. But no matter. Although it was small but it prove that all of my best friend love and care about me. They always knew about anything I wanted and anything I hated. They always understood me and made me happy. Thank you so much friends! Love you all!  
5 May at 12:39 · Unlike · 🔄 2

 [Redacted] good amazing  
5 May at 13:32 · Like

 [Redacted] Gracias. 😊  
5 May at 13:32 · Like

 [Redacted] oke oke  
5 May at 13:33 · Like

 Write a comment... 



### " My Experience In Dirgantara Museum "

In my holiday last year, my family and I went to the Dirgantara Museum, it was lovely day, we went there by motorcycle, we departed at 7.00 p.m from my grand mother's house.

After rode approximately one hour, we arrived in Dirgantara Museum, in there we saw a lot of photos about Indonesian Air Force in the past periode. Next, we went to the second room, in there we saw a lot of TNI AU airplane in the past periode, the airplane was very old and used to reach the Indonesiance Independence. there was also a lot of photos the heroes of Indonesian Air Force. After we were tired, we decided to exit from there, and went to the Diurgantara's garden. In there, we bought some food for lunch. After we felt enough in Dirgantara Museum, we decided to went back to my Grand Mother's house.

After we rode for about one hour, we arrived in the grand mother's house. We took a rest after it, it was very exciting experience for my family and also for me.



Like · Comment · Unfollow Post · 2 May at 19:54

and like Seen by everyone this.

Good Job ! You tell your story well 😊

For correction, in sentences like : in there we saw a lot of TNI AU airplane in the past periode; In there, we bought some food for lunch; and in there we saw a lot of photos about Indonesian Air Force in the past periode, You'd better remove "in" and move "there" to the end of sentences. e.g: we bought some food for lunch there.

3 May at 10:37 · Like

Thank you very much, miss

3 May at 18:03 · Like

its good MAD

3 May at 18:13 · Like

good job i like it ..... dwi

3 May at 18:38 · Like

  I found some typo but overall it's very good 😊  
3 May at 18:47 via mobile · Like

  hahaha.. I agree with ichu's comment...  
atuk made many typo. 😞  
3 May at 20:59 via mobile · Like

    
6 May at 05:22 · Like

  " My Experience In Dirgantara Museum "  
In my holiday last year, my family and I went to the Dirgantara Museum, it was lovely day, we went there by motorcycle, we departed at 7.00 p.m from my grand mother's house.  
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After we rode for about one hour, we arrived in the grand mother's house. We took a rest after it, it was very exciting experience for my family and also for me.  
6 May at 05:23 · Unlike ·  1

 Write a comment... 

DOCUMENTATION







PEMERINTAH KABUPATEN PEKALONGAN  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**SMA NEGERI 1 KAJEN**  
Alamat : Jln. Mandurorejo Kajen Telp (0285) 381708 Pekalongan 51161

**SURAT KETERANGAN**

Nomor : 423.7/316/2013

Kepala SMA Negeri 1 Kajen Kabupaten Pekalongan dengan ini menerangkan bahwa :

1. Nama : DAFI KHUSNITA
2. NIM : 2201409064
3. Fakultas : Fakultas Bahasa Dan Seni
4. Semester : 8
5. Universitas : Unnes

Berdasarkan surat Rekomendasi Badan Perencanaan Pembangunan Daerah Kabupaten Pekalongan Nomor : BP.072/S/709/IV/2013 Tanggal 22 April 2013 nama tersebut di atas pada tanggal 29 April - 13 Mei 2013 benar-benar telah melaksanakan Penelitian dalam rangka menyusun skripsi dengan judul : **“THE USE OF FACEBOOK TO INCREASE STUDENTS’ INTEREST AND SKILL IN WRITING RECOUNT TEXTS( AN ACTION RESEARCH OF THE TENTH GRADE STUDENTS OF SMA 1 KAJEN IN ACADEMIC YEARS OF 2012/2013 )”**.

Demikian surat keterangan ini dibuat untuk dapat digunakan seperlunya.

Kajen 13 Mei 2013  
Kepala Sekolah  
  
Drs. Eko Supriyanto, M.Pd  
NIP. 19650109 199203 1 006

