THE EFFECTIVENESS OF USING COMMENT COLUMN ON FACEBOOK GROUP TO IMPROVE STUDENTS' SKILL OF WRITING REVIEW TEXT

a final project

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DECLARATION OF ORIGINALITY

I am Adriani Yulia Purwaningrum hereby declare that this final project entitled **"The Effectiveness of Using Comment Column on Facebook Group to Improve Students' Skill of Writing Review Text"** is my own work and has not been submitted in any form for another degree or diploma of any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, August 4th 2015

Adriani Yulia Purwaningrum

MOTTO AND DEDICATION

Dream as if you will live forever, and live as if you'll die today.

-One OK Rock-

My final project is dedicated to:

♥ *My wonder woman, Rochwati*

♥ *My super man, M.Purwanto*

♥ *My beloved Aunt, Ragieliani*

♥ *My best friends*

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ABSTRACT

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Writing is one of the four skills in English that is important for the English learners. There are many text types in English, and amongst all text types, review text is considered to be one of the most complicated text types in English. Writing review text is a crucial skill, especially for college students; however, most of them tend to think that review text is difficult. Mostly, their problem is in the form or organization of the review text. Therefore, an effective discussion method is needed in order to make the students understand better about the material.

This study was aimed to discover whether there was a significant improvement in students' skill of writing review text after commenting actively on Facebook group's posts. The study involved 40 students from Genre-based Writing class of English Education, in year 2015, Semarang State University. The design of this study was a quasi-experimental pre- and post-test design. The participants were divided into experimental and control group. The experimental group was given treatments using a Facebook group, while the control group had discussion in the classroom.

The pre-test showed that both groups have the same initial ability in writing review text. After both groups received the treatments, the finding of the data indicated that there was a significant difference in the participants' achievement in writing review text. However, the computation of the mean difference in the pre-test and post-test for both groups showed that the t_{value} of the experimental group was higher than the t_{value} of the control group (10.5>10). To determine whether there was any significant difference of the post-test score of the experimental and control group, t-test were calculated, and it was found that the t_{value} was higher than the t_{table} (2.84>2.021).

The study concludes that using Facebook group as a media to improve students' writing skill in review text is considered to be an effective method. However, it is suggested that a proper topic should be provided by the teacher and the learners should maintain the comments to remain on the topic of the discussion.

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INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research question, objective of the study, hypothesis, significance of the study, limitation of the study and outline of the research.

1.1 Background of the study

In Indonesia, English is the first foreign language which is taught from elementary to university level, formal and non-formal education. English is learned both in the spoken and written forms. The level of difficulty differs from each educational level. Writing skill which is taught in elementary level will be different with that taught in university level. For the elementary level, the writing skill taught is mostly based on the students' daily activity, what they can see and feel to make it real.

On the other hand, in university level, the skills learned by students are influenced by technology, including the skill of writing. "Technology derived from the word 'techno' which means technique, art or skill, and 'logos' which means science. Therefore, technology can be defined as a scientific knowledge of art or skill" (Hartoyo, 2012). In this globalization era, technology, which connects people around the world have been developing from time to time. Social media is an example of the technology development. According to Jasra (2010), social media now account for 11% of time spent online.

A survey of 3,001 children aged nine to 16 found that 24% had their own blog and 82% sent text messages at least once a month (Kleinman, 2009). This percentage will surely increase each year since children nowadays amazingly can keep abreast of the latest technology update. Even Oxford University confirmed that students who avoid the internet are at a serious educational and social disadvantage, since reading, writing, and commenting on blogs or other social media provides an opportunity to engage with language in a setting outside the classroom.

Social media is one of the modern technologies that allow people to stay connected and "shorten" the distance between countries around the world. It is one of the reasons that make some sectors, such as education, take advantage of this latest technology. Many teachers and lecturers start to make the best use of social media. "Writing teachers now commonly use the web in their teaching and have students engaged with blogs, wikis, Twitter, Facebook, and other forms of multimedia that combine static and moving words and images" (Yancey, 2009)

Facebook is currently considered as the leading social networking site with the total of more than 500 million active users as of March 2011 (Facebook Press Room, 2011). As Jemima Kiss reported to theguardian.com (2014), by the end of 2013, Facebook was being used by 1.23 billion users worldwide, adding 170 million in just one year. It is interesting that 70% of Facebook users are from outside of the US. More surprisingly, Indonesia is recorded as one of the highest Facebook users in the world (18,9 million users). This record make Indonesia ranks four after US, UK and Turkey (Lim, YH 2010).

Facebook (FB) is supported by many features, such as Facebook group, Facebook page, notes, personal message, etc., to make its users feel more comfortable in communicating with other users in its network. "Facebook users can share messages, not only in one-to-one but also in one-to-many mode of communication. Such attributes may facilitate collaborative reading and writing" (Warschauer and Kern, 2000 in Rozina & Nuraihan 2003).

Facebook group, as one of the features available on Facebook, allows its members to post and comment on the post. It also provides a space for the members to post their ideas in view of all, to be open to criticism as well as praise (Yunus & Salehi, 2012). When the member post ideas to the group, they do it consciously, and most of them are aware of the effect of the post. However, when they comment on a post, they do it unconsciously. Somehow, it is rather difficult to make the content of the post and the following comments become related to one another. It is bothering in some reasons, whereas a single post could be a good discussion topic, if the comments are still in the context of the post.

Northcote and Kendle (2001) stated, as cited by Kabilan (2010) "that participating in online learning activities such as discussing in online forums and searching for information online may give students the opportunity to acquire many practical online skills in a more incidental, informal manner". By discussion through a Facebook group, actually students can improve their writing skill step by step. Students can post their ideas on the group, then others will have the chance to give a review about the post by commenting on the post. As Cheung, et al (2011) had noted in their research that while "commenting in their FB, the

students developed confidence in writing and reading English and communicating with other users of FB". Besides, it also gives them an opportunity to enhance their knowledge about review text, because through commenting, students can state their opinions, make an argument, thus will lead them to write their own review text.

1.2   Reasons for choosing the topic

There are some reasons underlying this topic:

1. Many students tend to think that review text is similar to opinion text. Most of them are confused on how to develop their ideas in a review text.

2. Facebook group, as one of the features in Facebook, has a good space to create a meaningful discussion. Through comment column that is available in every post on the group, members of the group can discuss, give feedback, review each others' writing.

From the explanation above, this research is conducted to find out the effectiveness of using comment column in Facebook group to improve students' skill of writing review text.

1.3   Research Question

In this study, the discussion will be limited by only one following question:

"Does commenting actively on Facebook group post affect students' skill of writing review text?"

1.4   Objective of the study

From the research question above, the objective of this study is then to discover whether commenting actively on Facebook group post affects students' skill of writing review text.

1.5   Hypothesis

The hypothesis (H_1) of this study is:

Commenting actively on Facebook group post affects students' skill of writing review text.

1.6   Definition of Terms

The key terms in this study are review text and comment column on Facebook groups.

Review text has a social function to criticize an art work or event for a public audience (Gerot&Wignell 1994:217). The generic structure of review text are orientation, interpretative recount, evaluation, and evaluative summation. To give a review means give opinion and critique about an artwork. An artwork includes books, movies, plays, TV shows, etc. In review text, the reviewer usually will sum up the whole opinion and give some recommendations or suggestions.

The second term is comment column on Facebook group. Facebook is currently considered as the most popular Social Networking Site (SNS) used by college students. As a social media, it provides some features, one of them is Facebook group. Facebook group gives its users an opportunity to connect with

people that have the same interest and discuss together in a forum. Thus, comment column is provided in every post on Facebook as a place for its users to share their opinions about the post. Comment column is useful to keep the discussion going about the topic being posted.

1.7 Significance of the study

The significances of this study are as follows:

1) Theoretically

This study provides the readers about the impact of using the comment column in Facebook groups to improve the achievement in writing review text.

2) Practically

For the English teachers, this study provides an alternative method in teaching writing to make it more practical and effective by using technology, especially Facebook group.

3) Pedagogically

For the students, this study provides the positive effect of using facebook to improve their writing ability. It is expected that students will understand more about review text by actively giving comments on facebook group.

1.8 Limitation of the study

This study is limited only on the use of Facebook group, so the other social media such as twitter, path, instagram, linkedIN, etc. are excluded from this study.

1.9   Outline of the Research

This report is divided into five parts. They are explained as follows.

Chapter 1 introduces the background of the study, reasons for choosing a topic, research question, objective of the study, hypothesis, significance of the study, limitation of the study and the outline of the research.

Chapter 2 presents the review of related literature. It consists of review of the related literature, review of theoretical study and theoretical framework.

Chapter 3 discusses about the method of investigation. It includes research design, participants of the study, research variable, research instrument, procedure of data collection, and method of data analysis.

Chapter 4 covers the result of the study. It presents the research finding and discussion about the result analysis.

Chapter 5 gives the conclusion and suggestions for the future study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the review of the previous studies and the theoretical background that includes the general concept of writing, review text, facebook as a learning media, and commenting on Facebook group to help reviewing. This chapter also covers the theoretical framework of the study.

2.1   Review of Previous Study

In this technological era, many people conduct studies concerned with technology and its role in some aspects, particularly on education. Social Networking Sites (SNSs) that is becoming popular in the last decade has taken the attention of educators to take advantage of the usage as the learning media.

In 2013, Ibrahim conducted a study on Palestine to discover the effect of using Facebook on improving students' writing skill in English. In this study, the researcher tried to find out if there were any significant differences in the learners' performance in writing as a result of using Facebook on the ninth graders' achievement in writing due to gender. This study conducted through experimental research, and after 16 sessions of training, means of the pre-test and post-test for the two groups were calculated. The finding of this study is that there is an obvious effect of using facebook on improving the students' writing skill.

Similar research was conducted by Jiwandani in 2013. This study purposes to find out whether there was any significant difference in the writing analytical exposition text before and after being taught by using facebook group as a

medium of the eleventh grade of SMA Kajen Kab. Pekalongan in the academic year 2012/2013. By using pre-experimental research, the finding of the data showed that the average score of the post-test (61.5) is higher than the average score of the pre-test (50). Based on the result of analyzing data by using t-test, it is concluded that there is a significant increase after the facebook group was used to teach writing analytical exposition text.

Both of the studies proved that by using Facebook, there is a significant difference in students' writing skill. The researchers tried to use Facebook as the media to encourage students' writing skill because Facebook provides an easier way to communicate and convince students to write more convidently.

Another study conducted by Yunus and Salehi on 2012, prompts to investigate students' perceptions of the effectiveness of facebook groups for teaching and improving writing. A mixed method survey was used to explore students' perception toward the use of FB and FB groups for learning. The questionnaire is given to 43 Year 3 students from the faculty of Education, UKM. From the questionnaire, students' perceptions were measured. Thus, this study concluded that from 43 students' perceptions, FB group helps in their writing, especially in the brainstorming process before the actual writing.

Therefore, based on the previous studies, it is pretty convinced that using Facebook as an alternative media can be an effective way to improve students' skill of writing review text. Since some of the students in higher education level still misunderstand about review text, commenting actively on Facebook group hopefully can help them to increase their understanding about review text.

2.2   Review of Theoretical Study

2.2.1 Writing

There are two ways of communication in every language, that is spoken and written. Spoken language is typically more dependent on its context than written language is. In contrast, written language tends to be more independent of its immediate context (Gerot and Wignell, 1994).

"Writing is a sociocognitive activity that involves skills in planning and drafting, as well as knowledge of language, contexts and audiences" (Hyland, 2007). Based on Bloomsbury International, English writing is thought to be an essential skill for success in the modern global economy. "The point to remember is that a good writing requires a range of skills, from the ability to spell *definite* or *believe* to the ability to think an argument through to its logical conclusion" (Guth, 1964).

Mourtaga (2004 in Ibrahim, 2013), stated that writing provides a means for students to proceed with new information in their own word. The purpose of writing is varied depends on what the writer wants to express. One kind of writing – that is academic writing, based on Fulbright (2008), is rigid, procedural, purposed purely to convey knowledge, data and information. It is orderly, organized and follows a formula. While the other writing, a creative writing, is inspired, artistic, and entertains with word pictures, concepts and deep meaning.

There are several steps in writing, whether it is academic or creative writing. According to Boardman and Frydenberg (2002), writing is a continuous process of thinking and organizing, rethinking and reorganizing. Guth also stated on his

book, *Words and Ideas,* that whether the writing is descriptive or autobiographical, whether it is defining a term or developing an argument, a writer will have to observe the following requirements:

(1) Your writing must be your own,

(2) Your writing must be concrete,

(3) Your writing must have focus,

(4) Your writing must have coherence, and

(5) Your writing must be responsible.

(Guth,1964)

Writing is not merely skill that is done abruptly. Writing can be the way the writer express or convey feeling to the readers. The writer cannot see and hear the readers, so the writer must think about their reactions. The writer must choose a subject that will interest readers and try to present it in an interesting way (Meyers, 2005). We must think that writing may not only a writer's idea or describing something, but writing can also reflect the writer's true identity. So, following the requirements stated by Guth can help writers to create a good writing.

Therefore, it can be concluded that writing is a process to deliver a language in written media. Writing includes drafting and thinking process, in which it is the way to convey a meaning. Through writing, a writer not only gives an information, not only relay a message to the reader, but writing can also convey the true self of the writer. Hence, a good writer also needs a good writing skill, and a continuous practice is the important thing in writing.

2.2.2 Review Text

Text is the product of a writing. There are so many text types in English, and Review text is one of them. Review text is kind of text that the university students need to master. The purpose of the review text is to criticize or evaluate an art work or event for a public audience. In university level, writing a critical review is mostly used to summarize and evaluate a text. It usually requires the writer to read the selected text in detailed and also read other related texts to present a fair and reasonable evaluation of the selected text.

To make a good review text, we must follow the generic structure of the text. Based on Gerot and Wignell (1994:217) the generic structure of review text is as follows.

- *Orientation :* places the work in its general and particular context. Often by comparing it with others of its kind or through analogue with a non-art object or event.

- *Interpretative Recount :* summarises the plot and/or provides an account of how the reviewed rendition of the work came into being; is optional, but if present, often recursive.

- *Evaluation :* provides an evaluation of the work and/or its performance or production; is usually rescursive

- *Evaluative Summation :* provides a kind of punchline which sums up the reviewer's opinion of the art event as a whole; is optional.

In writing review text, we also need to pay attention to the lexicogrammatical features. Below are the lexicogrammatical features of review text according to Gerot and Wignell (1994:218):

- Focus on Particular Participants

- Direct expression of opinions through use of attitudinal lexis (value-laden vocabulary)

- Use of elaborating and extending clause and group complexes to package the information

- Use of metaphorical language.

2.2.3 Facebook as a Learning Media

A long time ago, it was almost impossible for us to talk with people from different cities. Showing the opposite, recent technology enables us not only to talk with people from another city, but also reach other countries. We can easily speak with people from United States, for example, by using *Skype*. We can send a story to our friend in England via *email*, or simply chat with our relatives in Australia through *Facebook*. The technology that is used to connect with people in another part of the world is called *internet*. As a global network, internet provides social media, such as Skype, email, Facebook, etc., to make cross-country communication become much easier.

Social media, or known as Social Networking Site (SNS), defined by Bartlett-Bragg (2006) as a "range of applications that augments group interactions and shared spaces for collaboration, social connections, and aggregates information exchanges in a web-based environment". Among many SNSs,

Facebook is currently considered as the most popular site,especially among university students (Kabilan, et al,2010; Cheung, et al, 2011).

 "Facebook, specifically, has been found to be used to reinforce current offline relationships" (Lampe, Ellison & Steinfield, 2006). It is also stated by Lerner (2008 in Ahmad, Rusli & Daud, 2011) that Facebook, as was started by Mark Zuckerberg when he was a student at Harvard, is one of the largest and best-known social-networking website, offering people a chance to find and connect with friends and individuals with similar interests.

An interesting fact is that the name of "Facebook" stems from the colloquial name for face and book. "face" means what its users first see of the body in front of them. It is also the clearest part of the body that gives them an indication of what is the person like which is related to the social field. While the word "book" is related to the academic field. In other word, the word *Face* has social roots and the word *book* has the academic roots and the social networking site (Facebook) can be used for achieving academic purposes in improving the learners' writing (Rosen, 2011).

Using Facebook as a learning media is an alternative way to make the writing process more interesting. A study conducted by the National Literacy Trust found that children's confidence in their writing abilities was boosted by writing blogs and using social networking sites. Social networks like Facebook have grown pedagogical potential, because it offers an opportunity for students to share ideas, knowledge, and individual and group activities (Cloete, Villiers, & Roodt, 2009).

Thus, using Facebook as a learning media is believed can be an alternative method in teaching writing. Besides the fact that the users of Facebook are mostly university students, Facebook is an interesting media that will make the students not get bored in learning writing. Also, by using Facebook, students tend to be more active and share their ideas easier than they usually do in the classroom. It is a good opportunity for students to explore their knowledge without feeling insecure.

2.2.4 Commenting on Facebook Group to help reviewing

Facebook, as one of the Social Networking Site (SNS) provides many features that allow the users to communicate each other easily through its network. One of the popular features commonly used is Facebook group.

According to Facebook, Facebook Groups are the place for small group communication and for people to share their common interests and express their opinions. Groups allow people to come together around a common cause, issue or activity to organize, express objectives, discuss issues, post photos and share related content. FB groups also provides space in which ideas are posted in view of all, to be open to criticism as well as praise (Yunus & Salehi, 2012)

There are three types of facebook groups depend on its privacy setting:

- **Open:** Anyone can view the group, its members, and their posts.
- **Closed:** Anyone can view the group and its members, but only members can see group posts.
- **Secret:** Only members can see the group or any of its information. People who are not members won't even be able to see that the group exists.

Besides, Facebook group allows for almost immediate feedback and fun interaction (Yunus & Salehi, 2012). The members can post their ideas in the group, then others can give their comments in the comment column that is available in every post as the feedback and one of the ways to interact each other.

Commenting on someone's post means giving an opinion about the post. Basically, we develop opinions by making up our mind about what we observe with our own eyes (Guth, 1964:59). By commenting, we are instinctively reviewing what the post is. We give a kind of feedback through our comment on the post.

A continuous comment not only give a feedback to the writer, but also increase the commentator's ability of critical review. To do the review well, we have to understand the topic from different perspectives. However, usually people commented on the post only based on their point of view. It is an opinion, indeed, but we cannot include it as a review.

It is not enough if we only stated what we are thinking of the post and call it reviewing. We can compare, for example, with another post in the group with the same topic and stated our thought based on the observation. That kind of comment is what we call reviewing.

Maybe one comment is not qualified enough to be a review text. However, a continuous comment, on the same topic, can be qualified as a review text if it is followed the generic structure of the review text.

2.3 Theoretical Framework

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                    │  Teaching Writing   │
                    └─────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │    Review Text      │
                    └─────────────────────┘
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Teaching Writing

Review Text

Modern Method (Technology)

Conventional Method

Social Media

Classroom discussion

Facebook

Commenting

Students' skill of writing review text
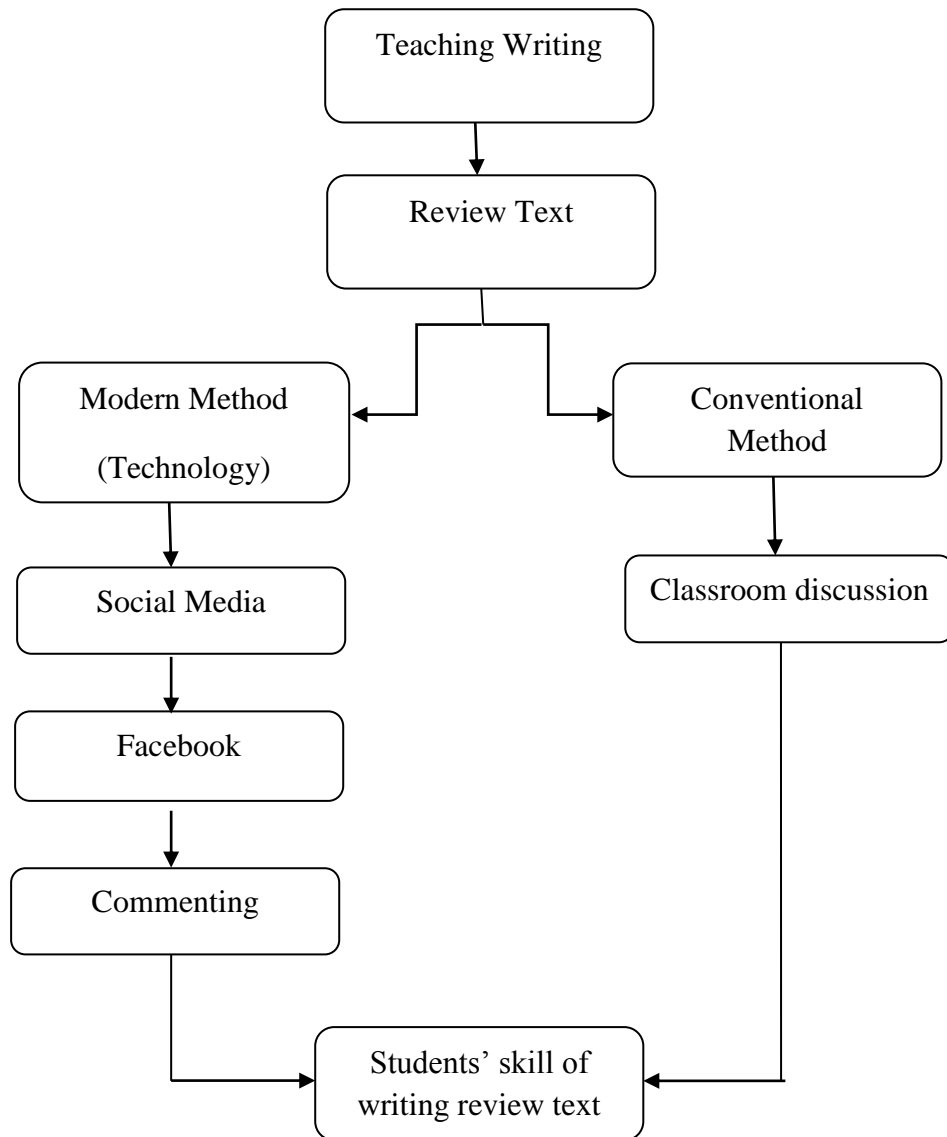
CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses research design, participants of the study, research variable, research instrument, procedure of data collection, and method of data analysis.

3.1 Research Design

Since the objective of this study is to discover whether actively commenting on the post on Facebook group affects students' writing skill, especially on review text, the semi experimental design was applied. Semi experimental or quasi experimental "is partly—but not fully—true experimental designs" (Tuckman,1978 in Saleh, 2012). It means that it is not as sufficient as the true experimental, but better than pre-experimental in some aspects. According to Creswell (2012), quasi experiments "include assignment, but not random assignment of participants to groups." This design is frequently used because educators often use intact groups in experiments.

In this research, the Quasi Experimental Pre- and Posttest Designs was used.

Pre- and Posttest Design   **Time**

Select Control Group	Pretest	No treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

Table 3.3. Quasi Experimental Pre- and Post-test Design

(Creswell, 2012:310)

3.2   Participants of The Study

The participants of this study was limited to the students of the Genre-based Writing class. They were chosen as subjects due to the following considerations:

1. They have the same background study, that is students in 4th semester of English Department, so they have learned about writing in the same level.

2. Based on the observation, review text is one of the text types that most of the students are still confused with.

The participants are involved in the following things:

3.2.1 Population

Brown (1988:8) defines that "a population is any individual group that has one or more characteristics in common that are of interest to the researchers." Thus, the population in the study should be based on the independent, moderator, and control variables in the study design along with practical considerations such as availability of subjects (Tuckman, 1978 in Saleh, 2012). The population of this research was the students from Genre-Based Writing classes of English Department, in year 2015, Semarang State University.

3.2.2 Sample and Sampling Technique

Sample is a group of people, things, or cases where the data is taken. Sample can be said as a part that represent a population (Saleh, 2001). In this research, the students from rombel 1 (as the experimental group) and rombel 6 (as the control group) of the Genre-Based Writing class were chosen as the sample.

3.3   Variable of the Research

Brown (1988 in Saleh, 2012) stated that variables "is something that may vary, or differ". In this research, the variables are:

1) Independent Variable (X) : commenting actively on facebook group's posts.

2) Dependent Variable (Y)   : students' skill of writing review text.

3.4   Research Instrument

This study applied Facebook group as the instrument of collecting the data. Facebook is the largest Social Network Site (SNS) with over than 1 billion users around the world. Facebook provides some features for its user to communicate comfortably with another user. The Facebook group is one of the features provided by Facebook to make the members of the group communicate and discuss their common interest.

In this research, the pre-test was given to both groups to measure their initial abilities, then the treatments were given through Facebook group for the experimental group. The post-test was given to measure students' skill of writing review text after receiving the treatments. From the pre-test and post-test, the differences on participants' skill of writing review text between control and experimental groups was analyzed.

3.4.1 Pre-test

The pre-test was conducted after the control and experimental groups were determined. The test was taken before the experimental group received the treatments. The purpose of this pre-test was to measure the initial ability of the

participants in writing review text. The participants were asked to choose an artwork on their own, and then they should make a review text within the given time.

This pre-test would be the base to score:

1. The participants' ideas

2. The participants' organization of the content

3. The participants' grammar

4. The participants' choice of lexical items

5. The participants' writing mechanism

3.4.1.1 Normality of the Test

A test was said to be normally distributed if $x^2\ _{value} < x^2\ _{table.}$ To calculate the normality of the pre-test for both experimental and control groups, the formula below was used:

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Where,

x^2 = Normality

Oi = Frequency of the real data

Ei = Expected frequency (percentage of each bandwidth times by n)

Hypothesis

Ho   : The data distributed normally

H_1 : The data does not distribute normally

<div style="text-align: right">(Arikunto, 2006: 290)</div>

3.4.1.2 Homogeneity of the Test

After finding out if the test was distributed normally or not, it is important to know whether the test was homogenous. The homogeneity of the test was used to determine whether or not the treatments can be conducted. The formula below was used to calculate the homogeneity:

$$F = \frac{V_e}{V_c}$$

In which,

V_e : variant of the pretest of experimental group

V_c : variant of the pretest of control group

If the $F_{value} \leq F_{table}$, then it can be concluded that the data of the pretest was homogeny.

<div style="text-align: right">(Arikunto, 2006: 324)</div>

3.4.2 Treatment

The treatments were started after the pretest. The experimental group would discuss a material in the Facebook group, in which the control group has already discussed but in a conventional way. The participants were given a topic to

discuss with the group, then they were asked to comment on the post. Each post would have a time limit to be commented, so the participants should move to the next post after they finished discussing the previous post.

3.4.3 Post-test

The post-test was conducted after the treatments ended. For the post-test, the participants were asked to write their own review text based on the knowledge they got through the discussion in the Facebook group (for experimental group) or in the class (for control group). Both groups were asked to write a review text, and the result would be the data for the analysis.

3.5   Procedures of Collecting the Data

The procedures of collecting the data were conducted with the following steps. First, after the approval was acquired from the lecturers of Genre-based Writing classes to conduct a research, an appointment was made with the students to explaine the detail of the objective of this study and what is the role of the students as the participants of this study. Before starting the study, an observation was conducted to decide the experimental and control group.

Then, a Facebook group was created for the purpose of this study, and the participants from experimental group were asked to join the group. The group is a closed group, so only members of the group can post and commenting on the group. In the first meeting, an artwork would be posted, then the participants were asked to give a comment about the artwork. The comment should include their opinions and gave a hint of review. A feedback would be provided for the

participants' comments so it would lead the participants to comment more by following the review rules.

After that, the participants were asked to keep in touch by continuously commenting on the post that would be posted on the group every three days or optional. On the last meeting, after some posting-commenting sessions, the participants were asked to write a full review text. The review text should be based on their knowledge during the treatment session, and should follow the generic structure of the review text.

3.6 Methods of Data Analysis

3.6.1 Scoring Technique

"To score the students' ability in writing, it would be to have them write" (Harris, 1969:69). From the post-test, the students' ability in writing review text was measured. There are at least five general components of writing as mentioned by Harris (1969:68):

1. Content   : the substance of the writing; the ideas expressed

2. Form   : the organization of the content

3. Grammar : the employment of grammatical forms and syntactic patterns

4. Style   : the choice of structures and lexical items to give a particular tone or flavor to the writing

5. Mechanics: the use of the graphic conventions of the language

The analytical method was used to score the participants' writing. There are five components of writing, and each component was scored 20, so the maximum score would be 100.

Thus, in assessing the participants' writing, the scoring guidance from Harris as cited in Jiwandani (2013) was applied, as follows.

Grade	Criteria of mastery	Level
A	91-100	Excellent
B	81-90	Very Good
C	71-80	Good
D	61-70	Fair
E	51-60	Poor
	Less than 50	Very Poor

Table 3.4 Scoring Guidance by Harris

3.6.2 T-test Statistical Analysis

Before calculating the t-test, first the variance of experimental group and control group and the standard deviation were determined. The formula used in this study based on Tuckman (1978 in Saleh, 2012).

The formula to calculate variance is as follows.

$$S^2 = \frac{N \sum x^2 - (\sum x)^2}{N\,(N-1)}$$

Where:

s^2 = Variance

$\sum x$ = Total score

x^2 = Square of score

$\sum x^2$ = Total of x^2

N = Number of participants

The formula to calculate standard deviation is as follows.

$$SD = \sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2}}$$

Where:

SD = Standard deviation

N_1 = Number of participants from the experimental group

N_2 = Number of participants from the control group

s_1^2 = Variance of the experimental group

s_2^2 = Variance of the control group

And the formula used to find the t-value is as follows.

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\left[\frac{1}{N_1}\right] + \left[\frac{1}{N_2}\right]}}$$

Where:

t = t_{value}

$\overline{x_1}$ = Average score of the experimental group

$\overline{x_2}$ = Average score of the control group

s = Standard deviation

N_1 = Number of participants from the experimental group

N_2 = Number of participants from the control group

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion based on the result of the research and the discussion in the previous chapter. It also provides suggestions for the future research.

5.1 Conclusion

This study aims to discover whether commenting actively on Facebook group post affects students' skill of writing review text. The pre-test and post-test were given to see if there is any significant improvement of the participants' writing ability before and after receiving the treatments.

The pre-test showed that there is no significant difference for both experimental and control groups' initial ability in writing review text. The average score difference is nearly close to each other, 63.2 for the experimental group, and 62.1 for the control group.

Then, after analyzing the post-test results, it can be seen that there is a significant improvement of the participants' writing ability after receiving the treatments. It is proved with the average score of both groups that is increased to 76.25 for the experimental group and 73.55 for the control group. The average score of the experimental group is higher than the control group with the difference of 2.7.

So, it concludes that commenting actively on Facebook groups' posts affects students' skill of writing review text.

5.2 Suggestions

Based on the result of the research and the discussion, there are some suggestions concerning with the research findings.

Facebook group is widely used for education today, because of the practical use. However, to make a facebook group as a discussion forum, a proper topic need to be prepared beforehand. A good and interesting material will lead to a fun discussion, while improper topic can probably make the members of the group feel bored and have no intention in joining the discussion. As a result, there will be no discussion and the members will leave the group because of the boring topic.

Not only a proper material, the comment on a post should be related to the topic that is discussed. If the comment is unrelated to the topic, the discussion will be worthless. The discussion should remain on the right track so it will help the members to find the topic once they have done with the discussion.

The future researchers could use this final project as the literature review if they want to conduct a similar research. This study still have some weaknesses, so hopefully there will be an improvement in the next study of the similar topic.

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APPENDIXES

Appendix 1

Review Text

Harry Potter: Order of the Phoenix

Orientation

I absolutely love the Harry Potter series, and all of the books will always hold a special place in my heart.

Evaluation

I have to say that of all the books, however, this was not my favorite. When the series began it was as much of a "feel good" experience as a huge mug of hot cocoa. The stories were bright, fast-paced. Intriguing, and ultimately satisfying.

Interpretative Recount

Order of the phoenix is a different kind of book. In some instances this works you feel a whole new level of intensity and excitement by the time you get to the end. I was truly moved by the last page. Other times the look just has a slightly dreary, depresing feel. The galloping pace of the other books has showed to a trot here, and parts of it do seem long, as we we're reading all about Harry "just hanging out" instead of having his usual adventures. Reading in detail about Harry cleaning up an old house, for example-

housekeeping is still housekeeping, magical or no, and i'm not very interested in doing it or reading about other people doing it.

Evaluative Summation

A few other changes in this book – the "real" world comes much more in to play either than the fantasy universe of the previous books and Harry has apparently been taken off his meds. I know that he had a lot to be grumpy in this book, especially with being a teenagers and all, but the sudden change in his character seemed too drastic. He goes from being a warm-hearted, considerate person to someone who will bit his best friends' heads off over nothing. It just seemed like it didn't fit his character, like he turnes into a walking click of the "angry teen" overnight.

The real story seemed to happen in the last 1/3 of the book, and this part I loved. I actually like the ending (and yes. I cried!) as sad as it was. It packed a pouch and it made me care about the story even more. Still a really good book, with some editing it would have been great.

Appendix 2

Pre-test and post-test instrument

Name   :

Rombel :

You should spend about 90 minutes in this task.

Choose one of the artwork (movie, book, song, play, drama, etc) on your own and make a review text from the artwork!

Write at least 400 words.

Appendix 3

Rubric of the scoring system

	20-16 points	15-11 points	10-6 points	5 points or less
Content	Focus of review is clear, engaging with relevant, supporting detail	Fairly clear, appropriate supporting detail, but some may be limited	Lacks focus, supporting detail is too general	Review is rambling, lacks of central ideas
Form	Review is effectively organized, offers a clear evaluation, clear transition and logical connection	Review is organized appropriately, but conventional. Gives clear evaluation, attempt at introduction and conclusion	Lacks of strong organization, beginning and ending not developed, not in logical order	Organization is unclear, lack of coherence, weak introduction and conclusion, may be unclear on evaluation
Grammar	No errors, including the proper spelling of all names. Story is well edited, effective variation in sentence pattern	A few grammatical errors. Spell-checked and all names are correct. Good variety in length and structure	Several errors. Spell-checked. Many similar patterns and the beginnings	Monotonous sentence pattern. Frequent run-on sentences, and many grammatical errors
Style	Writing is strong and effective. Word choice energizes writing. Precise, and carefully chosen. Variety of sentence structures	Writing is adequate, may be wordy, diction may not be as varied	Writing is rather bland, words may be correct but mundane, no clear originality, repetitive sentence structure	Lacks of original style, limited range of words, some vocabulary misused

Appendix 4

Data tabulation of Pre-test score for Experimental group

Participant code	Content	Form	Grammar	Style	Mechanics	Total score	Grade	X_1^2
E-1	15	14	15	13	13	70	D	4900
E-2	13	13	15	13	13	67	D	4489
E-3	15	14	13	13	13	68	D	4624
E-4	15	13	14	15	12	69	D	4761
E-5	13	13	14	13	13	66	D	4356
E-6	15	15	13	13	14	70	D	4900
E-7	16	15	12	12	12	67	D	4489
E-8	13	12	13	13	12	63	D	3969
E-9	13	13	13	13	12	64	D	4096
E-10	13	12	12	12	13	62	D	3844
E-11	15	13	12	13	12	65	D	4225
E-12	15	13	13	12	13	66	D	4356
E-13	13	12	12	13	12	62	D	3844
E-14	13	12	13	12	13	63	D	3969
E-15	13	13	13	13	12	64	D	4096
E-16	14	12	14	12	13	65	D	4225
E-17	13	13	13	12	13	64	D	4096
E-18	13	12	11	12	13	61	D	3721
E-19	13	13	13	12	12	63	D	3969
E-20	12	13	13	12	12	62	D	3844
TOTAL	275	260	261	253	252	1301		
MEAN	13,8	13,0	13,1	12,7	12,6	65,1		
$\sum x_1^2$								84773
$(\sum x_1)^2$						1692601		

Appendix 5

Data tabulation of Pre-test score for Control group

Participant code	Content	Form	Grammar	Style	Mechanics	Total score	Grade	X_2^2
C-1	13	12	13	13	12	63	D	3969
C-2	15	13	13	12	13	66	D	4356
C-3	14	14	14	13	13	68	D	4624
C-4	14	14	13	12	12	65	D	4225
C-5	14	13	13	13	13	66	D	4356
C-6	13	13	13	12	13	64	D	4096
C-7	12	13	12	12	13	62	D	3844
C-8	14	13	14	12	12	65	D	4225
C-9	14	13	12	12	13	64	D	4096
C-10	15	14	14	13	13	69	D	4761
C-11	15	14	13	13	12	67	D	4489
C-12	13	14	13	12	13	65	D	4225
C-13	14	14	13	13	13	67	D	4489
C-14	13	13	12	12	13	63	D	3969
C-15	13	12	13	12	13	63	D	3969
C-16	13	12	12	13	12	62	D	3844
C-17	12	11	12	12	12	59	E	3481
C-18	13	12	11	12	12	60	E	3600
C-19	13	12	12	12	12	61	D	3721
C-20	13	13	12	12	12	62	D	3844
TOTAL	270	259	254	247	251	1281		
MEAN	13,5	13,0	12,7	12,4	12,6	64,1		
$\sum x_2^2$								82183
$(\sum x_2)^2$						1640961		

Appendix 6

Data tabulation of Post-test score for Experimental group

Participant code	Content	Form	Grammar	Style	Mechanics	Total score	Grade	X_1^2
E-1	17	16	16	16	15	80	C	6400
E-2	16	15	15	15	14	75	C	5625
E-3	16	15	15	15	15	76	C	5776
E-4	16	15	15	14	14	74	C	5476
E-5	15	15	15	14	14	73	C	5329
E-6	16	15	14	15	14	74	C	5476
E-7	15	15	15	15	14	74	C	5476
E-8	14	14	14	14	13	69	D	4761
E-9	15	15	14	14	14	72	C	5184
E-10	15	15	14	14	14	72	C	5184
E-11	15	14	14	14	14	71	C	5041
E-12	15	15	14	15	14	73	C	5329
E-13	15	15	15	15	14	74	C	5476
E-14	15	15	14	14	15	73	C	5329
E-15	15	14	14	15	14	72	C	5184
E-16	15	15	14	15	14	73	C	5329
E-17	15	15	15	15	14	74	C	5476
E-18	15	14	15	15	14	73	C	5329
E-19	14	15	14	15	14	72	C	5184
E-20	15	15	15	15	14	74	C	5476
TOTAL	304	297	291	294	282	1468		
MEAN	15,2	14,85	14,55	14,7	14,1	73,4		
$\sum x_1^2$								107840
$(\sum x_1)^2$						2155024		

Appendix 7

Data tabulation of Post-test score for Control group

Participant code	Content	Form	Grammar	Style	Mechanics	Total score	Grade	X_2^2
C-1	15	15	14	15	14	73	C	5329
C-2	15	15	14	14	14	72	C	5184
C-3	14	15	13	14	14	70	D	4900
C-4	15	15	15	15	13	73	C	5329
C-5	16	15	15	15	14	75	C	5625
C-6	14	14	14	14	14	70	D	4900
C-7	14	13	14	14	14	69	D	4761
C-8	15	15	15	15	14	74	C	5476
C-9	15	15	14	15	14	73	C	5329
C-10	16	16	14	15	15	76	C	5776
C-11	15	13	14	14	14	70	C	4900
C-12	15	15	14	14	13	71	C	5041
C-13	15	15	14	15	14	73	C	5329
C-14	15	15	14	14	14	72	C	5184
C-15	15	14	14	14	13	70	D	4900
C-16	15	15	14	14	14	72	C	5184
C-17	14	14	14	14	13	69	D	4761
C-18	14	15	14	14	13	70	D	4900
C-19	14	14	14	14	13	69	D	4761
C-20	15	15	14	14	13	71	C	5041
TOTAL	296	293	282	287	274	1432		
MEAN	14,8	14,65	14,1	14,35	13,7	71,6		
$\sum x_2^2$								102610

Appendix 8

The Scores Distribution of the Experimental and Control Groups

Experimental Group					Control Group			
Participant code	Pre-test	Post-test	gain		Participant code	Pre-test	Post-test	gain
E-1	70	80	10		C-1	63	73	10
E-2	67	75	8		C-2	66	72	6
E-3	68	76	8		C-3	68	70	2
E-4	69	74	5		C-4	65	73	8
E-5	66	73	7		C-5	66	75	9
E-6	70	74	4		C-6	64	70	6
E-7	67	74	7		C-7	62	69	7
E-8	63	69	6		C-8	65	74	9
E-9	64	72	8		C-9	64	73	9
E-10	62	72	10		C-10	69	76	7
E-11	65	71	6		C-11	67	70	3
E-12	66	73	7		C-12	65	71	6
E-13	62	74	12		C-13	67	73	6
E-14	63	73	10		C-14	63	72	9
E-15	64	72	8		C-15	63	70	7
E-16	65	73	8		C-16	62	72	10
E-17	64	74	10		C-17	59	69	10
E-18	61	73	12		C-18	60	70	10
E-19	63	72	9		C-19	61	69	8

E-20	62	74	12
TOTAL	1301	1468	167
N	20	20	20
$\bar{x}$	65.1	73.4	8.35
Variance (s²)	7.5236	4.6736	5.1868
Standard Deviation (s)	2.7429	2.1618	2.2774

C-20	62	71	9
TOTAL	1281	1432	151
N	20	20	20
$\bar{x}$	64.1	71.6	7.55
Variance (s²)	7.1026	4.1473	5.1026
Standard Deviation (s)	2.6650	2.0365	2.2589

Appendix 9

Homogenity for Pretest of the Experimental and Control Groups

Hypothesis

Ho   : σ_1^2 = σ_2^2

H_1 : σ_1^2 ≠ σ_2^2

The calculation

Formula:

$$F = \frac{\text{Maximum Variance}}{\text{Minimum Variance}}$$

Ho is accepted if $F_{value} \leq F_{table}$

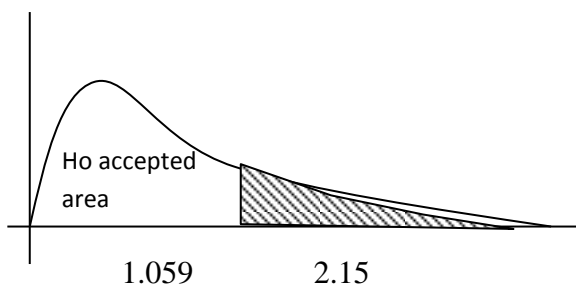|	Experimental	Control
Sum	1301	1281
N	20	20
$\bar{x}$	65.1	64.1
Variance (s^2)	7.5236	7.1026
Standard Deviation (s)	2.7429	2.6650

$$F_{value} = \frac{7.5236}{7.1026} = 1.059281$$

For $\alpha = 5\%$ with

df numerator $(V_e) = n1 - 1 = 20 - 1 = 19$

df denominator $(V_c) = n2 - 1 = 20 - 1 = 19$

$F_{table} = 2.15$

Because $F_{value} < F_{table}$, it can be concluded that the experimental and the control group were homogeny

Appendix 10

Normality of the test of the Experimental Group

<u>Hypothesis</u>

Ho   : The data distributed normally

H_1 : The data does not distributed normally

<u>The calculation</u>

Formula:

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $x^2{}_{value} < x^2{}_{table}$

Mean	=	65.1
SD	=	2.7429
Range	=	9
Minimum score	=	61
Maximum score	=	70
Class width	=	2
N	=	20

Class interval	O_i	x	pz	Luas Z_i	L_i	E_i	$O_i - E_i$	x^2
61-62	4	60,5	-1,65881	-0,4515	0,1277	2,554	1,446	0,818683
63-64	6	62,5	-0,92966	-0,3238	0,2445	4,89	1,11	0,251963
65-66	4	64,5	-0,20052	-0,0793	0,2812	5,624	-1,624	0,46895
67-68	3	66,5	0,528631	0,2019	0,1943	3,886	-0,886	0,202006
69-70	3	68,5	1,257777	0,3962	0,0805	1,61	1,39	1,200062
		70,5	1,986924	0,4767				
							X^2_{value}	2,941665

For α = 5%, with df= 5-3 = 2, X^2_{table} =5.99

Because $x^2_{value} < x^2_{table}$ (2.94 < 5.99), it is concluded that the pretest was normally distributed.

Appendix 11

Normality of the test of the Control Group

<u>Hypothesis</u>

Ho   : The data distributed normally

H$_a$: The data does not distributed normally

<u>The calculation</u>
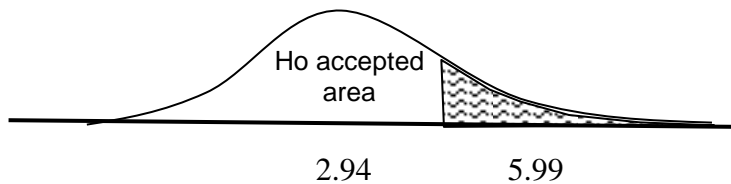
Formula:

$$x^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $x^2{}_{value} < x^2{}_{table}$

Mean	=	64,05
SD	=	2,665076
Variance	=	7,102632
Range	=	10
Minimum score	=	59
Maximum score	=	69
Class width	=	6
N	=	20

Class interval	Oi	x	pz	luas Zi	Li	Ei	Oi-Ei	X^2
59-60	2	58,5	-2,08249	-0,4812	0,073	1,46	0,54	0,199726
61-62	4	60,5	-1,33204	-0,4082	0,1892	3,784	0,216	0,01233
63-64	5	62,5	-0,5816	-0,219	0,2865	5,73	-0,73	0,093002
65-66	5	64,5	0,168851	0,0675	0,2537	5,074	-0,074	0,001079
67-68	3	66,5	0,919298	0,3212	0,1313	2,626	0,374	0,053266
69-70	1	68,5	1,669746	0,4525	0,0397	0,794	0,206	0,053446
		70,5	2,420193	0,4922				
							X^2_{value}	0,412848

For α = 5%, with df= 6-3 = 3, X^2_{table} =7.81
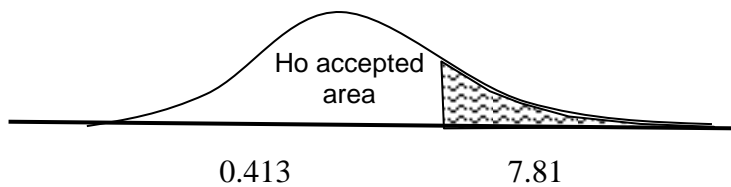
0.413   7.81

Because $x^2_{value} < x^2_{table}$ (0.413 < 7.81), it is concluded that the pretest was normally distributed.

Appendix 12

T-test of the Pre-test and Post-test for the Experimental Group

Hypothesis

H_1 : There is a significant improvement of students' writing ability after they

receive the treatments

H_0 : There is no significant improvement of students' writing ability after they

receive the treatments

The calculation

Formula :

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\left[\frac{1}{N_1}\right] + \left[\frac{1}{N_2}\right]}}$$

which,

$$s = \sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2}}$$

H_1 is accepted if $t_{value} > t_{table}$

		Pre-test	Post-test
Standard deviation (s)	=	2,742934	2,161871
Variance	=	7,523684	4,673684
Sum	=	1301	1468
N	=	20	20

$$s = \sqrt{\frac{(20-1)7.52 + (20-1)4.67}{20 + 20 - 2}}$$

$$s = \sqrt{\frac{142.88 + 88.73}{38}}$$

$$s = \sqrt{\frac{231.61}{38}}$$

$$s = \sqrt{6.095} = \mathbf{2.46}$$

Thus,

$$t = \frac{73.4 - 65.1}{2.46\sqrt{\left[\frac{1}{20}\right] + \left[\frac{1}{20}\right]}}$$

$$t = \frac{8.3}{2.46\sqrt{0.1}}$$

$$t = \frac{8.3}{2.46(0.32)}$$

$$t = \frac{8.3}{0.79} = \mathbf{10.5}$$

For $\alpha = 5\%$, with df = 20+20-2 = 38, t_{table} = 2.021

Because $t_{value} > t_{table}$ (10.5 > 2.021), it means that H_1 is accepted. Commenting on facebook group's posts affects students' ability in writing review text.

Appendix 13

T-test of the Pre-test and Post-test for the Control Group

Hypothesis

H_1 : There is a significant improvement of students' writing ability after they

receive the treatments

H_0 : There is no significant improvement of students' writing ability after they

receive the treatments

The calculation

Formula :

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\left[\frac{1}{N_1}\right] + \left[\frac{1}{N_2}\right]}}$$

which,

$$s = \sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2}}$$

H_1 is accepted if $t_{value} > t_{table}$

		Pre-test	Post-test
Standard Deviation (s)	=	2,665076	2,036509
Variance	=	7,102632	4,147368
Sum	=	1281	1432
N	=	20	20

$$s = \sqrt{\frac{(20-1)7.1 + (20-1)4.15}{20 + 20 - 2}}$$

$$s = \sqrt{\frac{134.9 + 78.85}{38}}$$

$$s = \sqrt{\frac{231.75}{38}}$$

$$s = \sqrt{5.625} = \mathbf{2.37}$$

Thus,

$$t = \frac{71.6 - 64.1}{2.37\sqrt{\left[\frac{1}{20}\right] + \left[\frac{1}{20}\right]}}$$

$$t = \frac{7.5}{2.37\sqrt{0.1}}$$

$$t = \frac{7.5}{2.37(0.32)}$$

$$t = \frac{7.5}{0.75} = \mathbf{10}$$

For $\alpha = 5\%$, with df $= 20+20-2 = 38$, $t_{table} = 2.021$

Because $t_{value} > t_{table}$ (10> 2.021), it means that H_1 is accepted.

Appendix 14

T-test of the post-test of the experimental and control groups

<u>Hypothesis</u>

H_1 = There is a significant difference between experimental and control group

H_0 = There is no significant difference between experimental and control

group

<u>The calculation</u>

Formula :

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\left[\frac{1}{N_1}\right] + \left[\frac{1}{N_2}\right]}}$$

which,

$$s = \sqrt{\frac{(N_1 - 1)s_1^2 + (N_2 - 1)s_2^2}{N_1 + N_2 - 2}}$$

H_1 is accepted if $t_{value} > t_{table}$

		Experimental	Control
Mean	=	73,4	71,6
Standard Deviation (s)	=	2,161871	2,036509
Variance	=	4,673684	4,147368
Sum	=	1468	1432
N	=	20	20

$$s = \sqrt{\frac{(20-1)4.67 + (20-1)4.15}{20 + 20 - 2}}$$

$$s = \sqrt{\frac{88.73 + 78.85}{38}}$$

$$s = \sqrt{\frac{167.58}{38}}$$

$$s = \sqrt{4.41} = \mathbf{2.1}$$

Thus,

$$t = \frac{73.4 - 71.5}{2.1\sqrt{\left[\frac{1}{20}\right] + \left[\frac{1}{20}\right]}}$$

$$t = \frac{1.9}{2.1\sqrt{0.1}}$$

$$t = \frac{1.9}{2.1(0.32)}$$

$$t = \frac{1.9}{0.67} = \mathbf{2.84}$$

For $\alpha = 5\%$, with df = 20+20-2 = 38, $t_{table} = 2.021$

Because $t_{value} > t_{table}$ (2.84 > 2.021), it means that H_1 is accepted. So, it can be concluded that there is a significant difference between experimental and control group after both groups received the treatments.

Appendix 15

Material posted in meeting 1

Close (Song Review)

The success of the first album was released "Westlife" which went in straigt to number one in the U.K. and in Ireland. Westlife have released the second album "Coast to Coast" in May 2001. This album is more succesfull than before. Westlife have been entered in the " Guiness Book of Records " of having seven single go straigt to number one in the U.K. One of the song of this album is "CLOSE". The song went straigt to be quickly become the top the U.K. chart and it can release five million copies.

"CLOSE" tells us about loves. This song shows me that the power of love is the best power than the others. The power of love itself comes from different statement between she and he. So that, the girl want to give the real sign of love to him and make the boy believe that she love him very much. And this song tells us about there's the girl or boy who loves someone and want to struggle to get the true love from him or her. When she is far away from him, she still feels close and every night when she was sleeping, she always dreams him. She can do anything just for him. She promised to herself for always keep her relationship and she never let go. He's the only one who is needed by her "You're all I'll ever need". He always gives strength and hope. She knows that she feel comfort and safe when he close to her. She needs him to know that he never been close like it "When I'm in your arms, I need you to know…I've never been,never been this close".

This song is good. The lyrics is touchable. It's a simple but has a deep meaning. By using simple and understanable words, it makes this song has many listeners. It can touch everyone's heart when they're listening on it. With lush musical settings and soulful vocal, it makes the listeners feel comfort. In general, this song is great. The lyrics can touch our heart and will be the best song for a couple.

Appendix 16

Material posted in meeting 2

Avatar The Movie (Movie review)

Avatar is a 2009 American epic science fiction motion capture film written and directed by James Cameron, and starring Sam Worthington, Zoe Saldana, Stephen Lang, Michelle Rodriguez, Joel David Moore, Giovanni Ribisi and Sigourney Weaver. Following the film's success, Cameron signed with 20th Century Fox to produce two sequels, making Avatar the first of a planned trilogy.

A former Marine named Jake limping selected to join the Avatar program and sent to another planet called Pandora. In Pandora, which is a Na'vi tribe living primitive animals are similar and have the ability as human beings. Na'vi tribe considers that the arrival of humans the earth as a threat, then the war broke out between the human world with Na'vi tribe. Because humans can not breathe earth directly on the planet Pandora, then Jake was changed to a figure like a tribe of Na'vi in order to mingle. Jake also explore the planet Pandora, after meeting with a woman named tribe Na'vi Neytiri, Jake fell in love with her. Finally, Jake is faced with a confused where he must decide which side should be defended, as both a determinant of the fate of the earth and tribal Na'vi.

This most expensive film deserves be given 2 thumbs. The film "Avatar the Movie" by director James Cameron is inviting a lot of admiration from the audience. Avatar is a semi-real film, meaning that part using 3D animation. Although 3D animation in some scenes look cheap aka obviously animated, but I think it is not too disturbing film Avatar as a whole. With Avatar the Movie, James Cameron re-considered the king of the world's movies. After previously also rocked the audience emotionally with "Titanic" movie.

Is it a great movie? I think yes. It's very amazing film I have ever seen. There are no major plot holes I could see. The technology is brilliant and used well, and the setting itself is gorgeous.

Appendix 17

Material posted in meeting 3

Crazy Little Thing Called Love

Crazy Little Thing Called Love (2010) is a Thailand romantic comedy starring Fern Pimchanok Leuvisedpaibul (as Nam) and Mario Maurer (as Shone). Nam is a high school girl who is secretly in love with her senior, Shone. Shone is a charming 10th-grade-student who interested in photography and football. He often teased by his schoolmate because his father failed to take penalty shoot on the football cup. Eventhough, many girls are still crazy for him, including Nam.

Aware as not-a-dazzling-girl in the school, Nam, with the help of her friends, try everything to improve herself to get Shone's attention. She start to treat her dark skin and start to study diligently.

On the next next next grade, Nam has become a beautiful girl. Then come another charming boy at school, Top, Shone's best friend. Top has expressed his love, but Nam refused him because of her love to Shone. But, Shone and Top already have agreement that they won't love same girl. This promise makes Nam's love to Shone seems not possible.

In the end of school year, Nam will go to continue study in America and Shone will take a football career. Before they separated for long time, Nam expressed her feeling to Shone with all of her courage. But sadly Shone has been dating someone. After that meeting, it turns out that Shone also has a feeling for Nam.

Nine years later, they meet again. And…..happy ending.

This movie has a simple storyline. It describe first love and its cheesy things. That CHEESY!!!

Although the story is simple, unfortunately the movie is told with a bit long-winded and makes the duration is quite long, almost two hours. But don't

worry because the transformation of Nam may not be boring and can be a refresher during this film. Pretty good movie, nothing special but still entertaining. After watching this movie, it is funny to realize how every little thing can make us either happy or worried. Chasing is really the best part, right?

Besides that, love can make someone change, either to fit with his/her loved one or to get his/her attention. It's good if the change go to the positive direction.

I think, on eastern culture, it is not usual if a woman express her feeling first to a man she loved. So, note to every man, say 'love' if you love her before it's too late because second chances do not always exist.

Appendix 18

Material posted in meeting 4

Spiderman 2- the Review

By Andy Permadi

I just watched Spiderman 2 and I enjoyed it thoroughly. It is better than the original because the story has more depth and lots of funny moments too. Frankly speaking, when I walked in to the cinema, I thought we were going to watch Finding Nemo 2. The cinema was filled with kids. Not surprising though, since the original Spiderman movie was a huge hit.

The story starts with Peter Parker (Tobey Maquire), having a tough time with his dual life. Two jobs by day, high esxpectations in school to boot, and crime fighter by night. No time for his personal life or to follow his dreams. Always exhausted. Always late. He reminds me of a born loser.

Peter faces problems which many of us do: problems on the job and no money for the rent. The woman he loves. Marry Jane (Kristen Dunst), is with someone else. Basically, anything that goes wrong, does. Even as Spiderman, things go wrong as his power vanishes.

The villain, Doc Ock is multi dimensional person, somewhat like Norman Osborne in the original Spiderman movie. Originally a good hearted scientist, the unfortunate accident allowed the artificial intelligence in his tentacles to take over and turn him into a formidable villain. Alfred Molina is excellent as Doc Ock, the good scientist and as the villain whose mind was taken over by the tentacles.

As the story progresses, Peter find himself that he has to be his own self. With this self confidence, he has to hurry to save Mary Jane because Doc Ock kidnaps the girl.

Unrequited love. The longing glances exchanged. Some of these could have become uncomfortably mushy, but with Tobey's understated performance and the powerful on screen chemistry between him and Kirsten, these scene turned out very well.

Tobey Maguire, with his talent in drama, brings out this aspect of the movie beautifully. The process Peter has to go trough as he struggles with what he really wants to do with his life. This reminds me somewhat of the TV series Smallville, where young Clark Kent (Superman) struggles with his secret powers.

Rosemary Harris (as Peter's Aunt May) touches our hearts. He still misses Uncle Ben terribly. A brave old lady who faces life alone, with not enough money to pay the bills. Even then, she is spunky enough to whack Doc Ock. Incidentally, in the Spiderman comic books, Aunt May almost married Doc Ock.

Spiderman, with his mask on, looks emotionless. Kind of boring. In a number of key moments of the movie, you see Spidey without mask. The comic book Spidey would never take off his mask voluntarily, but in the movie, seeing the maskless Spidey's expressions have a greater impact. You'll see the actor's full performance when you see his facial expressions.

Overall, Spiderman 2 is an excellent movie. The plot is excellent. The characters are well developed. The humor is there. Lots of inside jokes. There is loads of action too. Consequently, it is fun for the entire family. I intend to see this movie again.

(taken from: www. Spiderman2.com)

Appendix 19

Material posted in meeting 5

Negeri 5 Menara (Novel/Movie)

A different themes has been introduced in a film based on the novel by Ahmad Fuadi and directed by Affandi Abdul Rahman.

"Negeri 5 Menara", a film produced by Simple Pictures/KG Productions/Million Pictures/IB Perbankan Syariah is one of Indonesian movies that is produced to educate the audience and shown a different angle of an Islamic education institution, called Pesantren, on how to pursue the future success by implementing a spirit of 'Man Jadda Wajada', meaning that every person who is taking effort seriously will be succeed.

A traditional atmosphere and beautiful scene of Maninjau Lake in West Sumatera has become a background of the story where Alif and his family lives. Alif is a student who just completed his study in a junior high school and willing to go to java for taking a higher education in a secular school as a part of his dream to study at the famous Technical College in Bandung, ITB.

His mother has a different plan for him , she urged Alif to take Islamic school and spending four years to gain a religious subject combined with a modern knowledge before to go to college.

Alif had no choice, as he does not want to disappoint his mother , then he go to a small town in Java, Ponorogo, accompanied by his father to enroll Islamic school " Pondok Madani". His father said to him to take and try it first and after that Alif can decide whether the school is fit for him or not.

The exposure completely in a combination of today's modern culture and ethics of Islamic living, in Pondok Madani as an Islamic school , With Six students and some chaplains moving in and out of the film, the movie is something about refreshment for a sense of curiosity who appear on every person who never know inside of Pesantren or Islamic School culture.
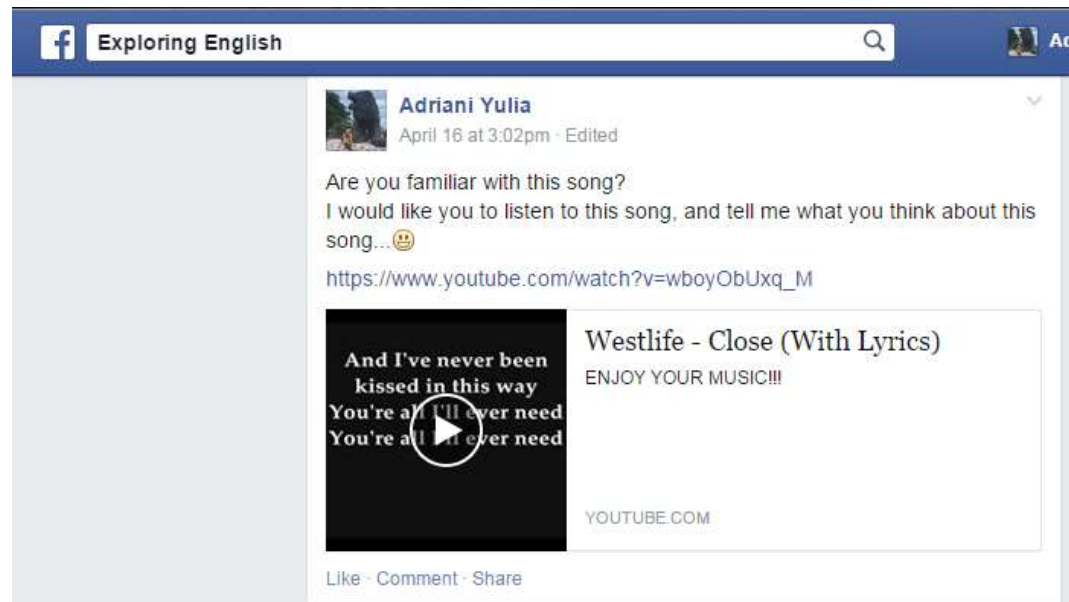
Though the script is simple, the dialogues is crisp. All the performances are excellent, especially for some new comer such as: Alif (Gazza Zubizaretta), Raja Lubis (Jiofani Lubis) , Said Jufri (Ernest Samudra) , Dulmajid (Aris Putra) , Atang (Rizki Ramdani) and Baso Salahuddin (Billy Sandy) . These six students stirs-off some comedy sequences . The capability to connect a modern life activities and Islamic roles is well interpreted throughout the movie.

Affandi Abdul Rahman treats Fuadi's book as a precious script to be handled carefully , get all the points in there, however making it into a film has proved difficult, when reading the book you can imagine some dialogue created by those six students is very deep but in the movie it become a simple conversation.

A simple Recommendation for those who has watch this film, not be missed out!

Appendix 20

<p align="center">Pre-materials</p>

Pre-material for meeting 1

Pre-material for meeting 2

Pre-material for meeting 3

Pre-material for meeting 4

Pre-material for meeting 5

Appendix 21

Sample of the Participants' review text

Review Text for Pre-test of the experimental group

Review Text Stand by Me Doraemon

Almost everyone is familiar with this phenomenal cartoon. This japan film is very very successful. This film was made to celebrate 80 years of Ajiko F. Fujio who passed away several months ago. In December 2014, Stand by me Doraemon movie officialy was played in Indonesia. Surely the enthusiastic of Indonesian people is very great to watch this phenomenal movie which is the last episode of doraemon movie. Stand by me film is a mediocre movie as 3D animation film in general. Even as the generation of 90s. I was disappointed with this movie. Probably because big name of Doraemon has already been legendary made this film extremely loved by many people.
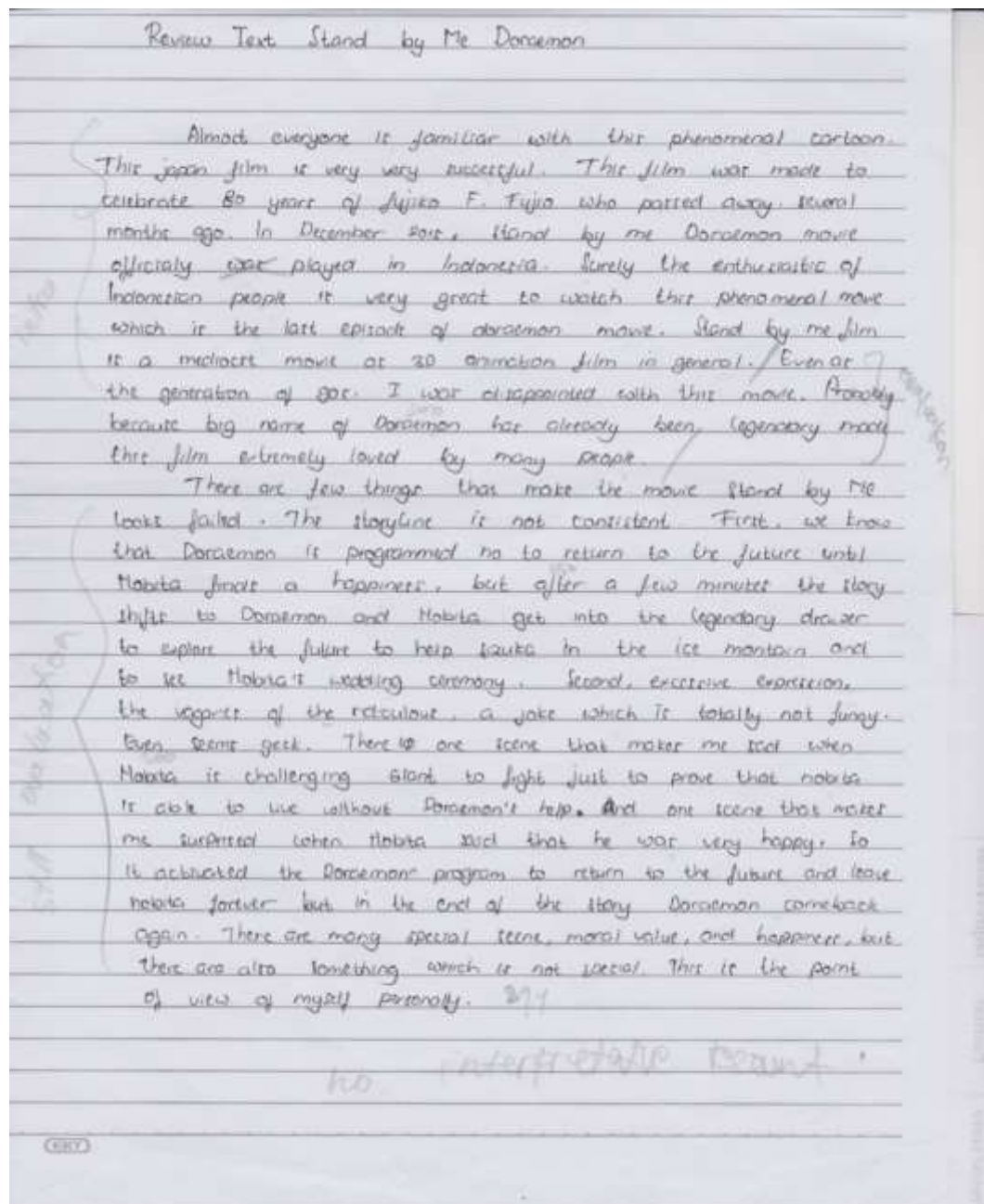
There are few things that make the movie Stand by Me looks failed. The storyline is not consistent. First, we know that Doraemon is programmed no to return to the future until Nobita finds a happiness, but after a few minutes the story shifts to Doraemon and Nobita get into the legendary drawer to explore the future to help Jaiko in the ice mountain and to see Nobita's wedding ceremony. Second, excessive expression, the vagaries of the ridiculous, a joke which is totally not funny, even seems geek. There are scene that makes me sad when Nobita is challenging Giant to fight just to prove that nobita is able to live without Doraemon's help. And one scene that makes me surprised when Nobita said that he was very happy, so it activated the Doraemon program to return to the future and leave nobita forever but in the end of the story Doraemon comeback again. There are many special scene, moral value, and happiness, but there are also something which is not special. This is the point of view of myself personally.

no interpretative recount.

Titanic

Titanic directed by James Cameron presents a fictional love story on the historical setting of the Titanic. The plot is simple, uncomplicated, or not for those who love plots that twist and turn and keep you in suspense. Kate Winslett is wonderful as Rose, an aristocratic young lady betrothed by cal (Billy Zane). Early on the voyage Rose meets Jack (Leonardo DiCaprio) a lower class artist on his way to america after winning his ticket aboard Titanic in a poker game. The two fall in love and the audience sees the sinking of the Titanic primarily through their eyes.

Historically the first few days of the voyage went by uneventful, but the fictional plot of the story is developed during this time as Rose sees the hopeless entrapement of an engagement that she is in to the wealthy cal Hockley and falls in love with third class passenger, Jack Dawson. The Titanic had reports that the waters in the Atlantic they were sailing in were full of icebergs, but they ignored these warnings and proceeded at full speed as shown in the movie. Overall, the basic plot is very accurate in its portrayal of the events and the times at which these events took place on the Titanic.

Titanic plays almost like a historical biography and is like a work of art, a true art. Like most history novels, we know the ending but it doesn't take away from the wonderful treats that can be found in that picture.

Review Text for Pre-test of the Control Group

Review

Movie : Harry Potter and The Half Blood Prince

Harry Potter's series are a very famous and successful story. Based on 12 the best seller novels that written by J.K. Rowling, these movies were made. From the first movie until this sixth movie, the movies always be successful movies and get a lot of profits. Same as the previous movies, this movie, Harry Potter and The Half Blood Prince, is very interesting. Magic, strange creatures, amazing adventures, and the strong friendship that full of love are still filling that movie. The charming actress and actors like Daniel Radcliff and Emma Watson are still staring at this movie.

The story is still telling about Harry and Voldemort, but there are some mysteries that need to be revealed. There are some huge things happened in this movie. This movie is the gate to go to the final story of Harry Potter. 125

Harry Potter's movies are the movies that labeled as "must-watch". I personally will immediately go watching Harry Potter's movies. I don't care whether I've known the ~~same~~ story is interesting or not. Knowing that Harry Potter's movies based on best seller novels written by J.K. Rowling made ~~those too~~ the movies sound ~~east~~ interesting. It is just my own thoughts, though. 192

- no clear INFO
- no interpretative recount.

Review : Stand by Me Doraemon

Almost everyone is familiar with this cartoons. This Japan film is very successful. Stand by Me : Doraemon, this film was made to celebrate 80 years of Fujiko F. Fujio (author), and started playing in cinemas in Japan since August 8, 2019.

Actually, The movie Stand by me Doraemon is very good, but there are few things that makes this movie looks failed. The storyline is not consistent. First, we know that Doraemon is programmed not to return to the future until Nobita finds a happiness, but after a few minutes the story shift to Doraemon and Nobita go into time machine to explore the future, to help Shizuka in the ice mountain and to see Nobita's wedding ceremony. Second, there is one scene that makes no sense when nobita is challenging giant to fight just to prove that he is able to win without Doraemon. Why is this scene? There are many scenes, such as being excellent in his school. Would it have more moral value compared to fight?

Although I said that there are many mistakes in this movie, I am still like it and think that this movie has been successful.

lack of interpretative recount !
No supporting detail !
evaluation is out of hour.

Review Text for Post-test of the Experimental Group

Habibie Ainun.

Indonesian film industry finally awakened to offer quality movies. After a long time the people of Indonesia are served with horor film. Film Habibie and Ainun produced by Hanung Bramantyo. This film is an adaptation of a novel by Mr. BJ Habibie. The novel he wrote after his wife's death, as a mark of his love.

The film told about a leader and Indonesian intellect who tried to build up the nation. The film also tried to unite the romance between a marriage couple in a family. The film was started by the flash back of Habibie-Ainun lived and also told a lot about their love story. The conflict was begun when Habibie was choosen as the next President. However, the problems about Indonesia always come to them. In addition, they also tried to struggle and gave their best effort to find the solver. The love story between Habibie and Ainun provided valuable lessons for all Indonesian. The loyalty and sacrifice they gave to the nation offered a lot of lesson. And finally, the story was ended by the death of Mr. Habibie's wife, she is Mrs. Ainun.

The biography of BJ Habibie and Ainun are elegantly presented. His science and ambition to create Indonesia Aircraft are the positive values and

encourage us to be his successor.

Unfortunately, this beautiful story of this film is a little tarnished by the unprofessional product advertisement. Although it is only a few second, but it still disturb the story.

Finally for those who have a high spirit of nationalism and love romance must watch this film, which is one of the best film ever created by the Indonesian.

"If You're not the One"

"If You're not the One" is a ~~song~~ ~~song~~ song performed by Daniel Bedingfield. It was released on 2002. It is written by Daniel Bedingfield himself. This song makes in top 20 U.K chart.

This song talked about a man's love to his girl. The man, through this song tried to confess his love to his girl. He wanted to make his girl believed him. He tried her girl's hesitation disappear. He convinced his girl by ~~was~~ showed how he thought about her. He also showed how he would be without her. Within this song, he also put his hope to the girl.

This song a very touching. Every girl will be melting if they are proposed by this song. Daniel Bedingfield put many sweet words here. We can see the first ~~the~~ verse of this song. In the first verse, we see the questions ask for the girl. These questions is a sign that the man wants the girl believes him. Then the chorus, tells it is the main theme of the song. But I think, the main power of this song is placed in the bridge, and some lines before chorus. The most favourite part of mine is in the some lines before second chorus.

I love the lines "I hope you are the one I share my life with. And I wish you could be the one I die with. And I pray that you're the one I build my home with.". Those lines shows the man's hope. In the bridge, it is the man's description of how he could be without her. The deficiency of this song is only the duration, I think it is long enough. However it does not cut down the meaning.

I recommend this song for who wants to propose or express his love for his girl. The song is very sweet and touching. When I first heard this song, I feel so touching. I think this is the most romantic song. If you are interested in listening English song, you have to listen this one.

Review Text for Post-test of the Control Group

" FROZEN "

Frozen is a fairy tale based off of "the snow queen" by Hans Christian Anderson.

Frozen is a disney movie. It is very famous. Everyone watch the movie, especially the children. I believe that many children like to watch the movie, because it tells about princess. but actually, the movie is not good to watch by the children, because the movie tells about love.

Frozen is a tale of two princesses : the sisters of Arandelle. The princess is name Elsa. She has one sister. Her name is Anna. Elsa has a special ability to create snow and ice, but after she accidentally injures her sister Anna, she is forced to hide these powers out of fear that they may grow and be danger for everyone around her she locks herself in the castle and shuts everyout, especially Anna.

On coronation day, Elsa becomes Queen of Arendelle, but her nerves around the event cause her to turn the entire kingdom into ice, triggering an eternal winter Elsa run away, planning to never return.

Anna, who hasn't interacted with her sister in years, fearlessly leaves to find Elsa and save the kingdom of Arendelle before it's too late. With the help of a mountain man named Kristoff, his reindeer Sven, and a hilarious talking snowman named Olaf, Anna embarks on an adventure that is truly truly unforgettable.

However, I have to criticize about this movie. In my opinion, this movie is amazing. I'm very happy watch it, because the movie really funny and humor. I think this movie is the best movie, while we all love ideals to young girl that might not come true in reality. frozen addresses the meaning of love

right from the start, with an adult Anna, who being separated from reality for herentire life has no idea what true love truly means.

I argue this movie is interesting. I get a lesson about true love. Actually, between Elsa and Anna, there is a true love. The brotherhood never separated. We must know that true love is need, feel, struggle and sacrifice to someone. After I wacht this movie. I think this movie is a good for a teenager. Because the conversation in the movie are good to watch and listen by the children, because character of Olaf is humor and fantastic. It can make the children happy to watch it.

Overall, I think this movie is amaze, it is the best movie. This movie can to see to all ages, but I suggest, the children not to see this movie, because this movie to tell about love. I hope the children will see other movie. There are many animation movies tells about princess, but not love. However, this movie is a good movie. I like it.

Review
The Lord of The Rings : The Return of The King.

The Lord of The Rings is a fairy-tale of myth and fantasy. Peter Jackson directed a film that was considered, for a very long time, impossible to make, and not only for technical reasons. The narrative roots are incredibly long and detailed, and the storyline is deeply connected with the creation of a fantastic continent called 'Middle Earth'. Its author, J.R.R. Tolkien, dedicated a considerable part of his life developing this continent's background, its mythology and origins, its different kinds of people, cultures and languages.

The war of the ring reaches its climax as the dark lord Sauron sets his sights on Minas Tirith, the capital of Gondor. The members of the fellowship in Rohan are warned of the impending attack when Pippin cannot resist looking into Saruman's palantir and is briefly contacted by the dark lord. King Theoden is too proud to send his men to help without being asked, so Gandalf and Pippin ride to Minas Tirith to see that this request is sent. In Minas Tirith, they meet Denethor steward of the city and father of Faramir and Boromir. Denethor is the temporary guardians of Gondor until a member of the true line of kings returns. This member is Aragorn, who must overcome his own self-doubt before he can take on the role he was destined to fulfill. Meanwhile, Frodo and Sam continue to carry the One Ring towards Mordor, guided by Gollum. What they don't know is that Gollum is leading them into a trap so that he can reclaim the ring for himself. Though Sam suspects his deceit, Frodo is starting to be corrupted by the ring's power. The only way good can prevail in this contest is if the ring is destroyed, an event that is becoming harder every minute for Frodo to achieve. The fate of every living creature in Middle Earth will be decided once and for all as the quest of the ring bearer reaches its climax.

The greatest thing about this film, to me, is that the film brought me back to a time when I was in love with a different world where everything was possible. The corruption of absolute power, the importance and value of friendship, the strength of hope. In the end, this is a wonderful film. I recommend this film to people who want to discover a great world of fantasy, beauty and humanity

Appendix 22

Letter of Agreement

Semarang, 4 April 2015

Kepada

Mahasiswa Genre-Based Wiriting

Rombel ....

Surat Permohonan Menjadi Responden Penelitian

Dengan Hormat,

Sehubungan dengan akan diadakannya Penelitian dalam rangka penulisan Final Project (Skripsi), dengan ini kami memohon kepada saudara/i agar berkenan untuk berpartisipasi sebagai responden dalam pelaksanaan penelitian mahasiswa yang bersangkutan dibawah ini:

Nama   : Adriani Yulia Purwaningrum

NIM   : 2201411043

Prodi   : Pendidikan Bahasa Inggris/ S1

Judul Skripsi : The Effectiveness of Using Comment Column on Facebook Group to Improve Students' Writing Skill on review Text

Demikianlah surat permohonan ini kami sampaikan, atas partisipasi dan kerjasamanya kami ucapkan terima kasih.
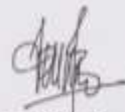
Mengetahui,

Dosen Pembimbing I,   Mahasiswa,

Rohani, S.Pd., M.A.   Adriani Yulia Purwaningrum

NIP. 197903122003121002   NIM. 2201411043

Appendix 23

Letter of Consent

To whom it may concern,

I, Bambang Purwanto, S.S, M.Hum, the lecturer of Genre-based Writing class rombel 1 of English Department UNNES, give my permission to **Adriani Yulia Purwaningrum,** a student of English Department 2011, to conduct a research for her final project on **"The Effectiveness of Using Comment Column on Facebook Group to Improve Students' Skill of Writing Review Text"** in my class.

This is to inform that I should support her on her research and help in all ways possible.

Thank You,

Yours faithfully,

Bambang Purwanto, S.S, M.Hum

Letter of Consent

To whom it may concern,

I, Alief Noor Farida, S.Pd, M.Pd, the lecturer of Genre-based Writing class rombel 6 of English Department UNNES, give my permission to **Adriani Yulia Purwaningrum,** a student of English Department 2011, to conduct a research for her final project on **"The Effectiveness of Using Comment Column on Facebook Group to Improve Students' Skill of Writing Review Text"** in my class.

This is to inform that I should support her on her research and help in all ways possible.

Thank You,

Yours faithfully,

Alief Noor Farida, S.Pd, M.Pd

Letter of Consent

To whom it may concern,

I hereby consent to myself, _____, being tested, and/or observed as the participant of the research on **"The Effectiveness of Using Comment Column on Facebook Group to Improve Students' Skill of Writing Review Text"** conducted by **Adriani Yulia Purwaningrum.**

I understand that:

a.) any information gathered (as noted above) will be used only for educational purposes, and that this information may be shared with the researcher's advisor(s),

b.) the test results may be given to the lecturer of the subject for appropriate academic issues,

c.) all the information gathered is to be kept strictly confidential and to be used only for purposes stated.

Semarang, April 2015

_____   _____

Signature of Consenting Party   Signature of Tester

Appendix 24

Documentations