Improving Students' Writing Skill in Recount Text by Using Facebook Closed Group

[1]Nadia Aluka Fadhila[*], [2]Mega Mulianing Maharani S.Pd., M.Pd

[2]English Education, The Faculty Of Languages And Communication Science

*Corresponding Author:
Fadhildhilah92@gmail.com

Abstract

This study is a collaborative action research. The general objective of this study is to improve students' writing skill in recount text using facebook closed group. While, the specific objectives of this study is to find out whether or not facebook closed group can be a media for students and teacher in learning to write recount text outside of class and it describe whether facebook closed group could improve students' writing skill especially in writing recount text. This collaborative action research was conducted at SMA 1 Sultan Agung Semarang. The sample of this study is students in tenth grade of Mipa 2. The procedure of this study consisted of planning, action, observing, and reflection. The observation during English teaching process was helped by collaborator. This study is quantitative therefore; the data was collected through interview, students' writing result, and observation sheet. The students were given homework to write their recount text on facebook closed group and for each cycle they was given a test to make a recount text. The result showed that their score was improved in each cycle. In the first cycle there were only 6 studets who pass the passing grade score, while in the cycle 1 there were 29 students who pass the passing grade score. In the last cycle all of the students' score in Mipa 2 class was pass the passing grade. The result of this study proved that facebook closed group improved students' writing skill especially in writing recount text.
Keywords: Facebook Closed Group, Recount Texts, Students' Ability, and Quantitative Action Research.

Abstrak

Penelitian ini merupakan penelitian action kuantitatif kolaborative. Tujuan dari penelitian ini adalah untuk meningkatkan skill menulis terutama pada teks recount menggunakan grup tertutup Facebook. Sementara itu, tujuan utama dari penelitian ini adalah untuk menemukan apakah grup tertutup Facebook bias menjadi media untuk murid and guru dalam process pembelajarn teks recount di luar kelas and penelitian ini untuk menjelaskan apakah grup tertutup Facebook dapat meningkatkan skill menulis murid terutama dalam hal menulis teks recount. Penelitian action kolaboratif ini di selenggarakan di SMA islam 1 Sultan Agung Semarang. Sample dari penelitian ini merupakan murid dari kelas 10 Mipa 2. Prosedur dari penelitian ini terdiri dari membuat plan, tindakan, mengamati, dan refleksi. Process mengamati kegiatan process mengajar akan dibantu oleh guru

bahasa Inggris sebagai kolaborator. Penelitian ini merupakan kuantitatif sehingga; data ang akan dikumpulkan akan menggunakan hasil interview, hasil pembuatan teks murid-murid and lembar pengamatan. Hasil peneltian ini menunjulan bahwa nilai mereka berhasil meningkat pada setiap cyclenya. Pada pre cycle ada 6 dari 32 murid yang lulus nilai KKM (Kriteria Ketuntasan Minimal), sedangkan di cycle pertama ada 29 dari 32 murid yang lulus nilai KKM. Pada cycle ke dua seluruh murid berhasil lulus nilai KKM. Hasil dari penelitian ini berhasil membuktikan bahwa grup tertutup Facebook dapat meningkatkan skill menulis para murid terutama dalam hal menulis teks recount.

Kata kunci: grup tertutup Facebook, teks recount, kemampuan murid dan peneltian kuantitative aksi.

1. INTRODUCTION

Writing is one of four basic skills which have so much important points in teaching and learning English. Harmer (2004) mentions that the most important point of learning are that it encourages students to focus on accurate language use. It is the last macro skill that has to be mastered by EFL (English Foreign Language) in order to be able to communicate perfectly. However, as a productive skill it requires the learners' mastery in generating ideas. Hence, learners can convey their ideas, meaning, or purpose perfectly which make their writing understandable.

A good writing result is needed in order to make the reader to easily understand. A good writing has a component and purpose. One purpose and component have different writing result or text and it called genre. In this case, recount text as one of the genre which also needs to be mastered by students. However, in reality it is not as easy as it may seem for students to write a recount text during learning and teaching practice.

As foreign language learners, students should pay attention to the importance of writing in several texts especially recount text. In this part, they have to learn how to put their ideas into a good recount text. They have to understand how to correlate sentences into good recount text. However, in reality it is not as easy as it may seem for the students to write a recount text, when the writer did the teaching writing practice, the writer found that there were some obstacles the students faced. During the teaching learning practice, the students had a hard time to write a recount text. They faced problems in generating ideas, such as generating ideas for orientation. Although, teacher had thought them that orientation is about Who, What, When, and Where, students tend to use almost a whole minute of class to decide the orientation. Besides that, they often used present tense to write the events that they had done or past event rather than using past tense. They also often ask the teacher to translate their sentences or words rather than trying by themselves. They always imitate words from dictionary or Alfalink without considering whether it included as verb, noun, or adverb it caused they sentence became messy. 60 minutes would not enough for the students to make recount text that included orientation, events, reorientation and feeling or comment.

Those problems caused the students of SMA 1 Sultan Agung Semarang had difficulties to write a good recount text. They do not have any courage to write it down with those problems that researcher had explained above. The writer also noticed that almost all of them are not interested in writing. On the other hand, the problem came

from the teacher, it because they more tend to like to play more than doing a formal study. It leads to a matter on what objectives this research would pay attention to.

The objective of the study is to find out the way Facebook closed group help students of the students SMA 1 Sultan Agung in Academic of 2018/2019 to improve their writing English in Recount Text.

2. RESEARCH METHOD

Research design is a way to use in conducting a research. It becomes the guidance to do the research sequentially. This research was done by using collaborative action research method. According to Alba (2015), collaborative action research is a core element for working to improve educational and public services and is a core component of a model to improve students' English language skill and develop teacher's teaching skill.

Kemmis and McTaggart (1988) also pointed out that collaborative action research is a systematic process that includes four stages that spiral to provide a continuous structure of professional development. The four stages include planning, acting, observing and reflecting.

Collaborative action research has cycle. The cycle has most significant contribution in making innovations and changes in teaching; everything rarely goes perfectly according to the plan on the first time around. The cycle which consists of planning, acting, observing, and reflecting, usually leads to another in which improvement are incorporated based on the previous cycle.
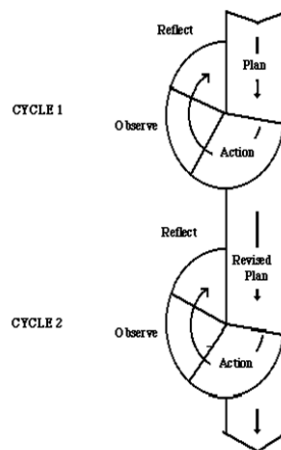

Figure 3.1 Kemmis and McTaggart's (1988) design of action research

Data Analysis

According to Burn (2010) in Fajriyanti (2018), there are five steps in analyzing data. There are assembling the data, coding the data, comparing the data, building meaning and interpretations, and reporting the outcomes. And the explanation is as follows:

1.   Assembling the data

In assembling the data, the writer collects all of the data which has been obtained from observations, interviews and students' writing. The writer evaluated to get the meaning of data which can help to answer the research question.

2.   Coding the data

In coding the data, the writer identified the data sources that can be described such as observation, interview, and students' writing. The aspects that was coded such as teacher's and students' opinion about the implementation of Facebook close group to improve students' writing skill in recount text.

3.   Comparing the data

In comparing the data, the writer compared the data that have been taken through first and second cycles from different category such as whether students' writing result pass the passing grade that has been decided by the school to see whether the result is same or not. These categories will going to be a question such as :

1.   Is there any improvement from first cycle and second cycle?

2.   Is there any problem in the first cycle that has been solved in through second cycle?

4.   Build meaning and interpretation

In building meaning and interpretation, the writer interpreted the data. The writer is demanded to explain about the result of the data.

5.   Reporting the outcomes

The last is reporting the outcomes where the writer has to present about the study and tell about the result.

3. RESEARCH FINDINGS AND DISSCUSSION

This chapter presents the result of the research including research findings and discussions. It describes the detail of several activities of the implementation of Facebook Close Group in improving students' writing skill in recount text. The result include pre cycle and two cycle that can be seen below.

The pre-cycle was done on Saturday, April 13th 2019 as a part of identifying the problems. The researcher observed the learning and teaching process during the class as the first step in the pre cycle and wrote down the situation in the analytical observation sheet.

After finishing the interview and observation, the researcher also took the result of the students' writing task in order to complete the data needed and to know the students' writing ability before the implementation of Facebook closed group. The following table showed the level of the students' writing ability in each category in the pre-cycle.

Table 4.1 Level of Students' writing ability in each category in Pre-cycle

Levels	Content	Organization	Vocabulary	Language Use	Mechanics

Excellent	-	-	-	-	-
Good	17	7	5	6	2
Fair	8	14	14	15	18
Poor	7	11	13	11	11
The most frequent level	**Good**	**Fair**	**Fair**	**Fair**	**Fair**

Based on the table 4.1 above, it showed that only in concept aspects the students were in good level, none of them were in excellent level and the rest aspects are in fair level.

The researcher also provides the table of score of students' result in writing recount text in pre-cycle as follows.

Table 4.2 the score of students' result in writing recount text.

No	Score	Number of students
1	0 – 59	15 students
2	60 – 69	10 students
3	70 – 79	4 students
4	80 – 89	2 students
5	90 - 100	-

From the problems above, the researcher only focused on improving the students' writing ability by implementing Facebook closed group in teaching writing recount text as stated in chapter 1. Thus, the researcher listed the most main problems to solve which were already gained from the observation, interviews, and the students' writing product in pre-cycle. The problems were formulated in the following table.

Table 4.3 The Field Problem to Solve

No.	Field problems	Code
1	The Students' motivation to write an English text is low and students claimed that the lesson was monotonous and uninteresting	S
2	The Students' vocabulary needs and improvement	V

3	The students lacked in making an idiom or interpret their ideas into english.	C
4	The students' still did not know how to use some word such as have, has, and had	LU
5	The students still did not know how to use were and was in past tense	LU
6	The students did not understand the generic structure of a recount text, so they did not write a story with correct order.	O
7	Students often wrote a word using capital for the first letter or when they wrote "I" .	M

S   *: Students' attitude*   *C*   *: Content*

O   *: Organization*   *V*   *: Vocabulary*

LU   *: Language Use*   *M*   *: Mechanics*

After defining the problems, the researcher started designing some plans to overcome the problems. By considering the problems faced by the students and the teacher, the researcher had planned to use Facebook closed group to improve students' ability in writing recount text. Using Facebook closed group could be a good way to make the students interested in the teaching and learning process as Facebook closed group is one of social media often used by students nowadays.

Facebook closed group had a function to keep only the member that had been added into the group to be able to read, comment, or post on the group's wall. That way, the students would feel secure to write the assignment that the researcher had given to them. As for the researcher, this way it would be easier to operate the group because no unknown person would added along into the group without permission. When the students post their assignment the teacher would easily giving a feedback by commenting on their posted work and other students hopefully would read their friends work and the comment also give commenting. That way even without giving another lesson in the class the students would still learn something more. The example of the group can be seen in the figure bellow.
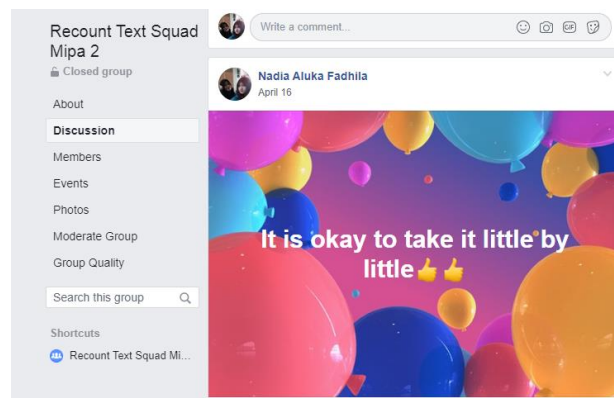
Figure 4.1 Facebook Closed Group of Mipa 2

Before the implementation, the important point that researcher need to view in order to prove that this research was succeed happened before the class. That was the action that happened on Wednesday or the deadline day of students that need to submit their work on the group's wall. It is the important point because this act was the main part of this research. In this part of implementation, the students made and submit their work on the groups' wall and the researcher gave them some feedback on error that they made or supported them through complement and asks them to work harder next time it can be seen from the figure on below.

Figure 4.2. The students writing result on groups' wall

The implementation in the first cycle was carried out in one class meeting on Saturday, April 20th 2019. The data of cycle were collected through observation, interview and documentation.

In this phase, while the researcher taught the students, the English teacher became observer. The English teacher observed the students' activities, response, participation, and achievement in the teaching and learning process. The researcher asked her friend to take a record videos and photos of the teaching and learning activities in the classroom while the researcher taught the students. The aimed of the condition above was to help the researcher gaining the data easily. The researcher noticed all of activities in the classroom to get the data.

After conducting cycle I, the researcher and the English teacher discussed and evaluated the results of the implementation to make the reflection from the teaching and learning process of writing using Facebook closed group. Next, the researcher analyzed the data of the students' writing products in cycle I and also the data of observation. The following table showed the level of the students' writing ability in each category in cycle I.

Table 4.5 Level of Students' writing ability in each category in Cycle I

Levels	Content	Organization	Vocabulary	Language	Mechanics

				Use	
Excellent	1	2	2	1	1
Good	16	21	13	10	15
Fair	12	7	11	16	12
Poor	2	-	4	4	3
The most frequent level	**Good**	**Good**	**Good**	**Fair**	**Good**

Table 4.6 the score of students' result in writing recount text in cycle I

No	Score	Number of students
1	0 – 59	-
2	60 – 69	2 students
3	70 – 79	22 students
4	80 – 89	4 students
5	90 - 100	3 students

From the table above it can be seen that there were a significance progress in cycle I. on pre-cycle there were none students who got 90 to 100 score but in cycle I there were 3 students who got it. There were still students who did not pass the passing grade because there were 2 students got 60 to 69. While there were 22 students got 70 to 79 and 4 students got 80 to 89 score. It means that almost most of them pass the test. There were 96% students who pass while the other 7% still has not pass the test.

In this cycle, the English teacher taught the students and the researcher became an observer. Based on the reflection in the first cycle, the researcher and the English teacher found there were some problems still existed and needed to be solved in Cycle II. The problems were presented in the following table.

Table 4.7: The Feasible Problems, the Solutions, and the Expected Results

No.	Existing problems	Solutions	Expected results to achieve
1.	Vocabulary: They still had	The students allowed opening	The students were able to find

	difficulties in finding the past form of unfamiliar words.	vocabulary in order to find the difficult word to make their recount text.	the unfamiliar words.
2.	Language use: Some students still forgot to change the verbs into past forms.	Providing grammatical exercise by using a quiz.	The students would be aware of the use of past tense.
3.	Mechanics: There were students that still not end the sentence using punctuation.	Providing some of their work on group's wall and told them to find some error punctuation.	Students would aware of their mistakes and did not do it again.

In this Cycle, the English teacher showed how the implementation of Facebook Closed Group takes places in this research. The teacher had had a Fcabeook account and were added into the group. In this cycle the teacher took over the group and started giving his students a feedback and motivation to keep them learn more next time. This act can be seen from the figure on the next page.

Figure 4. Students' writing result on Group's wall

Cycle II of this researcher was conducted on Saturday, 27th April 2019. With allocation time was 90 minutes. In this cycle, the researcher became an observer and the English teacher taught the students. The teaching and learning process was started a question of the students' readiness, greeting, and questions about who was absent that day. The English teacher brainstorming them by asking "what have you learned last week? Did you still remember about recount text?".

In this phase, the students were observed to know whether they had improved their understanding or not, then the researcher measured their achievements between cycle I and cycle II. In this cycle, the researcher found that the students could do their task faster than in the previous cycle and that there were significant progresses.

After conducting cycle II, the researcher evaluated the results of the implementation of Facebook closed group in the teaching and learning process of writing recount texts. The next step is to analyzed the data from the result of the observation and also the students' task of writing in cycle II. The following table presented the level of students' writing ability in each category in cycle II.

Table 4.8 The level of Students' Writing Ability in Each Category in Cycle II

Levels	Content	Organization	Vocabulary	Language Use	Mechanics
Excellent	3	6	4	2	7
Good	18	20	15	13	19
Fair	10	5	12	16	5
Poor	-	-	-	-	-
The most frequent level	**Good**	**Good**	**Good**	**Good**	**Good**

The researcher also provides the tabel of scoring of students' writing abiility in recount text.

Table 4.9 the score of students' result in writing recount text in cycle II

No	Score	Number of students
1	0 – 59	-
2	60 – 69	-
3	70 – 79	24 students
4	80 – 89	5 students
5	90 - 100	2 students

From the table above, it can be showed that in cycle II there were not a students who got 0 to 69 score, it means that all of the students had pass the passing grade in wriitng recount text. 24 students got score from 70 to 79, most of them got this score and it increas quite a bit compared to in cycle I. 5 students got score from 80 to 89 score and there were 2 students got 90 to 100. It can be concluded that there was significant improvement of the students' writing ability in cycle I.

DISSCUSSION

As stated in the objectives of the research, this research aimed to describe how Facebook closed group being implemented for teaching writing recount texts and whether it influenced students' improvement in writing recount text.

The improvement of students' writing ability during the collaborative action research that was previously described can be seen in the table below.

Figure 4.10 The Improvement of students' level Ability in Writing Recount Texts in Each Cycle

Scoring	Pre cycle	Cycle I	cycle
0 - 59	15	-	-
60 – 69	10	2	-
70 - 79	4	22	24
80 - 89	2	4	5
90 - 100	-	3	2

Based on table above, it can be concluded that the level of students' writing ability improved in every cycle. In the pre cycle most of students' score were not pass the passing grade and they wrote recount text with unorganized generic structure also make so much mistake in mechanics aspect. Bassed on the table there were only 20% of the students who had pass the passing grade while the 80% of the other students had not pass the passing grade. While in the cycle I, the students getting better by pass the passing grade and make less error geenric structure even though still lack knowledge in mechanics aspect, but most of them has been doing great and so there were 96% of the students had pass the passing grade. In the cylce II 100% of the students pass the passing grade and make less error in every aspects even their handwritting result getting better too. In conclusion, the implemenatation of Facebook closed group was proven to be able to improve students' ability in writing recount text.

4. CONCLUSION

Based on the result of the research that had been done in pre cycle, cycle I and cycle II, it could be concluded that the students' ability in writing recount texts improved after being thought using Facebook closed group. It was indicated by the students' writing products. In pre cycle, the level of students' writing ability in the aspects of organization, vocabulary, language use, and mechanics were in fair level except for in the aspect of content were in good level and there were around only 20% percent of students are able to get a good score while 80% of students did not pass in writing recount text. In cycle I, the level of students' ability in writing improved from fair level to good level except for language use aspect and content aspect as for the students score, there were 96% students who pass while the other 7% still has not pass the test. In cycle II, the level all of level in students' writing ability were all in good level and

100% of students had pass the passing grade. The students' ability in writing recount text improved after being taught by using Facebook closed group into the teaching learning process. Thus, the use of Facebook closed group is an appropriate way for improving students' ability in writing recounts text because it can provide students with a place for them to write and communicate with the teacher easier and lets them to study outside of class.

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