

The influence of integrating Facebook group: Administrating and teaching English writing

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Abstract: Writing is a basic skill which must be possessed by the students. This skill is needed in every teaching and learning process in an English lesson. It is not only to express the imagination in the written language but also to develop students' creativity, thus, good teaching writing strategy is required to increase the students' motivation to write. The objective of this research was to find out whether or not there was any significant influence on students' writing narrative paragraphs achievements to the students of Senior High School 12 Palembang who are taught by integrating Facebook group and those who are not. Quasi-experimental method was used in this research. One group experimental and one control groups were as samples. Data were collected through written tests; pretest and posttest and analyzed them using independent sample test. The result showed t-obtained was greater (13.906) than t-table (1.990) at the significance level $p < 0.05$ with a degree of freedom (df) = 56. It means that there was any significant influence on students' writing narrative paragraphs achievements to the students of Senior High School 12 Palembang who are taught by integrating Facebook group and those who are not.

Keywords: Facebook group, writing, narrative paragraph

INTRODUCTION

Writing is the vehicle for communication and a skill mandated in all aspects of life (Rao, 2007). Writing for communication is not only in education but also in other fields such as career planning, job application, and business. Most English students might agree that writing was one of four English basic skills that are difficult to be mastered. Having low interest and lack of ability in writing, students show the poor of writing practice in learning writing (Vurdien, 2013). It is shown using some indicators, like; correct grammar, vocabulary, and punctuation. The first indicator is the students' low interest in writing compared to their interest in speaking. They prefer to express their ideas orally rather than to express them in the written forms. As a result, students can speak English fluently but they cannot write well. On the other word, in the teaching and learning process of writing in a writing class is one of the important skills although it does not run smoothly.

There are many kinds of texts that can be used such as narrative, descriptive, explanation, recount, information, report, exposition, and argumentation. A narrative

paragraph is easy to use because its paragraph tells about an interesting story that can make students enjoy in writing, it would be quite easy for them producing the simple text. According to Wardiman, Jahur, and Djusma (2008) Narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. The narrative is difficult to teach because it defies a 'quick fix'. While I have taught intensive workshops on narrative, I feel that these can often be disappointing experiences, as participants come expecting that by the end of the day, or three days, they will come away with all the tools they need.

One of the first challenges we encounter in our teaching about the narrative is to entice students to enter a world which is ultimately conceptually messy. Aristotle famously commented that "It is the mark of an educated man to look for precision in each class of things just so far as the nature of the subject admits." Much of narrative research concerns, in the words of Mark Freeman, "the living, loving, suffering, dying human being" Freeman in Trahar (2011, p. 16). Based on those statements, Narrative is a text that tells about the story of imagination or fiction such as legend, fable, myths, fairy tales, short story, etc. The purpose of narrative text is to entertain readers with a true experience or an imaginary one.

According to Wahyu (2016), advance teaching and learning is different from the present. In the previous year, the learning process might be passive which the teacher as centred, but now it must be active, creative, and should be fun. In education, technology can be a powerful teaching medium that provides to access the information and allow links to other learners. Every meeting, a modern teacher uses them to interact with their students. Internet is one of the most popular technologies now. All information can be found here, from the negative until the useful information can be read only by entering the website or searching in the searching engine. There are many kinds of social media; the biggest one is Facebook. The data from Kominfo (2013) revealed in Indonesia 95% uses the Internet to access social networking, such as Facebook and Twitter. Therefore, Using Facebook group is one of the media to make learning writing fun.

LITERATURE REVIEW

The concept of teaching writing narrative paragraphs

Various and interest strategy must be prepared by the teacher when they are teaching, especially teaching writing. The effectiveness of the teaching and learning processes in the class depends on how the teacher performs it. It means that teacher will play an important role in helping their student to understand and learn how to write effectively. Harmer (2007) identified there are some roles that should be done by the teacher when students are asked to write. Firstly, a teacher is as a motivator; therefore, a teacher should motivate his/her student to develop their ideas when writing, and encouraging them to make as much effort as possible. Then, teacher as a resource, it means that teacher must be ready to give the student information when it is necessary and tells the student that teacher is available to guide the student to look

at their work progress. The last as a feedback provider which mean the teacher must respond or react positively to what the students have written after the student finishing their work. The level of feedback must be balanced with the level of students' ability in writing.

Meyers (2005) stated that narrative is one of the most powerful ways of communicating with others. A well written story lets your reader response to some event in your life as if it were own. They not only understand the event but also they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, in curriculum 2004 narrative text is defined as a text whose function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind that finds a resolution. From the definition above, the writer can conclude that the narrative story is a story tells us about something interesting that has purpose to amuse or entertain the readers. Neo (2005) stated that a narrative factor has a structure, a shape, or a pattern. It can be represented graphically in Figure 1.

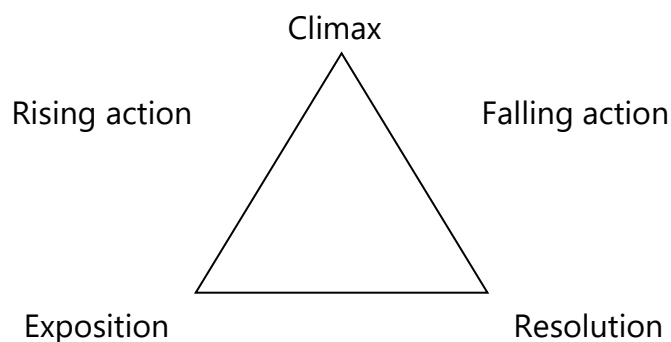


Figure 1. Narrative triangle

Nowadays, technology makes and develops life rapidly. Technology can help people in many aspects such as economy, social, and also education. In education, a modern teacher uses them to make his/her students more interested and motivated in learning. Through video, recording, and picture, students can catch easily what the teacher explains than do not use them at all. Technology also have had influenced writing as Hyland (2003) identified there are so many impacts of technology in writing. They are: influencing drafting, editing, proofreading, formatting, and publication processes, facilitating the combination of written texts with visual and audio media, encouraging nonlinear writing and reading processes, altering the relationships between writers and reader, blurring traditional oral and written channel distinctions, facilitating entry to new online discourse communities, and increasing the marginalization of writers and texts isolated from new writing technologies

Internet is one of the most popular technologies now. All information can be found there, from the negative until the useful information can be read only by entering the website or searching in the searching machine like Google, MSN or Yahoo.

Facebook is one of a good medium for teaching and learning process. The writer used some procedures in implementing Facebook in the classroom. They are as following:

- a. The teacher created a close group page. Then the teacher asked the student to join this group.
- b. The teacher built knowledge of the topic
- c. The teacher gave a sample of narrative text and gave an explanation about generic structures of it.
- d. The students wrote the summary of narrative paragraph based on the explanation of the generic structure, then posted in a Facebook group
- e. The teacher guided discussions of their writing that have posted and gave some feedback
- f. The teacher asked them to edit their writing
- g. The students did peer assessment in the classroom

METHODOLOGY

There are some types in experimental research such as pre-experimental design, quasi-experimental, true experiments, and single-subject designs. In this research the writer used quasi-experimental design, that is non-equivalent control group design (Gage, Grasley-Boy, Peshak George, Childs, & Kincaid, 2018). A quasi-experimental design was used because it is actually difficult to get a control group for research. In a quasi-experimental, the investigator uses control and experimental groups but does not randomly assign participants to groups (Christensen & Waraczynski, 1988).

The design of this study is quantitative by using quasi-experiment with pre-test and post-test design. According to Creswell (2009), the researchers use a quasi-experiment research design when they want to establish possible cause and effect between independent and dependent variables. This means that they attempt to control all variables that influence the outcome except for the independent variable. The writer selected control group and experimental group. Control group is a group which no treatment and experimental group is a group which experimental treatment. The procedure for testing a hypothesis is used by setting up a situation which consists of pre-test and post-test.

Before implementing the test to the experimental and control groups, the writer tried out the instrument to find out the reliability and validity of the instrument and the writer analyzed the result by using SPSS 22. In this case, the writer took content validity. According to Arikunto (2010), validity is a measurement which shows the degree of validity of an instrument. A test is said to have content validity if its content constitutes a representative sample of the language skills and structures to be concerned (Hughes, 1989).

Population and sample

The larger group to which one hopes to apply the results is called the population (Fraenkel, Wallen, & Hyun, 2011). Additionally, Arikunto (2010) states that population is a whole group where data were obtained. The population of this study is the eleventh-

grade students of the state senior high school of 12 Palembang in the academy year at 2017/2018 which consists of 191 students. The students are classified into six classes. Sample is a research study is a one group from population which information is obtained. Fraenkel et al. (2011) and Griffee (2012) stated that sampling is the process of selecting and surveying a small portion of a larger group. The sample of this research is two classes that are XI IPA 2 as experimental class and XI IPA 3 as control class. They were chosen by using purposive sampling technique because of some considerations.

FINDINGS

In collecting the data, the writer applied a test. Test is any procedure for measuring ability, knowledge, or performance. This test was used because it was considered as the most reliable way to get some information. There were two kinds of test that the writer would give to the students in order to measure their writing ability. First, it was given before the teaching and learning activities (pretest). Second, it was given after teaching and learning activities (posttest). In their writing test, they should pay attention to their content, organization, vocabulary, language use, and mechanics.

The writer used the criteria of writing scoring to asses students' writing in doing this research. It focused on the students' ability in writing narrative paragraphs test. This is a rating scale as the result of considerable and careful research conducted in the scoring of students' composition (Brown, 2007). The writer used independent t-test in analyzing the data. To analyze it, the calculation used IBM SPSS Statistics 22. Independent t-test is used when there are two experimental conditions and different participants were assigned to each condition. Independent t-test to find out whether there is any significant difference between the eleventh-grade students at state senior high school 12 Palembang who are by using Facebook group in writing narrative paragraph those who are taught by a teacher of English in that school. The normality test used to find out whether or not the data of writing narrative paragraphs test was distributed normally. In the normality test, the total of sampel (N), Kolmogorov-Smirnov Shapiro-Wilk, significant, and result were analyzed. The scores were got from (1) students' pretest scores in experimental group, (2) students' posttest scores in experimental group, (3) student's pretest scores in control group, and (4)

To find out whether or not there was a significant difference in students' writing ability, statistical analysis was done using SPSS 23 computer program. Paired samples test was used to investigate the significant difference between the students' achievement in pretest and posttest in the experimental group as well as pretest and posttest in control group. Then, the independent samples test was used to analyze only the students' pretest score in both of the experimental and control groups as well as only the students' posttest score in both of the experimental and control group in order to find out the significant difference of the students' mean scores between the experimental and control group. students' posttest scores in control group.

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

In the experimental group, the highest score of pre-test was 65, the lowest

score was 49.5, and the mean score was 60.22. In post-test the highest score was 80, the lowest score was 60, and the mean score was 65.12. While in the control group the highest score was 83, the lowest score in the pre-test was 73, and the mean score was 61.06. In post-test highest score was 73, the lowest score was 64, and the mean score was 69.62. The result between pre-test and post-test in experimental group showed that the mean was 60.22 with standard deviation was 4.52. The result between pre-test and post-test in control group showed that the mean was 61.06 with standard deviation with standard deviation 4.17

Independent sample test

In order to find out whether or not there was a significant difference in achievement between the experimental group and control group, the result of the posttest in the experimental and control group were compared using Application SPSS 22 of computer program independent sample test program.

Table 1

Independent t-test of the experimental and control group

| Independent Samples Test | | | | | | | | | | |
|---|-----------------------------|-------|------|--------|--------|-----------------|-----------------|-----------------------|--|---------|
| Levene's Test for Equality of Variances | | | | | | | | | | |
| t-test for Equality of Means | | | | | | | | | | |
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference Lower Upper | |
| Post-test of the experimental and Control Group | Equal variances assumed | 1.621 | .208 | 13.906 | 56 | .000 | 8.44828 | .60752 | 7.23127 | 9.66528 |
| | Equal variances not assumed | | | 13.906 | 54.597 | .000 | 8.44828 | .60752 | 7.23058 | 9.66597 |

The result above shows that the mean difference between the posttest in each group was 8.44 and the significance level was 0.000. Since 0.000 is lower than 0.05, it means that there was a significant difference in writing between those two groups. This

indicates that the students in the experimental group made better achievement than those in the control group.

Interpretation

Based on the treatment process, the students in the experimental group could improve their writing through the strategy. They could get stimuli from their friends while generating the ideas. Therefore, they could know what to write in their writing. It can be seen in the distribution of the before that the students could make improvement in the content, organization, vocabularies, language use, and mechanics of writing. Overall, the experimental group had improved their ability in writing narrative paragraphs as well as decreased their difficulties. On the other hand, the test result in the control group was not better than the experimental group. The improvement was really low because the students' lost of focus in their writing. They didn't write the narrative paragraph based on its element that already taught by their teacher.

The result of the test showed that the use of a Facebook group could help the students in making their writing narrative paragraph better. Based on the result of the test, the students who were taught by integrating Facebook group got higher scores than those who were not. In the experimental group, the highest posttest score was 83, the lowest posttest score was 73 and the average was 78.06. While 73 was the highest scores in the control group, the lowest posttest score was 64, and the average was 69.62. Meanwhile its critical value at 0.05 significance level for one tailed test with df 56 was 1.699 Since the t obtained 13.906 was higher than t table, H_0 was rejected and H_a was accepted.

CONCLUSION

The strategy of integrating Facebook group in teaching narrative paragraph made a significant difference on students' writing achievement to the students of the eleventh grade students of State Senior High School 12 of Palembang who are taught by integrating Facebook group and those who are not. The teachers should improve their creativity in teaching English by integrating Facebook in order to attract the students' motivation. The students should study hard and trying to practice of write to enhance their writing ability to be better. The students are expected to play an active role in learning activities. The students can find a way to improve their ability especially in a narrative paragraph

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