THE EFFECTIVENESS OF COMMENT COLUMN ON FACEBOOK GROUP IN TEACHING WRITING

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ABSTRACT

This article was a complete report of investigation on the effectiveness of coment column in facebook group to teach writing. Communicate using Facebook in international scope or globalization era needs English skill, especially in writing skill. Writing which is clearly and acceptably is needed when writing or given a comment. The Students must have good skill writing on English. The researcher was analized the score of pre test and posttest with used computing calculated with SPSS 21.0. The researcher analized used t-test. The researcher used t-test technique because in this research all the assumptions test are full filed. The result showed that the mean of the pre-test was 61.16 and mean of the post-test was 75.23. It means that the result from the post-test was higher than pre-test. Based on the result of output paired sample test shows the result of compare analysis with used T-test shows mean pre-test and post-test is 14.065. Standard deviation is 10.577 and mean standard error is 1.900, the lower different is 10.185, while upper different is 17.944. The result t- test is 7.404 with df 30 and significance 0.000. The t-count value is 7.404 is more than t- table value 2.042. So the Ho is rejected and Ha accepted because 7.404 > 2.042.The Average score of post-test is higher then the average of pre-test. It means that Facebook is an effective media in teaching writing procedure text.

Keyword: *Facebook, Writing Skill*

Introduction

Communication is an important way to communicate and share information with other. In the present era is one of the means of communication used to communicate with one another is

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ugh Facebook. Facebook is a favorite choice for people to communicating in the national and international scope. Communicate using Facebook in international scope or globalization era is needed English skill, especially in writing skill. Facebook can be used as a media in teaching writing by teacher to teach the students how to write in English and improve the writing skill of their student. Facebook is one of the effective instrument in teaching learning program it can use in writing class. Teaching writing with technology is effective. Technology is always present, Warnock (2009-179) write:"However, in the context of the OW course, I believe that the growing use of technological tools can lessen the educational interface, because what we are asking many of our screen age students to do in OW course is actually closer to their normal writing practice than ever before"

Students need to express something through writing, student must have the skill to write and the teacher will teach them to improve their writing skill. According to Chitravelu et.al (2005:136)Writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs. Writing is very important in education today so everyone wants to know the way to teach it. Writing is part of learning proses that has to be mastered by the students. With writing student can communicate to other and with writing student can show their ideas.

Writing is used for a wide variety of purpose it is produced

in many different forms. Chitravelu, et.al (2005:136) write the purpose of writing for many reason, that is: 1) to get things done, 2) to inform, 3) to persuade, 4) to maintain relationships, 5) to document occurrences, events, etc, 6) to record feeling, experiences, observation, etc. There are many purposes of writing, people must being able to write. In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skill, often rely on the students' writing proficiency in order to measure their knowledge (Harmer,2004:3), it means another purpose of writing is to know the knowledge of student.

Student must given a writing test from the teacher to measuring the students ability on writing . Test is a method of measuring a person ability, knowledge or perfomance in a given domain (Brown, 2003:3). The test goals is to knowing the students responses are being measured and evaluated.. The skill criteria of the students as mentioned on Heaton (1990:36) devided into 3, there are: 1) Basic Level 2) Intermediate Level 3) Advance Level. The test writing of the students must be given scoring to know their ability. There are 3 method of scoring according to Heaton (1990:147) the first method is The Impression method The second method is analytic method : depends on a marking scheme which has been carefully drawn up by the examiner or body of examiners. It is consist of an attemt to separate the various features of a composition for scoring purposes such as: Grammar,

Vocabulary, Mechanics, Fluency, Relevance. Mechanics refers to punctuation and spelling, Fluency to style and case of communication, Relevance to the content in relation to the task demanded of the student. This method is recommended for such purposes. The last method is Mecanical accuracy or error- count mothod.

Students need to be given opportunities to acquire the knowledge and all skill to become proficient writers. A teacher has to devise activities to enable students to learn them and not expect student to be able to acquire them automatically. In the teaching writing, the teacher is expected to give many opportunities for the students to practice and produce the text. It means that the teacher should create the situation where the student can practice and produce the text with high motivation and interest. The teacher also should organized the teaching and learning process in order to help the student understand how to write well. So, the teaching of writing is not a simple matter but teacher can create a lot of activities which can raise students' motivation in writing. By applying the right strategy in writing class, it is believed that students will have high enthusiasm in joining the lesson.

Teaching learning process needs a media. Media is important to support in teaching learning. Media can engage the students in the material. Technology in language teaching is not a new thing. Technology has been around in language for decades. Start form the blackboard as a form of technology and then

develop until now by use online media. The using of technology in teaching language is important. According to Dudeney and Hockly (2007:7) there are many reason that using the technology in the classroom is becoming increasingly and important, some of them are: a) technology is offered with published material such as course book and resource books for teacher, b) learners increasingly expect language school to integrate technology into teaching, c) technology offers new ways for practicing language and assessing performance, d) technology is becoming increasingly mobile. It can be used not only in the classroom, or self-access center, it can also used at home, on the way to school and in internet cafes, e) using a range of technology (technology of communication and information) tools can give learners exposure to and practice in all of four main language skill. That is the reason why using a technology in language teaching is important, in this research especially use technology in teaching writing. Facebook is an effective media use for teaching writing, because the Facebook is famous and familiar for the student and Facebook also give an essay ways for the teacher to inform the writing task for the student.

Method

In this research, the researcher intended to investigate the effectiveness of comment column Facebook group in teaching writing at the eleventh grade student of SMK SORE Tulungagung.

The researcher was the experimental. This research was doing pre-experimental research design. There is no any randomly sampling and there is no class control, as stated Sukmadinata (2011: 208) in the model of this research design the group is not taken at random or a partner, and not any comparison group/ class control, but this research are given the pre test , post test and treatment too. Below is the illustration of the research design.

Table 1. of pre-experimental design one group pretest- posttest Design

Group	Pre –Test	Treatment	Post Test
A	0	X_1	0

Population is all of the subject of the research. (Arikunto, 2002:108). Cresswell (2008:151) stated that a population is a group of individual who have some characteristic. The researcher took SMK SORE Tulungagung and was chose the eleventh grade in the academic year 2020/2021 as the population of the study. It consist of twenty one classes. There are about 735 students of the eleventh grade in SMK SORE Tulungagung. According to Craswell (2008:152) defines that sample is a subgroup of the target population that researcher plans to study for generalizing about the target population. Sample is part of population or the represent of the population that to be observed, (Arikunto, 2002:109). In this research the researcher was chose a classes XI TSM

1 as the sample of the study. Then the researcher was took XI TSM 1 as the experimental group, the researcher only used one group. One group was used Facebook group as media on teaching writing after that doing the post test. The researcher used pre-experimental One Group Pretest-Posttest Design because when experimental used one group and that group was given pretest, after that a treatment and the last given a post test. a class would be better or not after using treatment (using Facebook group and write in the comment column).Treatment is the teaching process using Facebook group. The steps are described on table bellow:

Table 2 Treatment Procedures

No	Treatment
1	Greeting
2	Introduction
3	Explaining about writing using Facebook group as method and Making a group Facebook
4	Explaining about the Procedure how to make (the steps) and asking the comment
5	Giving one picture , asking the student to give comment about the picture, and teacher giving comment too
6	giving evaluation
7	Review and Conclusion

The process of treatment in this study was not conducted in the classroom. It was conducted out of class and the researcher can correct students' mistakes directly in the Facebook group made, because by using Facebook the teaching process does not depend on the classroom situation. The classroom activities are only for

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ng for pre and post test.

In this research, the researcher used test only as the insstrument. The test was given to the sample, the test is pre test and post test. In pre test and post test the sample just wrote on the paper, before the post test the sample was wrote on comment column on Facebook group. The purpose is to know the progression of their writing. The test was asked the students to described about the picture that showed, the describe is about 5-10 sentences.

In this study, the writer used and analytic scale to score or evaluate the students' achievement in writing. This analytic score has five aspect, it showed by this table bellow:

Table 3 Analytic Scoring of Writing

Writing component	Scoring	Description
Grammar	5	Mastery of grammar taught on course- only 1 or 2 minor mistake
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones
	2	Major mistakes , which lead to difficulty in understanding, lack of mastery of sentence construction
Writing component	Scoring	Description

	1	Numerous serious mistakes- no mastery of sentence construction- almost unintelligible	
Vocabulary	5	Use of wide range of vocabulary thought previously	
	4	Good use of new word acquired- fairly appropriate synonym, circumlocution	
	3	Attempts to use word acquired- fairly appropriate vocabulary on the whole but sometimes restricted- has to resort to use of synonym, circumlocution, etc., on few occasions	
	2	Restricted vocabulary- use of synonyms (but no always appropriate) imprecise and vague effect meaning	
	1	Very restricted vocabulary- inappropriate use of synonym seriously hinders communication	
Mechanic	5	No Errors	
	4	1 or 2 minor errors only	
	3	Several errors- do not interfere significantly with communication- not too hard to understand	

Writing component	Scoring	Description
	2	Several errors- some interfere with communication- some words very hard to recognize
	1	Numerous errors- hard to recognize several 32 words- communication made very difficult
Relevance	5	All sentences support the topic- highly organized- clear progression of ideas well linked educated native speaker
	4	Ideas well organized- links could occasionally be clearer but communication not impaired
	3	Some lacks of organization- rereading required for clarification ideas
	2	Little or no attempts at connectivity- though reader deduces some organization- individual ideas may be clear but very difficult to deduce connection between them
	1	Lack of organization so severe that communication is seriously impaired

Fluency	5	Flowing style- very easy to understand- both complex and simple sentences- very effective
	4	Quite flowing style- mostly easy to understand a few complex sentences- very effective
	3	Style reasonable smooth- not too hard to understand mostly (but not all) simple sentences- fairy effective
	2	Jerky style- an effort needed to understand and enjoy- complex sentences or compound sentences.
	1	Very jerky- hard to understand cannot enjoy reading- almost all simple- complex sentence confusing- excessive use of "and"

Based on J.B Heaton in Aprilia (1990:148)

As mentioned before that, this analytic score has five aspect, which are used as consideration in scoring and each aspect score five. So, the maximum score is 25. But it was multiplied by 4, so the final maximum score will be 100.It means that if all of the aspect was full got 25, the students got the total score 100.

The Test is valid and reliable. It showed by the table of

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t of validity and reliability that calculated by SPSS. Those table are :

Table 4 Item-Total Statistics of Pre Test (Validity of Pretest)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Vocab	11,38	3,756	,449	,733
Grammar	11,77	3,359	,668	,626
Mechanic	11,31	4,397	,431	,723
Relevance	12,08	4,244	,533	,689
Fluency	12,54	4,769	,556	,703

Table 5 Item-Total Statistics of Post-Test

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Vocab	10,08	8,910	,820	,929
Grammar	10,15	9,974	,795	,932
Mechanic	10,38	9,590	,856	,922
Relevance	10,38	8,756	,806	,933
Fluency	10,38	9,256	,942	,907

Based on the result above, the test was valid. Qualification of all items post-test was valid if the corrected item-total correlation>0.3. Automatically, it was showed that this test was valid because the test>0.3.

Table6 Reliability pre-test try out

Cronbach's Alpha	N of Items
,742	5

Table 7. Reliability post-test try out

Cronbach's Alpha	N of Items
,939	5

Based on the result above, the test was reliable. It was showed in pretest was 0.742 and in post-test was 0.939 through Cronbach's Alpha. Qualification the test was reliable must be > 0.6. Automatically, it was showed that this test was reliable because the test >0.6.

The data analyzed of the data in this reseaarch of this study it was considered in parametric. The component of test assumption, that are the homogeneity, normality, and linearity of the test are fulfilled . The researcher was analyzed the data using t-Test in SPSS 21.0 for windows version.

Finding and Discussion

The researcher presents the result pre test all the procedure of treatment during teaching writing procedures and post test result also. The procedure of treatment would be presented as follow :

Table 8 Activity of Treatment

No	Activities
1	Greeting on Facebook group
2	Explaining About procedure text
3	Explaining the first and the second steps of procedure text
4	Explaining the third steps of procedure text
5	Explaining the last steps of procedure text
6	Asking the student to Practicing
7	Making a conclusion of the steps of the procedure text

The researcher also present the result of the test from the students. To know the students who are being taught by used Facebook as instructional media have better writing achievement than before. The researcher calculated the scores of the students before and after getting treatment by using SPSS.

The procentagewasshowed that the students writing test before used Facebook 48% where the students got score range from 60-69, 25% where the students got score range from 50-59, 9% where the students got score range 40-49. It means that the students writing test still needed to be improved again. Whereas the procentage pre test showed that the students' writing test after used Facebook as a media of teaching 38% where the students got score range from 70-79, 35% where the students got score range from 80-89, and 3% got score range from 90-100. It means that the students' post-test score by used Facebook increased.

The researcher used t-test technique because in this

research all the assumptions test are full filed. In this research, the researcher used statistical test using paired sample t-test stated by SPSS 21.0 to ensure the effectiveness of Facebook group in teaching writing. The test result is as follows:

Table 9 T-test Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pretest	61,16	31	10,286	1,847
	75,23	31	8,225	1,477

From the table Group Statistics showed that mean of the pre-test is 61.16 and mean of the post-test is 75.23. It means that from the post-test is higher than pre-test. From the decision above the researcher concluded that Ha is accepted.

Table 10 Paired Samples Test

	Paired Differences						df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 post test – pretest	14,065	10,577	1,900	10,185	17,944	7,404	30	,000

Based on the table, output paired sample test shows the result of compare analysis with using T-test. Output shows mean pre-test and post-test is 14.065. Standard deviation is 10.577 and mean standard error is 1.900, the lower different is 10.185, while upper different is 17.944. The result t- test is 7.404 with df 30 and significance 0.000.

Based on the result above, the null hypothesis was rejected and alternative hypothesis was accepted. Ha accepted if t-count > t-table, and Ha rejected if t- count < t- table. The value of t- table that was seen from the t-table for this research is 2.042. The t-count value is 7.404 is more than 2.042. So the Ho is rejected and Ha accepted because 7.404 > 2.042.The hypothesis which approved in this research is alternative hypothesis. The alternative hypothesis was formulated as follows: 'The students of the eleventh grade of SMK SORE Tulungagung in Academic Year 2020/2021 have better ability in writing after being taught using comment column on Facebook group'.

The average result of post- test is 14.07 than pre-test. Since the post-test score was higher than pre-test, Facebook group was effective media in improving students, procedure text in writing in SMK SORE Tulungagung. Based on the result of this study, it was found that Facebook contributed very much in teaching writing to the students of SMK Sore Tulungagung.

Conclusion

The researcher used t- test for testing the hypothesis. From the data analysis paired sample T-test using SPSS that the researcher used showed that the result of analyzed in t- test t was show that mean pre-test and post-test is 14.065. Standard deviation is 10.577 and mean standard error is 1.900, the lower different is 10.185, while upper different is 17.944. The result t-test is 7.404 with df 30 and significance 0.000. So, the alternative hypothesis was accepted. The null hypothesis was rejected and alternative hypothesis was accepted. Ha accepted if t-count > t-table, and Ha rejected if t- count < t- table. The value of t- table that was seen from the t-table for this research is 2.042. The t-count value is 7.404 is more than 2.042. So the Ho is rejected and Ha accepted because 7.404 > 2.042. It means that the students have better writing score after being taught by Facebook in teaching writing procedure text of eleventh grade students.

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