Teaching Speaking Recount Text by Using Facebook about Students Activities

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Abstract The purpose of the research was to describe the implementation of the teaching speaking by describing picture series on the Facebook about students activities and to find out the students' responses in teaching speaking by describing picture series on the Facebook about students activities. The subjects of this research were the teacher and the students at the tenth grade. This research was descriptive qualitative with the data collected from field note observation, check list observation and questionnaire. The findings of teaching speaking by describing picture series on the Facebook about students' activities were: The first meeting, the teacher give warming up, explained recount text, asked student to describe pictures that already prepared by teacher with simple word and a few sentences. The second meeting, the students practice speaking using picture series that already uploaded on the Facebook and they practice one by one in front of class. In this teaching process show the percentage answer YES 60% and NO 40%. It means the students had interested in learning teaching speaking by describing picture series on the Facebook.
Keyword: *Teaching speaking, recount text, Facebook*

***Abstrak** Tujuan dari penelitian ini adalah untuk mendeskripsikan pelaksanaan pengajaran berbicara dengan mendeskripsikan gambar seri di Facebook tentang aktivitas siswa dan untuk mengetahui tanggapan siswa dalam pengajaran berbicara dengan mendeskripsikan gambar seri di Facebook tentang aktivitas siswa. Subjek penelitian ini adalah guru dan siswa kelas X. Jenis penelitian ini adalah deskriptif kualitatif dengan data dikumpulkan dari observasi lapangan, observasi check list dan angket. Temuan pembelajaran berbicara dengan mendeskripsikan gambar seri di Facebook tentang kegiatan siswa adalah: Pertemuan pertama, guru memberikan pemanasan, menjelaskan teks recount, meminta siswa untuk mendeskripsikan gambar yang sudah disiapkan oleh guru dengan kata-kata sederhana dan beberapa kalimat. Pertemuan kedua, siswa berlatih berbicara menggunakan gambar seri yang sudah diunggah di Facebook dan mereka berlatih satu per satu di depan kelas. Dalam proses pembelajaran ini menunjukkan persentase jawaban YA 60% dan TIDAK 40%. Artinya siswa tertarik untuk belajar mengajar berbicara dengan mendeskripsikan gambar seri di Facebook.
Kata kunci: *Jenis dan Frekuensi Kesalahan Tertinggi, Taksonomi Strategi Permukaan*

INTRODUCTION

Learning English is needed by students of Indonesia, because it is important.The students can start to learn English as ealy as possible. Based on Depdiknas (2000) The Goverrment consider that learning English is the compulsory subject and as the firstforeign language in secondary shool. In addition, the government considers as a requirement subject to pass National Examination. Learning English use the language element. Language element has four skills. Those skills are namely listening, speaking, reading and writing.

Speaking is one of crucial part of second language leaning. Speaking withsecond language is needed for students in globalisation era.Therefore, Speaking is oneof the important skill in language learning (Pakula, 2019). Speaking is the process of building and sharing meaning. Besides, to understand what people say and to make easycommunication, the students have to upgrade their skill. Harmer (2007) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language.

The goal of teaching speaking skills is communicative efficiency. In teaching speaking process, learners should be able to make themselves understood in using their englisht proficiency. Teaching speaking is to teach the students of ESL to Produce the English speech sounds and sound patterns (Sulistyaningsih, 2016). Teaching speaking usually the teacher teaches students use text book and gives the students some topic to retell and describes in front of class. In fact, the way teacher teaching is making the students difficult to express their ideas and making students are not interesting.Therefore, the teacher have to be creative in teaching speaking.

Based on the problems, the researcher wants to present the alternative technique that can make all the students active in joining the lesson. The 21st century is the digital era and things have been changing a lot. Technology becomes more important to our livings.One of these social networks is Facebook. According to Salik (2007) states that using social networks leads to the increase in students' motivation towards learning and attendance. Students can learn the material in their free time. (Srirat, 2014) Facebook is an online social networking service. At the beginning, it was exclusively for college students but it has become one of the most popular social network sites now. Facebook is a social networking website where users can post comment, share photographs and post link to news or other interesting content on the web (Daniel,2019).

An additional, to make the students easy in using Facebook as tool in learning English, the researcher used picture series as media to learn English speaking. According to Chesla (2000) Picture is one of teaching media that commonly used in teaching learning process. One of visual instructional media in speaking that is going to be usedin this research is picture series. Pictures series are aids that can help the students in the teaching learning process. (Wright, 1989) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activityin guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Pictures series are arranged as media to help students express their ideas and feelings fluently. Picture series in this research has meaning that some photos of the students' activities which is upload in Facebook and the students describe activities and it is the speaking process.

The researcher identified several problems on the implementation of speaking skill by activity in Facebook. Referring to the several problems, the researcher would like to formulate the problems as follows:

1. How does the teacher teach speaking recount text by using Facebook about students activities at Azzahra Course?

2. How are the student's responses in learning speaking recount text by using Facebook about students activities at Azzahra Course?

Related the research problem, the scope of the research of this study was the tenth- grade students of Senior High Scool of Azzahra Course. The limitation wasteaching speaking recount text by using Facebook about students' activities.

METHODOLOGY

In conducting research, the researcher needed research design. According to (creswell, 2009) research design is plans and prosecures for research to detailed methods of data collection and analysis. The research design of this study was qualitative. The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Kunto, 2010).

Subjects in a study were required to get the needed information. In this research, the subject were English teacher and the students at the tenth grade of AzzahraCourse. It consisted of 10 students, 8 females and 2 males. The sources of data in this research were the English teacher and students who were involved in the English teaching and learning. Meanwhile the data of this research were the activities that had done by the teacher and students during the English teaching learning process. While, the data collections were collected by using records on the Field Note Observation and Filled check lists of questionnaires from the students.

Airasian (2000) stated that instrument is a tool that is used in collecting data. This research used Field Note Observation, Check list Observation and Questionnaire asInstrument. In observation, the researcher observed both the teacher and the students. The researcher used check list Observation and Field Note Observation to collect data. For observation, the data were about the activity which happens in the classroom. The researcher made note about the students's and teacher's activities during the lesson. Then, the researcher checked whether each behavior was present or absent in a list of the bahavior that was to be observed. Then, the researcher gave Questionnaires to students to find out the students' responses.

After collecting the data, the researcher analyzed the obtained data from the result of observation and questionnaire. First, the data of teaching activities from beginning to the end of teaching were identified. Second, the data were classified into some parts. Then the un-important data were reduced and were displayed. At last, the data were drawn into conclusion. The data from filled questionnaire were calculated. After all students filled the questionnaires, all the data of "YES" and "NO" answer werecalculated in order to get the total numbers. After getting the total numbers, the data were formed in to graphs, and the story of graphs were described.

RESULTS AND DISCUSSION
The implementation of the teaching speaking recount text by using Facebook about students' activities.

This research was conducted in two meetings. The first meeting was conductedon Wednesday, April 22nd 2020. It was 60 minutes. The class began at 02.10 pm and finished at 03.10 pm. There were ten students, consisted of eight females and two males. Pre-activity, the teacher began the lesson by greeting the students. After the teacher opened the class by greeting, teacher asked one of the students to led pray and then the teacher checked the students' attendance. Before continued the lesson, the teacher gave brainstorming that related with the material. The teacher explained the purpose of the study at the day. Whilst activity, the teacher asked to the students to pay attention for the material. The teacher focused on speaking recount text in teaching learning process. The teacher explained the material about recount text. The teacher explained the definition, generic structure, language feature and gave some example of recount text. After explained the material, the teacher asked to the students about recount text to

check the understanding. Then, the teacher gave the assignment that the students had to practice speaking using picture that already prepared by the teacher. The students could describe with simple word and just a few sentence. The teacher gave 10 minute for prepared. The teacher asked the students to come forward to describe the picture. There are some students wrote keyword in the paper to helped their momories. The teacher help the students who felt difficult to described the picture. The students had practiced. Post-activity, The time showed at 03.10 pm, it was time to go home. The teacher askedto the students to pay attention. The teacher gave assignment for next meeting. The teacher gave the instruction. The students had to take six pictures about theiractivities, the picture must be in picture series. It means as like recount text (orientation, event and reorientation), for easier, the students could take before activity, while activity and after activity. Then the students could post on their Facebook, after that the students had to describe about their picture using past tense.The students could prepare and tried to speak up and describe in their home. In the next meeting, the students could show up and came forward to speak up anddescribe. After finishing all activities in teaching learning process, the teacher led the students to pray and close the program.

The second meeting was conducted on Monday, April 27th 2020. It was 60 minutes. At the time, the class began at 02.10 pm and finished at 03.10 pm. Pre- activity, the teacher began the lesson by greeting the students. After the teacher opened the class by greeting, then teacher asked one of the students to lead praying and then, the teacher check the students' attendance. Before continued the lesson, the teacher reviewed the materials that had been taught in the previous meeting about recount text. The teacher checked the understanding of the students. The teacher asked the definition, generic structure and language features that used in recount text. The students had answered correctly about the questions. Whilstactivity, The teacher started to explain what they would learn that day. The teacher checked the assignment whether the students had done or had not yet finished. Apparently all the students had finished the assignment. After that, the teacher gave5 minutes to prepare their own assignment that will be presented in front of the class. The students came forward one by one to presente their assignment. The students were presenting the assignment using mobile phone. They took a look the picture series. Then described the picture series related to recount text. They described picture sequentially as like generic structure. The first and second pictures as orientation, the third and forth pictures as events,and the fifth and sixth pictures as reorientation. When the student presented the assignment, the other students were paying attention. There were different and same topic which presented by students. Sometimes, the student forgot the vocabulary of verb 2, in this case the teacher helped them. The students finished the presentation one by one. Post-activity, The time showed at 03.10 pm, it would be going to home. The teacher asked to the students to pay attention.

The Student's Responses In Learning Speaking Recount Text By Using Facebook About Students Activities At Azzahra Course

The teacher permitted the observer to distribute questionnaire to all the students and asked the students to fill in the questionnaire related to the material. After that, the students submitted the questionnaire to the observer. The time was ended, all students would go home. The teacher led the students to pray and to close the program. From the results of filling the questionaire, the calculation results were obtained 60% students were interested in teaching speaking recount text by using Facebook about students activities. The students felt happy about the material because the material which given to the student about their own activity. The method was interesting and reducing the fear when they speak English.

On the other hand, 40 % students were not interested in teaching speaking recount text by using Facebook about students activities. The students did not feel happy about the material, and the method was not interesting.

CONCLUSION

Based on the findings and discusion, it can be seen that there are two conclusion.The first conclusion is describing the implementation of the teaching speaking bydescribing picture series on the Facebook about students activities. The teacher: begins the lesson by greeting the students, gives brainstorming that related with the material, explains the purpose of the study, focuses on speaking recount text in teching learning process, explains the definiton, generic stucture, language feature,gives examples on the material about recount text and Facebook, Asks student to preparein 10 minutes before describing pictures on Facebook, gives the same assignment of speaking practice on next meeting. The second is to describe the the students' responses in teaching speakingrecount text by using Facebook about students activities. The result showed 60% students were interested,because they like playing Facebook and they like speak about their own activities, but 40% students do not like, not interest in learning teaching speaking recount text by using Facebook because they feel hard to speak Englishand lessof English vocabularies. Nevertheless, the students who like this technique more than students who don't not like.

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