NOTE ON FACEBOOK TO TEACH FIRST CONDITIONALS IN ERROR RECOGNITION FOR VOCATIONAL HIGH SCHOOL STUDENTS

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Abstrak

Dalam pelajaran bahasa Inggris terdapat ketrampilan mendengarkan, berbicara, membaca, dan menulis yang harus harus dipelajari oleh para siswa. Ketrampilan tersebut didukung oleh beberapa kompetensi bahasa yaitu perbendaharaan kata, pelafalan, dan tata bahasa. Tata bahasa sendiri tidak dapat dipisahkan dari ketrampilan di atas dalam pembelajaran dan pengajaran bahasa Inggris. Tata bahasa dipilih menjadi salah satu bagian penting dalam *error recognition* di *TOEIC* atau ujian nasional untuk siswa SMK di Indonesia. Pengajaran dan pembelajaran tata bahasa Inggris di SMK seperti di SMKN 4 Surabaya mengalami beberapa masalah. Guru bahasa Inggris kelas X Administrasi Perkantoran 3 di sekolah ini mengatakan bahwa masalah yang pertama adalah dengan KKM 75, hanya ada tidak lebih dari sepuluh siswa dari tiga puluh delapan siswa (25%) di kelas tersebut yang lulus KKM dalam pelajaran bahasa Inggris. Masalah yang kedua adalah para siswa tidak meliki hasrat untuk belajar, malas, dan takut untuk mengekspresikan pemikiran mereka dalam belajar bahasa Inggris. Masalah yang terakhir adalah para siswa tetap mengoperasikan *hand phone* mereka selama pelajaran berlangsung untuk berselancar di *Facebook* contohnya, yang tidak berkaitan dengan pelajaran mereka.

Penelitian ini diselenggarakan untuk mengetahui implementasi penggunaan catatan di *Facebook* dan juga untuk mengetahui peningkatan pemahaman siswa saat penggunaan media ini untuk belajar kalimat pengandaian jenis pertama dalam *error recognition*. Desain penelitian ini adalah metode campuran antara kualitatif dan kuantitatif. Terdapat dua variable dalam penelitian ini. Pertama yaitu catatan dalam facebook sebagai variabel bebas. Kedua adalah variabel bergantung yaitu tes dengan format quiz yang diberikan kepada siswa tiap akhir siklus. Instrument dalam penelitian ini yaitu catatan lapangan, wawancara, dan tes. Penelitian ini adalah penelitian tindakan kelas jadi pengumpulan datanya memalui beberapa tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Data-data akan dianalisa dalam dua cara, analisis data deskriptif dan analisis data angka.

Setelah pengumpulkan data, penulis menganalisa data tersebut. Berdasar pada wawancara dan catatan lapangan penulis, penulis menemukan bahwa terdapat banyak refleksi pada siklus pertama karena impementasi catatan dalam *Facebook* untuk pengajaran kalimat pengandaian jenis pertama berjalan kurang baik dan para siswa mendapat nilai rata-rata yang rendah, oleh sebab itu peneliti memutuskan untuk menyelenggarakan siklus kedua. Dalam siklus kedua, implementasi berjalan baik dan nilai rata-rata siswa meningkat dari 67,8 menjadi 86,0. Lagipula, penggunaan catatan dalam Facebook cocok karena dapat meningkatkan transformasi pembelajaran dan meningkatkan komunikasi dengan siswa. Media tersebut membuat siswa lebih paham, terlibat dalam kegiatan, dan memberikan pengaruh yang signifikan dalam lingkungan akademik. Selain itu media tersebut dapat meningkatkan kemampuan siswa dalam belajar kalimat pengandaian jenis pertama berdasar pada peningkatan rata-rata nilai siswa dari siklus pertama ke siklus kedua. Hal itu dapat terjadi karena penerapan media catatan dalam *Facebook* dapat memberikan serangkaian respon psikologis seperti rasa keterlibatan yang tinggi, perhatian, konsentrasi, kesenangan, dan efek ingatan yang kuat.

Kata kunci: *Grammar, first conditionals, error recognition, note on Facebook.*

Abstract

In English subject, there are listening, speaking, reading, and writing skills which should be learned by the students. Those skills are supported by some language components for instance vocabulary, pronunciation, and grammar. Grammar cannot stand by itself in teaching and learning English. It belongs to each skill. Grammar is also chosen to be an important part of error recognition in TOEIC or national examination (UNAS) for the students of vocational high school in Indonesia. Grammar's teaching and learning at vocational high school for instance in SMKN 4 Surabaya, also faces some problems. The teacher of tenth grade of Office Administration three said that with the score of English's KKM (Kriteria Ketuntasan Minimal) which is seventy five; there are only no more than ten students from forty students in this class (25%) who can pass that KKM in English subject. Second is the students are lack of desire, still lazy, and nervous to express their idea in learning

English. The last problem is the students still operate their mobile phones during the lessons take place for browsing on Facebook for example, which are not related to their lessons.

This study was conducted to know the implementation of using note on Facebook and also to find out the students' improvement when the use of that media to teach first conditionals in error recognition was applied. The research design used was mix methods. The Tenth Graders of Office Administration Three Class of SMKN 4 Surabaya were the subject of her research. There were also research variables in her study, first was independent variable which was note on Facebook. The second was dependent variable which was measured in a small test called teacher made test in form of quiz that was given to the students at the end of each cycle. The research instrument in this study was field note, interview, and quiz test. This study was classroom action research so the data collected through some steps for instance planning, acting, observing, and reflecting. The data were analyzed in two ways, descriptive data analysis and numerical data analysis.

After collecting the data, the writer analyzed them. Based on the writer interview and field note, she found that there were lots of reflections in the first cycle because the implementation of note on Facebook for teaching first conditionals went badly and the students got low *mean*, so she decided to conduct the second cycle. In the second cycle, the implementation went well and the students' *mean* increased. The *mean* increased from 67.8 to 86.0. Furthermore, the use of note on Facebook was appropriate one because it could transform learning and increase the communication with the students. It made the students more understand, involved in the activity, and gave significant impacts in academic environments. Moreover, it could improve the student's ability in learning first conditional sentences based on the student quiz test's *mean* from first cycle to second cycle. It could happened because implementing note on Facebook as multimedia could give a number of psychological responses, such as a high level of involvement, attention, concentration; fun; and strong recognition effects.

Keywords: *Grammar, first conditionals, error recognition, note on Facebook.*

INTODUCTION

In English material, there are four skills that are divided into two parts, receptive and productive skill. Receptive skills contain listening and reading skills. Productive skills contain speaking and writing. Receptive skills are skills to receive language (English) from the English's material well. Productive skills are skills to produce language (English) from English material well.

Those skills are supported by some language components for instance, vocabulary, pronunciation, and grammar. Grammar cannot stand by itself in teaching and learning English. It belongs to each skill. Nunan (2003:154) says that grammar is commonly said as the correct order of words' patterns in sentence level. He also says that sentences are grammatically correct if they obey the rules of grammar of the language. Grammar is also chosen to be an important part of error recognition in TOEIC or national examination (UNAS) for the students of vocational high school in Indonesia. The researcher found that the teaching and learning at vocational high school especially in grammar's teaching and learning are rather poor. She knew that situation when she did school visit as her preliminary study. She did school visit in SMK Negeri 4 Surabaya on March 2, 2013. She tried to interview the teachers that teach ten graders till twelfth graders. Each of them shared their English teaching and learning's facts at the class especially in grammar teaching and learning. Almost all of the teachers truly explained their teaching and learning condition at their classes, but there was only one teacher who explained his

story in detail. He is Pak Mujahiri. He is an English teacher in Tenth grade of Office Administration three.

Pak Mujahiri told that teaching grammar is important because English material item test related to grammar, such as incomplete dialogue and error recognition. From the importance of teaching grammar, he faced some problems to do it. The first one is the students knowledge of grammar are somewhat low. He said that with the score of KKM (Kriteria Ketuntasan Minimal) at SMK Negeri 4 Surabaya for all subjects are seventy five; there are only no more than ten students from forty students in this class (25%) who can pass that KKM in English subject. Second is the students are lack of desire in learning English. They will be more attracted with English material if the teacher uses media, for instance power point slides for teaching English subject, so teacher must be ready to prepare an interactive media to encourage students in learning English. Pak Mujahiri also said that tenth graders are still lazy and nervous to express their idea. There should be another interesting media to stimuli students so that they are more expressive and not shy in delivering their thought in learning English. The last problem is the students still operate their mobile phones for browsing on Facebook, for example during learning process take places which are not related to their lessons.

By looking at those problems, the researcher wanted to elaborate teaching and learning process with a media, such as Facebook in order to encourage students in learning English in the class. Later on, the researcher found some experts' findings related to Facebook.

Students spend 100 minutes per day only for checking their status or profile and checking other friends' news on Facebook based on some research. The Facebook network is increasingly being used not only by students but also by teachers (Mazer, Murphy, and Simonds 2007). Facebook can be identified as a potential educational tool because it is already used extensively by the students.

Besides, student love Facebook very much. Students need Facebook to interact with other friends. The problem is they only update status that most of them are useless and not educate them. They do not use Facebook for their education purposes. The other finding is Charnigo and Barnett-Ellis (2007:31) that suggest, "By exploring new types of Internet services such as Facebook instead of quickly dismissing them as irrelevant, we might learn new ways to reach out and communicate with a larger segment of our [academic library] users".

Furthermore, the researcher would try to use note on Facebook to teach first conditionals in error recognition to the tenth graders of Office Administration three in SMK Negeri 4 Surabaya. Researcher realized that Facebook is badly needed for students nowadays and cooperated English learning especially in teaching grammar first conditionals in error recognition with this online source. First conditionals as grammar material were chosen because the researcher followed English's syllabus in tenth grade of vocational high school.

Unfortunately, research on the using of note on Facebook to teach first conditionals in error recognition does not conduct yet by the researcher before, especially in SMK Negeri 4 Surabaya. Now, it would be the time for the researcher to conduct this research in a study. This study would have aim to know how to use note on Facebook to teach first conditionals in error recognition to the tenth graders of Office Administration three in SMK Negeri 4 Surabaya. In this study, the discussion would be around the implementation of teaching and learning of first conditional in error recognition in a note on Facebook and also the students' improvement in learning first conditionals used that media.Later on, this study aimed to describe the implementation of using note on Facebook to teach first conditionals in error recognition to the tenth graders of Office Administration three of SMK Negeri 4 Surabaya and also to find out whether note on Facebook can improve the students' ability in learning first conditionals in error recognition or not.

Besides, in order to reach those aims above, the researcher found some related literatures which underlined her study. Here the researcher taught grammar because she thinks that grammar is one of important parts in learning English. Teaching grammar is also needed and useful for the students when it followed by instructions. Doughty and Williams (1998:11) in Nunan (2003:157) says that grammar instruction is useful and leaves the students to discover all new linguistic system by them makes little sense, so the instruction itself should be step by step based on the students' level. There was a first conditional material which was taught based on tenth grade of vocational high school's syllabus. Barker and Kiratli (2000:101) in their book, *Progress in English Grammar* says that first conditionals used when the situations are possible and the results could be happened. Furthermore, the researcher taught first conditionals in form of error recognition's question. Gilfert (1996) in her ITESL journal *A Review of TOEIC* assumes, error recognition evaluates the students' knowledge of English grammar. She used a media, note on Facebook, for teaching and learning this material. Miller and Jansen (2007:3) assume that note on Facebook is a combination between a Post-It note and blog to make short statements or daily entries almost anything, including photo uploading, and people tagging we want.

METHODOLOGY

The researcher would design her research in classroom action research that has famous name as CAR (Classroom Action Research). This classroom action research would be in form of mix methods between quantitative and qualitative approach. First one was quantitative approach because there are some numerical data that would be used by her to know the improvement of the students in this study. She would conduct a classroom action research because the background of the problem was gotten when she did school visit and interviewed the English teacher of tenth grade of Office Administration 3, Pak Mujahiri in SMK Negeri 4 Surabaya. Based on that interview, she knew that the students at that class have some problems which deal with grammar rules, for example first conditional's material. That condition would be observed by qualitative approach to know the implementation toward the media used in her action research.

The researcher defined there were two research variables in her classroom action research. First was independent variable which was note on Facebook. The second was dependent variable which was measured in a small test called teacher made test in form of quiz that was given to the students at the end of each cycle. The research instrument would be used by the researcher are test, field note, and interview. A test used by the researcher was a small test, for instance teacher-made test. When the researcher used teacher-made test, she did not have to estimate validity and reliability of this test.

Teacher made test hence was in form of quiz. This quiz was conducted at the end of the action research. Quiz itself was a grammar quiz in form of paper and pencil test. Field note would also be fulfilled by the researcher to describe the implementation of the media in this study. The researcher only used her field note in each cycle to write anything throughout teaching and learning process in this study. The researcher conducted interview to the class's teacher whom is the collaborator to support the data in field note. She also interviewed some students to know their understanding in the implementation of the media she used in her study. The interviews would enrich the data that cannot obtain in the field note.

The subjects of this classroom action research were the tenth graders of Office Administration 3 Class in SMK Negeri 4 Surabaya. They were chosen because of some problems happened related to English teaching and learning in that class. Based on a resource *A Guide to Action Research Digital Education Revolution NSW (2009)*, action research has steps in each of them, for instance planning, acting, observing, and reflecting. In the planning stage, the researcher developed a plan related to each cycle. She created a lesson plan, material for teaching, and quiz test throughout the cycle. She also prepared the instrument used in each cycle. Then, in acting stage, the researcher did teaching learning process based on the lesson plan in each cycle. She taught the students about the material prepared before. She also tested the students' understanding by using quiz test at the end of each cycle. After that in the observing stage, the researcher observed evidence which found during each cycle. She observed the teaching and learning process by using field note. She interviewed the teacher to know the teachers' opinion about the teaching and learning process, the students understanding during that activity. By interviewing the teacher, she also wanted to know the teacher's suggestion about the researcher's performance when the teaching and learning process happened. Furthermore, the researcher also observed the students' improvement by giving them quiz test at the end of each cycle. She also interviewed some students to know their opinion about the material taught, the media used, the quiz test's difficulties, and also their improvements in learning the material taught in each cycle. The last is acting stage; the researcher evaluated the whole first cycle process. She designed some reflections to make the better teaching and learning process in the next cycle.

After getting the data, the researcher analyzed those data that mentioned above. She analyzed them through describing the descriptive data and counting the numerical data. The descriptive data analysis was used to know the implementation in each cycle. Those data were written in form of words. It was used to describe teaching and learning process through note on Facebook in each cycle. Later on, Numerical data were used to find out the students' improvements in this study. They were gotten from quiz tests' scores. The researcher analyzed those data by finding the mean of the test in each cycle. The formula used to count the mean was:

$$\overline{X} = \frac{\sum x}{N}$$

$\overline{x}$ = Mean

$\sum x$ = The sum of the scores in each test

N = The number of the students in one class

RESULT AND DISCUSSION

Result

This study was conducted in two cycles. Those two cycles were set based on lesson plan in each cycle. They were also done through media, note on Facebook. In the planning stage in first cycle, the researcher prepared lesson plan, the material for teaching, and also media used. The researcher used power point to explain material first conditional sentences. Later on she used note on Facebook as an exercise about first conditional sentences. She made ten questions in form of error recognition for an exercise in note on Facebook and twenty questions in the same format questions in quiz test for the last session in the first cycle. She also sent friend request to the students' accounts on Facebook.

In the acting stage, the researcher conducted teaching and learning on April, 22nd 2013. She began to teach at 13.00 PM. She should teach 38 students, but there was one student whom was sick, so that the total numbers of students were 37. She was accompanied by the English teacher of tenth grade of office administration three's class whom was as her collaborator.

The researcher taught tenth grade of office administration three's class which could categorize as a large class. This class was on the second floor. It was in the right corner or in the south area of the school. It was supported by LCD for teaching and learning process.

The researcher began the first cycle by greeting to the students. She did brain storming about the material would be taught, first conditional sentences. She asked the students what conditional sentences are. Later on, she saw some students who wanted to answer her question. One student who sat near the door answered that

question. She said that conditional sentences are *kalimat pengandaian*.

Afterwards, the researcher delivered another question about how many types of conditional sentences. All of students said that there were three types of conditional sentences. A student who sat one row from the back answered that those types were conditional sentences type 1, 2, and 3. The researcher explained that the other names of conditional type 1, 2 and 3 were first, second and third conditional sentences.

Then, she used LCD to show a power point which contained first conditional sentences' material. She explained what the first conditional sentences were and showed the formula of first conditional sentences which consist of simple present and simple future. She asked the students about the formula of simple present. All of the students gave their answers. Some of them were correct, but most of them were incorrect. Next, she also asked about simple future's pattern. All of students knew the pattern of simple future, but they didn't know the verbs after the modal should be v_1.

Then she invited the students to give some examples of first conditional sentences. After few seconds there were some students raised their hands. They wanted to give examples. The researcher gave time to them to deliver their answers one by one and she wrote their answers on the white board. Later on, she showed the functions of first conditional sentences. Meanwhile, she showed an exercise related to the material, first conditional sentences in note on the researcher's Facebook. This exercise was in form of error recognition, so that the students must identify the incorrect form of word or phrase. Then, they should correct it.

Further, the researcher who was also the teacher divided the students into several groups. Because there was one student who was sick, the researcher divided the students into eight groups of four and one group of five. After that they should opened the researcher's note on Facebook via their cell phones and discussed with their friends in their group. Then, one student in a group represented her group to answer the correct answer by giving a comment in the researcher's note. The groups also should give *like* to the other comments if each comment was a correct answer.

After that the teacher with the students discussed the exercise in the note on Facebook. The teacher gave *like* to the student's comment which was correct. Last, the teacher tagged the students in her note, so that the students could learn later about first conditional sentences. Those main activities needed around thirty minutes.

For closing the first cycle, the researcher gave quiz test to the students. This test consisted of twenty questions. It was in form of error recognition model test, so the students must choose A, B, C, or D for the incorrect word or phrase. This test needed twenty minutes to be answered by the students.

After the students finished their test, they submitted their test's paper and exchanged it to the other students. They, with the researcher, discussed together the correct answer in each question in the quiz test. They submitted their friend test's papers to the teacher. The teacher ended the meeting by greeting to the students. These closing activities needed thirty minutes to be done.

In the observing stage, the researcher tried to observe students' activeness during the learning process. The English teacher of X Apk 3 who was her observer, in the interview after the class was over, said that the class condition was rather conducive and quiet and the students gave attention to the material which was explained by the researcher.

When the researcher asked the English teacher about teaching and learning process in the first cycle, he said that it was sufficient, the material's mastery of the teacher was sufficient, the researcher delivered the material clearly and well organized, started from giving examples, the formula, and also the exercises touched to the students. Further he said that the researcher handled the class well, such as asked the students to be silent when they made noise, gave attention to the students, asked the students to be silent before explaining the material.

On the other hand, the researcher found other evidence which was not same with the observer. She noted that only some students who raised their hands to answer teacher's questions. Most of them were only silent and did not give their answers. Here, the researcher knew that most of them did not understand yet about the material taught. It was proven in their quiz test's scores. Their quiz test's scores showed that most of the student's scores were low, under KKM's score, 75.

In the reflecting stage, the researcher would like to evaluate the first cycle's process. In order to reflect the first cycle, she interviewed some students and also the English teacher of X Apk 3. One of the students said that she needed interactions again so that she would understand more than before; such as there was a guest or whatever. She later on said that involved her and the teacher and if there was an interaction, the material would exactly be remembered in long time. In addition, collaborator suggested that delivering material could be decreased ten minutes for evaluation (quiz test)."

Later on, based on field note which was written by the researcher, the students and observers' explanation about the first cycle process, and also first quiz test's result; the researcher needed to change the way she

delivered the material so that the students would more understand and their ability in learning first conditional sentences more improve than before. She created some new strategies in the second cycle as follow: (a) she would manage the time better based on the lesson plan in the second cycle. (b) She would increase the number of questions in exercise in note on Facebook. (c) She would give extra attention to the students who were not active in the class. (d) She would set the students' mate. Students who get low scores in fist cycle quiz's test would sat and learn with students who get high scores (pair works). It would be done because group works did not work well. The students just talk to each other during discussion in their group. They were not focus to the lesson taught.

Furthermore, in the second cycle, the researcher did the same stages as already stated in the first cycle. The second cycle was held on Saturday, April 27th 2013 at 11.00 A.M. The first one was planning stage. Lesson plan, the material for teaching, and also media used were same with the first one. The difference was she made twenty questions which were typed in the note on her Facebook two days before the second cycle held.

Then, the researcher who was also as an English teacher did acting stage. In the acting stage, she did base on lesson plan. She opened the meeting by greeting, praying, checking attendance's list, reviewing material which taught in the first cycle. She did those activities in 15 minutes.

In the main activity, the teacher did some activities as follow. These were conducted in 45 minutes. These were: (1) Set the students' position based on their quiz test's score in the first cycle. A student who got high score would be one desk with another who got low score, such as student third number got 80 in first cycle sat with student seventh number who got 60. They would do pair works. (2) She said aloud the student's number to answer the question in Facebook, for instance students third and seventh numbers would answer third question.(3) Next, she asked the students to open Facebook via their cell phone and then opened teacher's note which had a title "error recognition first conditional sentences". (4) She gave example how to answer in the note on Facebook. (5) After that, she asked the students (ten pairs) to answer first. (6) The rest (nine pairs) gave *'like'* to their friends answers if each answer was correct. (7) She asked 9 pairs to answer the question based on the number given. (8) Then, 10 pairs gave 'like' to their friends answers if each answer was correct. (9) Later on, the teacher with the students discussed the correct answer in each question on the Facebook. She also gave *'like'* to the students corrects' answers. She could not type the correct answer by giving comments because time was limited. (10) Last

was she just tagged the students so that the students could learn exercises in the note later.

When the teacher closed the class, she asked the students to do quiz test in twenty minutes individually. After that she and her students check the correct answer in each question on the test. She said greeting for closing the meeting at the second cycle. The second cycle's meeting was closed in thirty minutes.

In the observing stage, the researcher wanted to know the implementation of using note on Facebook for teaching first conditional sentences went well or not. Furthermore she interviewed some students. When she asked about the implementation of using note on Facebook for teaching first conditional sentences, the students said that doing exercise on Facebook was interesting and could give comments in the note in order to make better understanding to them. They as well as said that by learning first conditionals on Facebook was not only learning English, but also taking benefit of technology. Last, they said that it was a different way of teaching to them and really nice. Based on the students' opinion about the second cycle's process, the researcher observed that the implementation of using note on Facebook went well.

In the reflection stage, the researcher reflected second cycle. She noted that the students felt enjoy and curious to answer questions on Facebook. Even though some of them answered the questions wrong, they still could learn with their mates. They were more focusing on the material learned. It makes their score in second quiz test better than before. From those evidences, she considered not to conduct third cycle.

Furthermore, that standard score, seventy five (75), was used by the researcher as a minimum mean standard that the class must get to pass the quiz in each cycle. The class mean's score in each cycle was used to know the improvement of students' ability in learning first conditionals.

Later on, the improvement of the students' ability in learning first conditional sentences through note on facebook can be seen from the improvement of mean cycle by cycle. The mean in second cycle was different with the mean in first cycle. The mean in second cycle was 86.0. However, the mean in second cycle increased than before, 67.8. The increasing of the mean can be seen in coloumn chart below.

Discussion

Based on the result above, the implementation of note on Facebook went well and the students showed their improvements in learning first conditional sentences during two cycles. The implementation of note on Facebook was conducted in two cycles as stated in result

above. They were allowed the researcher to post a note, tag the students and also upload photo related to the material taught. It was applied with the researcher so that it was in line with Abram (2006) and Miller and Jansen (2007:3).

Furthermore, the researcher takes an advantage of multimedia, such as note on Facebook, to integrate technology with the instruction in the classroom, especially EFL classroom such as tenth grade of office administration three's class in SMKN 4 Surabaya. This class is a large class which has mixed-ability students. Multimedia, such as note on Facebook, can help students in learning first conditional sentences. Those conditions make the researcher in line with Mayora (2006:14).

Additionally, the implementation of using note on Facebook for teaching can transform learning and increase the communication with the students (Blattner and Fiori, 2009). It makes the students more understand and involved in the activity. It gives significant impacts in academic environments as argued by Mathews (2006).

Nonetheless, when the researcher implemented the use of note on Facebook for teaching, first of all she needed to send friend requests to all students in the class she taught. She disagrees with Downes (2007) who believes that students may not accept the teacher's friend requests to keep their privacies in Facebook. She does not face that situation in her research because almost all students in the class she taught accepted her friend requests.

Moreover, the implementation of note on Facebook in teaching and learning first conditional sentences can improve the student's ability in learning first conditional sentences as stated in the result above. It can happened because implementing note on Facebook as multimedia can give a number of psychological responses, such as a high level of involvement, attention, concentration; fun; and strong recognition effects that is stated by Hoogaven (1995).

Later on, the researcher is in line with Mandl &Levin, 1989; Mayer, 2001; Najjar, 1998; Schnotz & Kulhavy, 1994; Sweller, 1999; Van Merrienboer, 1997) in Mayer (2003:127) because note on Facebook can improve students' scores in second cycle quiz's test and also solve the student's problem related to the material taught, first conditional sentences.

CONCLUSION AND SUGGESTION
Conclusion

Based on the findings, the researcher could say that note on Facebook can improve the students' ability to learn first conditionals in error recognition to the tenth graders of Office Administration three in SMKN 4

Surabaya. Further, in the first cycle when the researcher made ten questions in note on Facebook for teaching and learning and asked the students to do exercise in group works, there were only 12 students from 37 students who passed the first quiz test. The mean in the first quiz test was lower than KKM's standard, 67.8. Instead, in the second cycle when the researcher used note on Facebook as a media for teaching and learning first conditional sentences, with the increasing of questions in the note and also asked the students to do pair works, and the students showed their improvement. There were 37 students from 38 students who passed the second quiz test. Their mean had also increased from 67.8 to 86.0.

Besides, the implementation of using note on Facebook to teach first conditional sentences was held during two cycles. The second one was better than before. In the second cycle, the steps to use Facebook for teaching and learning were first, the researcher sent friend requests to the students on Facebook several days before the first cycle held. Then she also wrote twenty questions on Facebook as an exercise to give a number of psychological responses, such as a high level of involvement, attention, concentration; fun; and strong recognition effects to the students. After she wrote in note on Facebook, she change the privacy to read became *'only me'*.

Later on when the second cycle held, set the student's mates so that they could do pair works and did not talk a lot to each other except related to their lesson. Next, the researcher asked the students to open their Facebook via their cell phone and read the researcher's note Error Recognition (First Conditionasl Sentences). Then she gave example how to answer in the note on Facebook. After that, she asked the students (10 pairs) to answer first. The rest (9 pairs) gave 'like' to their friends answers if each answer was correct. She asked 9 pairs to answer the question based on the number given before. Then, 10 pairs gave 'like' to their friends answers if each answer was correct. Later on, the teacher with the students discussed the correct answer in each question on the Facebook. She also gave 'like' to the students corrects' answers. She could not type the correct answer by giving comments because time was limited. Last was she just tagged the students so that the students could learn exercises in the note later.

Suggestion

In order to make the technique successfully implemented in the teaching learning process, the researcher formulated some suggestions for the English teachers. They are: First, the teachers should be active to get the students' attentions. Second, they also should give

extra attention to the students who aren't active. If it is important, the teachers can change student's mate between the students who cannot learn English well with students who can learn English well.

Furthermore, the teachers should know well with the technology, such as note on Facebook for teaching and learning because the students nowadays love Facebook very much. The teacher should organize the time well when they use Facebook for teaching and learning. They also should ask the students to buy pulse to connect with internet when Facebook used in the class. If WIFI is available in the school, the teacher can ask the students to use WIFI to connect with internet and opened their Facebook for learning English.

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