

The Use of Facebook Group as Media in Teaching Writing Narrative Text to the Eleventh Grade Students of SMA Negeri 2 Kota Mojokerto

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan guru dalam menggunakan Facebook group untuk mengajar menulis teks recount pada siswa kelas sebelas di SMA Negeri 2 Kota Mojokerto, untuk mendeskripsikan respon siswa terhadap penerapan Facebook group, dan untuk mendeskripsikan hasil menulis teks narrative siswa setelah penerapan Facebook group sebagai media untuk mengajar menulis teks narrative. Menurut tujuan tersebut, penelitian ini menggunakan penelitian deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa Facebook group merupakan media yang cocok untuk mengajar menulis teks narrative karena dapat memotivasi siswa untuk menulis. Penggunaan Facebook group untuk mengajar menulis teks narrative juga mendapatkan respon positif dari siswa. Siswa merasa terbantu dalam menulis teks narrative. Dengan menggunakan Facebook group, siswa memperoleh kemajuan dalam menulis karena mereka bisa mendapatkan komen atau feedback dari teman-temannya. Hal tersebut dapat dilihat dari hasil tulisan narrative mereka dalam konteks 'content, organization, vocabulary, language use, and mechanics' yang mengalami kemajuan dari tugas pertama ke tugas kedua.

Kata Kunci: Facebook group, Media, Menulis, Teks Narrative, Respon siswa

Abstract

This study was intended to describe the teacher's implementation of Facebook group in teaching writing narrative text to the eleventh grade students of SMA Negeri 2 Kota Mojokerto, the students' responses toward the use of Facebook group and the students' narrative writing text result during the use of Facebook group as media in teaching writing narrative text. Based on these objectives, this study was descriptive qualitative. The result of this study showed that Facebook group was considered as appropriate media in teaching writing narrative text because it could motivate the students to write. The use of Facebook group to teach writing narrative text also got positive responses from the students. Concerning with the use of Facebook group as teaching media, most of the students felt that they were helped in writing narrative text. Furthermore, by using Facebook group, the students could have progress in writing because they could get comments or feedback from their friends. It could be seen from the results of students' narrative writing result in terms of content, organization, vocabulary, language use and mechanic were better from the first to second writing.

Keywords: Facebook group, Media, Writing, Narrative text, Students' response

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INTRODUCTION

Writing is considered as the most difficult language skill to be mastered by the students (Yahwang, 2010). Students usually face many difficulties in exploring the ideas or even finding the appropriate words to what they want to write about. Consequently, teachers are forced to overcome this problem. They have to find a way to motivate their students to write. Teachers should also know that the most important factor in writing is the involvement of the students. The students need to be personally involved to make the learning process

experience fun and interesting. In order to achieve that, the existences of media are needed.

The role of media is important in teaching writing. Brinton (2005) stated that media help teacher to motivate students by bringing a slice of real life in the classroom and by presenting language in its more complete communicative context. The researcher sees that some internet technologies, like social media can be used as the media to teach English, especially writing skill. The use of social media can bring a new atmosphere for the students to learn. They do not only play with paper and pen, but they can also learn by using social media that

they are already familiar to use. Smith and Hoyer (2010) stated that Facebook was found to be the most popular social media site used by students. Facebook as one of the social media can be used as useful and enjoyable media in teaching writing because it has features to support the teaching of writing, such as status, groups, notes, chats, page, and many more.

The researcher conducts this study by using one of the features of Facebook, that is Facebook group. This decision is made because Facebook is currently the most popular online social media site among students. Facebook group is a feature that is available on the social media site of Facebook. The users can make one or join and participate in the existing one. Members of group can share and discuss about something in common among them. For this study, a Facebook group is created specifically for the purpose of providing students with a space where they are in control of the content and the direction of their learning, as well as providing more opportunities for students to write. The teacher acts as a facilitator for the group.

The researcher sees that Facebook group can help the students to learn writing easily. Through Facebook group, the users can give comment or feedback about certain topic which is discussed among them, so they can read the other opinions that are possible to enrich their opinions about certain topic discussed. Those activities can be very helpful for the students in order to improve their writing.

In this study, the researcher uses narrative text as the genre of the students' writing. In writing narrative text, some students write an unclear resolution and some of them do not elaborate the complication stage well. By using Facebook group, students can ease these problems because they can get comments from the other users about their writing. They can also enrich their idea to write the story in writing narrative text.

The researcher focuses on narrative that is produced by eleventh graders. The choice of eleventh graders is because they have experienced in composing narrative when they were in tenth grade. Based on the explanation above, the researcher would like to do a study dealing with the use of Facebook group as media in teaching writing narrative text to the eleventh grade students of SMA Negeri 2 Kota Mojokerto.

Related to the reasons above, the foundations of the study are come up to the surface as the research questions. Those are:

1. How does the teacher use Facebook group as media in teaching writing narrative text to the eleventh grade students of SMA Negeri 2 Kota Mojokerto?

2. How are the students' responses toward the use of Facebook group as media in teaching writing narrative text?

3. How is the students' narrative writing text result during the use of Facebook group as media in teaching writing narrative text?

This study is conducted to describe the teacher's implementation of Facebook group in teaching writing narrative text to the eleventh grade students of SMA Negeri 2 Kota Mojokerto, the students' responses toward the use of Facebook group and the students' narrative writing text result during the use of Facebook group as media in teaching writing narrative text.

Writing is an activity to show idea, thinking, and feeling in written form. According to Percy (1981:3), writing is an action time for writers to reflect, play with their ideas, gain new and deep knowledge into what they feel and believe. It is time for them to refine the things about they wish to write until they become clear and understandable communication.

As the teachers, they must be able to encourage the students to improve their ability in writing, especially narrative text. Teachers are also a facilitator in developing and discovering the students' writing process. By adopting the process approach, the teacher creates a certain atmosphere which helps the students to make a final product of writing. In addition, the process approach allows the students to focus on content and message more than on the form and accuracy (Seow, 2002:234).

There are many conceptions stated by researchers deal with stages in the process writing approach. Brinton (2005) suggested that process approach consists of three stages, such as conception (choosing a topic and deciding to write), incubation (gathering ideas) and production (writing, revising, and editing). O'Malley & Pierce (1996:254) said that the writing process comprises of three stages, i.e. pre-writing, drafting and post-writing. Some others explained that it consists of four stages, they are pre-writing, drafting, revising, and editing (Gebhaard, 2000:37). In this study, the concept of process writing approach proposed by Gebhaard is used.

1. Pre-writing

This stage can be said as generative activities that lead a first draft. This stage can stimulate students' idea for getting started. Seow (2002:317) argued that pre-writing activities can lead students in generating indefinite ideas and collecting information for writing. In this stage, the students' motivation will increase if they are provided with a variety of means for gathering information.

2. Drafting

In drafting stage, some ideas are gathered. After gathering the ideas, the students scrawl down the ideas that they have got in the previous stage. In this stage, the students do not need to secure about the grammar of their writing. They are just motivated in gathering the ideas into the draft. They are also not thinking about the neatness of their writing. They just need to scrawl down their ideas. It will be a rough draft of their writing. Smalley (2001:8) added that in drafting stage, the writer may not exceedingly concern with the grammatical form, but the writer should focus more in finding the ideas to be put on the paper.

3. Revising

This stage can be said a rethinking stage. The students will rethink about the rough draft that has been written in the first draft. The students are asked to check the rough draft, whether there are some ideas to be omitted or not. Then the students are also able to add the ideas if it is necessary. In this stage, the students can check the content, vocabulary, grammar, and so on.

4. Editing

Editing is considered to be the final step of revising, with special attention to implement all those three stages. The writers have to think about all of the parts of their writing in order to achieve a good writing.

The purpose of all processes in writing; pre-writing, drafting, revising, and editing is to improve students' writing ability. By those processes above, the students will try to make a good paragraph or essay.

In teaching learning process, the role of media is important. Media are source that are used to help teacher to deliver teaching materials to stimulate students' attention, interest, mind, and feeling in learning teaching process in order to achieve the lesson objectives.

Facebook group is one of media that can be used to teach writing. In this case, teacher has to provide a group then invites all the members of the class. The teacher merely acts as a facilitator for the group. This activity is fun and open. Teacher gives opportunities for the students to express their thoughts and share with the others. The teacher again also plays a major role in guiding the comments of the students. Such activity could be called virtual exercise. Facebook groups also allow for almost immediate feedback and fun interaction that the researcher expects will motivate students in improving their writing (Boyd, 2008).

The use of Facebook group as media in teaching writing narrative text should include writing process; they are pre-writing, drafting, revising, and editing (Gebhaard, 2000:37). The use of Facebook group as media in

teaching writing narrative text have some activities to do for certain time. They are:

1. The teacher explains the nature of narrative text, generic structure, and language features to the students. The teacher also asks some questions to the students related to the narrative material in order to make the students easy to understand the teacher's material.
2. The teacher gives a topic to write narrative text.
3. The teacher asks the students to write narrative text. Before that, the teacher tries to stimulate the students' ideas about the topic in order to make the students easy to expand their ideas related to the topic.
4. The students are asked to fix their writing before they submit on the Facebook group.
5. The students are given opportunity by the teacher to give comments or feedback to their friends' writing. They can give comments, suggestions, and corrections about the content, organization, vocabulary, language use, and mechanic in their friends' writing.
6. Then each student can edit their narrative text based on their friend comments or feedback.
7. Finally, the students can submit their narrative text result as the final writing on the facebook group. Then the teacher can evaluate the students' writing result using ESL Composition Profile.

METHOD

This study is concerned with describing the use of facebook group as media in teaching writing narrative text. Therefore, this study used descriptive qualitative research. According to Bogdan and Biklen (1992:28), descriptive qualitative is a research which relies primarily on the collection of qualitative data (non numerical data such as words and pictures). This research is focused on the process of teaching and learning writing. In this study, the role of the researcher is only as an observer. She observed the use of Facebook group as media in teaching writing narrative that was conducted by the English teacher.

The subjects of this study are the English teacher of XI IPA 4 and also 30 students of XI IPA 4. The researcher chooses the English teacher of XI IPA 4 as the subject of this study because he teaches English in XI IPA 4, in which the class is chosen as the setting of the study by the researcher. In addition, he is one of the English teachers that has good skill in the school. Meanwhile, the students of XI IPA 4 were chosen because all students in this class had already become Facebook users and often used Facebook as their entertainment. Besides, most of them in this class have laptop or mobile phone as the source to support the teaching learning process through Facebook group as media in this research.

This study is conducted in SMA Negeri 2 Kota Mojokerto which is located at Jalan Ijen no. 9 Mojokerto. The researcher chooses this school because it had already implemented the communication technology to support the teaching learning process. The school also has fast wi-fi connection and each class has LCD and LCD screen to support the teaching learning process. XI IPA 4 was also chosen as the setting of the study by the researcher. The reason is because this class has already had LCD and LCD screen to support the teaching learning process through Facebook group as media in this research.

The data of this study are in the form checked points in the researcher's observation checklist, words written in the researcher's field note, checked points in the questionnaires given to the students, and students' words, phrases, and sentences in their narrative writing task result. The source of the data are observations on the classroom activities, in which the researcher observed the teacher who used Facebook group as media in teaching narrative text in the classroom, the questionnaires given to the students which give information about the students' responses toward the use of Facebook group as media in teaching narrative text, and also the students' narrative writing task which gives information about the result of the students in writing narrative text through Facebook group.

Research instruments used to analyze the data in this study are: (1) Observation checklist, (2) Field note, (3) Questionnaire, (4) Students' narrative writing text result.

Some techniques were used in this research to collect the data. First, the researcher did class observation by using observation checklist and field note as the data instruments. The researcher filled an observation checklist that has been prepared by marking check sign and wrote everything that happened in the classroom by using field-note. Based on those explanations, the researcher can describe very clearly the whole class activities during the implementation. Then, the researcher distributed questionnaire to the students at the last meeting. The last, the researcher collecting and analyzing the students' recount writing text using ESL composition profile.

The data in this study were analyzed by using descriptive qualitative technique. In this study, the researcher used several steps to analyze the data. The data obtained from the classroom observation were analyzed according to the fact and the researcher's interpretation. The researcher analyzed the data got from the observation checklist and field-note, then described the result of the observation naturally based on the events that had happened in the class during the teaching of writing narrative text through Facebook group in order to get the whole view of the classroom activities. The

researcher analyzed the result of questionnaire in order to find out the students' responses toward the use of Facebook group as media in teaching writing narrative text. The researcher also gathered the students' narrative writing tasks in order to know the students' writing result. The data obtained from the students' writing result were analyzed by using indicators on ESL Composition Profile, they are content, organization, vocabulary, language use, and mechanics.

RESULT AND DISCUSSION

Result

The researcher collected the data from three observations at XI IPA 4 and two observations at home through observation checklist and field note. Time allocated for each meeting inside the classroom was 2 x 45 minutes. The researcher did observation at home because the activity uses online communication, which is Facebook group as media. The activity of the students was also much done outside the classroom. The class was held by the English teacher of XI IPA 4.

First Observation

The first observation was conducted in XI IPA 4 class on Saturday, May 4th, 2013. The class began at 06.45 a.m. The teacher had prepared the teaching materials and media, such as laptop and projector before the class began. All of the students were ready in their desk but few of them were talking with their friends. They stopped talking when the teacher stood up in front of the class. The teacher started the class by greeting the students. He also checked the students' attendance. There were 30 students present on that day. The students were in the natural condition. The teacher informed the students that he used Facebook group to teach writing narrative text on that day. Then he asked the students about Facebook group of the class. The reason why the teacher preferred to use Facebook group of the class was because it would need long time if the teacher asked the students to join on Facebook group that created by him. Moreover, the students in XI IPA 4 never used their Facebook group. Thus, the Facebook group was still empty. The name of the Facebook group of the class was XI IPA 4 SMA2MJK. In this case, the students had to do their writing on Facebook group. After that, the teacher turned on the LCD and connected on the wi-fi of the school. The teacher used LCD screen to present the explanation on Facebook group about narrative text. Then, he searched Facebook group of the class to post the materials of narrative text. He told the students about the topic of the materials in that meeting. He asked whether the students know what narrative text is. He tried to stimulate the students about the related material before starting the lesson by asking some questions.

- Teacher : "Okay students, before we start our lesson. I want to ask you first. Did you ever heard about Malin Kundang story?"
- All students : Yes Sir ...
- Teacher : Do you know what the story tells about?
- Student 15 : Itu tentang anak yang durhaka sama ibunya pak ..
- Teacher : "Oke good, anybody knows when the story happened?"
- Student 17 : nggak tau pak, pokoknya sudah lama banget ..
- Teacher : Oke, jadi kalau cerita yang terjadi sudah lama itu termasuk dalam text apa ?
- All students : Narrative
- Teacher : Very good ..

The teacher started to explain about the nature of narrative text. He also explained about the generic structure and language features of narrative text. Then he asked the students about the orientation, complication, and resolution. Some of them actively responded his questions although not all of the answers were correct. He corrected their answer patiently. He explained the use of past tense by giving some examples. The students followed and paid attention to his explanation. Before he ended the explanation, he gave chance to the students to ask if they have any difficulties. A student asked about the complication and resolution. The teacher saw no more raised hands, and then he asked the students to write a narrative text about fairy/folktale as the topic. Before that, the teacher explained about the instructions to the students. So, he gives 20 minutes to the students to make draft about their writing in the class. The teacher asked the students to make draft first because the result of their narrative text writing will be submitted on the Facebook group by them. The teacher gave time to submit their writing narrative text result on Facebook group until Saturday at 11.59 p.m. Then start from earlier Sunday they had to give comments or feedback on the writing of each student on the column that is provided in each post. Through comments or feedback, the students may revise their writing. The last revision might be submitted until Monday at 11.59 p.m. After the teacher explained the instruction, he asked the students to start writing. The teacher sat back on his chair and turned off the projector. He moved around sometimes to monitor the students. Before the bell rang, the teacher asked the students about their work. He made sure that there were no more students who had difficulties in writing narrative text by asking them. Before he left the class, the teacher said that they could continue their writing at home until the deadline to submit it on the Facebook group ends.

Second Observation

The researcher conducted the second observation on Monday, May 6th, 2013 at home. After the students submitted their writing narrative text, the teacher asked the other students to give comments or feedback on the writing of each student on the column that is provided in each post. So, as a researcher, she had to observe the students comments or feedback on Facebook group. The researcher started observed the comments or feedback of the students in the morning at 07.00 a.m. First, she looked at the comments from student3 on student 7's writing. He commented that she had to revise the use of tense in that writing. He also added that she had to state the resolution clearly. After that, the comments that often appeared came from student 25, student 10, and student 18. But they always gave comments out of the task. They talked each other to discuss everything. In this case, the teacher did not involve in giving the students' comments or feedback. He just controlled the students' activity on Facebook group by giving some guidance about the task. It was because some of the students often gave comments out of the task. So the teacher tried to make the students still gave comments in line with the task. Sometimes, the teacher wrote about the incorrect sentences of the students' writing then asked the other students to identify the mistakes of the sentences. Some comments were filled on the form of each student's writing narrative text result. Some of them gave comments very clear, but some others were still confused with what they wanted to comment.

Third Observation

The researcher conducted the third observation on Tuesday, 7th 2013. The class officially at 10.00 a.m, right after the break, but most of the students were still outside so the class started at 10.15 a.m. As in the last meeting, the teacher had prepared the media before the class began.

The students were in natural condition. The teacher started by greeting the students. After the students greeted his back, he counted that 30 students were in the class, no one was absent. Then he tried to explain the students' writing text result on Facebook group. He used LCD screen to show them to his students. He said that the comments or feedback of the students were not appropriate in what the teacher asked. Some of the students often gave comments out of the task. The teacher took one of the students' writing that had many mistakes. Then he showed it on the LCD screen. Then the teacher tried to give comments or feedback based on ESL Composition Profile. They were content, organization, vocabulary, language use, and mechanics. First, he talked about the content. He said that the student 14 did not show knowledge of specific participants and topic of the

story. So, the story was confused to understand. Second, he discussed about organization. The teacher stated that the student 14 composed unclear generic structure. Then he talked about the vocabulary. He said that the student 14 had frequent errors of word choice. So the meaning of the story was confused. Fourth, the teacher talked about the language use. He stated that the student 14 still had difficulties in forming the present tense verbs into past tense verbs. Then the teacher wrote the formula of past tense sentence on the whiteboard. He also gave brief explanation about it. If the students did not know the past form of certain verbs, he suggested them to look up in the dictionary. The last, the teacher discussed about mechanics. The teacher said that the student 14's writing was dominated by errors of spelling, punctuation, and capitalization. Then the teacher fixed the mistakes of the student 14's writing.

The teacher realized that some students were still confused about narrative text. They were still difficult to make a clear generic structure. Thus, the teacher gave the students some questions about it once more. He checked the students' understanding of the narrative text generic structure; orientation, complication, and resolution. After that, the teacher gave a task to the students, which is the students had to write a narrative text. In this task, the teacher did not give a certain topic, so the students might choose a topic by themselves. As the first task, the teacher asked them to make a draft before they submitted on the Facebook group. The teacher noticed that the students had to give comments in line with the task. He did not want if the students gave comments out of the task. All of the students agreed. One of the students asked the teacher that she would write about her love life. The teacher nodded his head. It meant that he agreed with it. Automatically, the situation of the class changed to be noisy, all of the students laughed at her. Then, the teacher made the class became quiet again. The time given to the students to make a draft was 20 minutes. The teacher were walking around to check the students' work. A couple of minutes later, some students asked the teacher.

Student 7 : "Sir, verb 2 nya choose itu chose kan ? yang "o" nya 2 itu yang verb 1 atau verb 2 sir ?"

Teacher : "Verb 2 yang "o" nya 1. Hayo coba di cek di kamus."

Student 24 : (raised her hand) "Sir, mempermalukan itu bahasa inggrisnya apa?"

Teacher : "Humiliate. Itu present tense-nya. So, how about the past tense form?"

Student 24 : "ditambah -ed ya Sir?"

Teacher : "Very good, jadi humiliated."

The teacher saw a student in the back that looked desperate. He approached him and asked him the matter. He told that he could not translate Indonesian to English. He added that he was not good at the English vocabulary. The teacher helped him to finish a paragraph. After that, he tried to encourage him to write, and then continued walking around.

In the last 10 minutes, the teacher saw some students had done their text. The teacher said they could continue their writing at home until the deadline to submit it on the Facebook group ends. He also noticed that the students had to give comments or feedback on the writing narrative text result of their friends. The teacher gave time to submit it until Thursday at 11.59 p.m. Then start from earlier Friday they had to give comments or feedback on the writing narrative text result of their friends. The last revision might be submitted until Friday at 11.59 p.m. The bell rang, and then the teacher dismissed the class.

Fourth Observation

The fourth observation was held on Friday, May 10th 2013. The researcher conducted the observation at home. She had observed the existence of students in giving comments or feedback in their friends' writing. The teacher permitted the students to give comments or feedback after all of the students submitted their writing narrative text. The researcher started observing the comments or feedback of the students in the morning at 07.00 a.m. A student gave comment on the student 1's writing. She wrote that the student 1 had to use correct past tense verb. She also added that he has to be able to distinguish verb 1, verb 2, and verb 3. Then the researcher looked at the comment from students 25, he commented on the student 4's writing. He tried to write about the resolution of the text because he thought that the students 4 had mistaken in composing the resolution. The researcher seldom found the comments that were not in line with the task. In this second task, only few students who had gave comments. Besides, the teacher always gave guidance in each writing result of the students.

Fifth Observation

The fifth observation was the last observation which had been conducted by the researcher. It was conducted at Saturday, May 11th 2013. The class began at 06.45 a.m. All of the students were on their desk waited for the teacher started the class. All the media have been prepared in front of the class. The teacher had prepared LCD and also opened Facebook site to show the students' writing narrative texts result on Facebook group. The class was started by greeting from the teacher to his students. The teacher then checked their attendance by asking the secretary of the class. The secretary reported

that all the students were present on that day. He was glad to hear that. Suddenly, a student said that she wanted to know about her writing narrative text result. She wanted to discuss about it on that meeting. The teacher agreed. He confirmed that he would explain about the students' writing narrative text result on that meeting.

The teacher reviewed the students' writing narrative text. He said that the comments or feedback of the students had already been better than in the first task. The teacher tried to give comments or feedback based on ESL Composition Profile. They were content, organization, vocabulary, language use, and mechanics. The teacher took one of the students' writing as the example to discuss. First, the teacher said that the student 6 could write knowledgeable story. The story was also focus on the specific participants. He also informed that most of the students showed progress in composing the content of the story. Second, the teacher said that student 6 could organize among orientation, complication, and resolution. He was glad because almost all of the students could state the generic structure clearly. It meant that the students already had better in composing the organization of the text. Third, the teacher talked about vocabulary. He said that the student 6 had occasional error in using appropriate words. Fourth, the teacher discussed about the language use. He said that the student 6 still had difficulties in using past tense. He also stated that there were still several present tense verbs in the students' writing narrative text. Then the teacher wrote the formula of past tense verbs once again. The students took notes from the teacher's explanation. He added some sentences for examples of past tense verbs. The students often asked how the verbs could be changed. The teacher asked them back about it, gave them a little challenge to check their understanding. He also sometimes asked the students to look up on the dictionary.

Student 12 : "Sir, bear itu verb 2 nya born ya ?

Teacher : "born ? are you sure ? anybody knows ?"

Student 4 : "iya born kan Sir ?"

Student 19 : "borne reekkk"

Student 17 : "kok iso borne ?"

Teacher : "please, cek di kamus kalian?"

Student 23 : (opened a dictionary) " ohh, borne ya Sir?

Student 26 : "loh iya e ternyata borne."

Student 8 : "jadi bear, borne, born kan Sir?"

Teacher : "Very good."

The students indicated to the teacher that they had understood the past tense verbs. The last, the teacher talked about mechanics. He stated that the student 6 had occasional errors of spelling and punctuation. The teacher gave them an opportunity to ask questions, but no one raised a hand so far. So, he turned to ask them a little bit

about narrative text. He wanted to know if they still remembered and understood about it. He needed them to mention the generic structure of narrative text. Almost all of the students could mention it well. In the last 15 minutes, the teacher gave time to the researcher to distribute the questionnaire. He then dismissed the class after the bell rang.

The Result of Students' Responses

Students' response is the students' opinion or feeling after they used Facebook group as media in teaching writing recount text in order to know their response toward the use of Facebook group. There were several questions that were asked to the students. There were 30 responses from the students.

From the first question, there were seven students who liked English very much. Four students fairly liked it. Twelve students liked it. The rest of them disliked English.

Then from the second question, sixteen students stated that they very often get difficulties in learning English. Five students argued that they often got difficulties in English. There were seven students who answered that they seldom got difficulties in learning English. Two students argued that they never got difficulties in English.

The students gave various answers about their difficulties in learning English. Three students answered that they did not like the teacher. Five students added that they did not like how the teacher taught in the classroom. Fourteen students answered that they did not really understand about the materials. Eight more students stated that they got difficulties in English because they less practice English.

The fourth question, There were eight students who answered that they always asked their teacher when they got difficulties. Twelve students answered that they will try to understand the English materials by themselves. Ten students answered that they will ask their friend. No one answered the last option.

From the fifth question, nine students stated that writing was very difficult. Fourteen students stated that writing was difficult. Seven students stated that writing was easy. There was no student answered the last option that showed that writing is very easy.

According to the result of question number six, ten students answered that they often get difficulty in arranging the sentence. Seven students stated that they do not have ideas to write. Four students argued that they are still difficult to write the words. Nine students answered that they have difficulty in structure.

From the seventh question, there were seven students who answered that the teacher explained the materials very clearly. Twelve students answered that the materials are explained by the teacher clearly. Eight students

answered that the teacher did not explain the narrative materials clearly. There were only two students who answered the last option.

Based on the result of the question number eight, there were eighteen students stated that the explanation of the teacher was very helpful for them to write narrative text. Twelve students stated that the explanation of the teacher was helpful. There were no students chose option C and D.

The use of media in teaching English especially in learning writing was very important. According to the result of the question number nine, there were sixteen students who stated that it was very important. Eleven students expressed that it was important. Three students argued that media were less important. There were no students who answered that media were not important at all.

The students gave their opinions toward the use of Facebook group as media in teaching writing narrative text. The result from the questionnaire showed that seventeen students stated that Facebook group was very interesting. Thirteen students stated that Facebook group was interesting. There were no students chose the option C and D.

According to the result of the question number eleven, there were no difficulties at all for fourteen students during the use of Facebook group as media. Nine students faced a little difficulty on the use of past tense verb. There were six students who have many difficulties. There was one student who stated that he had a lot of difficulties.

The use of Facebook group as media in teaching writing narrative text really helped the students. According to the result of the question number twelve, there were fourteen students who stated that it was very helpful. Eleven students stated that Facebook group was helpful. Five students argued that Facebook group was less helpful. There is no student who answered the last option.

From the question number thirteen, there were six students who answered that they understand the material very much. Twelve students argued that they understand the materials. There were ten students answered that they less understand the. Two more students stated that they did not understand about the materials.

According to the result of the question number fourteen, there were nine students who answered that the comments or feedback from their friends were very helpful for them. Fourteen students argued that they like the comments or feedback. There were six students who answered that they had fairly like with the comments or feedback from their friends. One student answered that he disliked the comments or feedback from their friends.

From the question number fifteen, there were eleven students who stated that the comments or feedback from their friends really helped them to write narrative text. Fourteen students answered that the comments or feedback could help them to write narrative text. Five more students stated that the comments or feedback did not really help them to write narrative text. No one chose the last option.

The Result of Students' Narrative Writing Text

To describe the students' narrative writing text, the researcher described it through the students' writing scores for each component from content, organization, vocabulary, language use, and mechanics. In this part, the researcher explained the students' narrative writing text that is used to answer the third research question in Chapter 1. The researcher used Jacobs, H, et al. (1981) ESL composition profile which had four writing criteria. They are, very good, good, fair, and poor. After analyzing the students' narrative writing text using ESL composition profile, the researcher did not forget to discuss the students' score with the teacher.

From the two tasks, the students' content, organization, vocabulary terms got significant progress. Meanwhile, the students' language use and mechanics terms showed little progress.

Discussion

In this part, the researcher discusses the data presented on the previous part. This part intends to investigate the data in order to find the answer of the research questions formulated in this research.

The Use of Facebook Group as Media in Teaching Writing Narrative Text

In the first meeting, the teacher explained and asked the students' knowledge about narrative text. The students could answer the question completely. It is in line with was stated by Harmer (2007:57) that teaching means to give someone knowledge or to instruct or to train someone. The teacher asked the students to join on Facebook group that he had been created. Then the teacher explained the generic structure and language feature of narrative text. He also explained the use of past tense by giving some examples. The students followed and paid attention to his explanation. After that, the teacher asked the students to write narrative text then submitted on the Facebook group.

In the second meeting, the researcher observed that the teacher just did as facilitator to supervise how the students gave comments or feedback on their friend's writing in Facebook group. Brown (2007:340) stated that the teacher as a facilitator offers guidance in helping students to engage in the thinking process of composing,

respects student's opinion, and is not an authoritative director and arbiter.

In the third meeting, the teacher explained the students' writing text result on Facebook group. He talked about the comments or feedback given by the students on Facebook group. Then the teacher gave the second task to the students. The assignment was almost the same as the first task.

In the fourth meeting, the researcher did observation at home. She had observed the existence of students in giving comments or feedback in their friends' writing.

In the fifth meeting, the teacher reviewed the students' narrative writing text result. Then the teacher tried to explain the formula of past tense verbs once again because there were many students who still had difficulty in using past tense. After that, the researcher distributed the questionnaire to the students.

From the data through observation checklist and field note, it is obvious that the use of Facebook group was appropriate to teach writing narrative text. It helped the students to build their interest to write by using a new atmosphere for them. Moreover, Facebook was currently the most popular online social media site among students. Through Facebook group, the users could give comment or feedback about certain topic which was discussed among them, so they could read the other opinions that are possible to enrich their opinions about certain topic discussed. It is in line with Reid (1993:218) who stated that comments or feedback can be defined as any input from reader to writer that provides information for revision. Those activities could be very helpful for the students in order to get progress in their writing.

The Students' Response after the Use of Facebook group as media in Teaching Writing Narrative text

Based on the result of the questionnaire, it was clearly stated that the use of Facebook group to teach writing narrative text got positive responses from the students. Concerning with the use of Facebook group as teaching media, most of the students felt that they were helped in writing narrative text. Facebook group also allows for almost immediate feedback and fun interaction that the researcher expects will motivate students in improving their writing (Boyd, 2008). Besides, the teacher did a good job because he could explain the materials of narrative text clearly. In addition, most of the students felt that Facebook group was fun and interesting. It means that media had been applied successfully.

Related to the students writing skill, most of the students felt that writing was difficult. They had difficulties in vocabulary and language use. They could create writing composition well because they felt motivated and interested in writing narrative text by

using Facebook group. Thus, the existence of comments or feedback on Facebook group was very helpful for the students. The students felt that it can help them to get progress in their narrative writing.

The Students' Narrative Writing Text Result during the Use of Facebook Group as Media in Teaching Writing Narrative Text

In this part, the researcher discusses the result of students' writing. Based on the students' writing, the students got difficulties in composing narrative text because they were lack of understanding the past form or irregular verbs and the use of punctuation (comma and full stop). These phenomena commonly occurred to the students in their writing. Since writing has many components that have to be mastered by the students, those components might be difficult for the students. This statement is in line with the statement of Nunan (2003). They stated that writing is considered a clearly complex activity process, and competent writer is frequently accepted as being the last language skill to be acquired.

According to the students' writing result, it showed that the content of their writing got better. The progress was not only showed by the content of students' writing but also by organization, vocabulary, language use, and mechanics. It could be seen from their writing score (see Appendix 6).

In terms of content, it could be seen that in the first task only five students who got very good level but in the second task students who got very good level have increased. There were eleven students who got very good level in the second task. It means that they could give concentration and developed ideas well. Next, in the first task, there were ten students who got good level and in the second task there were fourteen students who got it. In this level, the students presented limited development of story and lack detail of specific participants. While the students who got fair level was twelve students in the first task and four students in the second task. It means that the students' writing had limited knowledge of specific participants and inadequate development topic. The last was poor level. In the first task, there were three students who got this level. While in the second task, there was only one student who got this.

In terms of organization, it can be seen that the students who got very good level were six students in the first task and twelve students in the second task. The students who were in very good in terms of organization means that their writing has fluent expression, ideas clearly stated/supported, and well-organized in clear stage of narrative (orientation, complication, and resolution). While the students who were in good level in the first task were fourteen students and there were sixteen

students in the second task. Students who got good level means that they had inaccurately organized the orientation, complication, and resolution but main ideas stand out, limited supported sentences. There were eight students in the first task and two students in the second task who were in fair level. The students who were in fair level showed that they had non-fluent organization among orientation, complication, and resolution, ideas confused or disconnected. In addition, there were two students in the first task who got poor level. While in the second task, there was no student who got poor level.

In terms of vocabulary, it can be seen that there were nine students in the first task and twelve students in the second task who reached very good level. It means that their writing range was sophisticated, effective word/idiom choice and usage. Meanwhile, there were thirteen students in the first task and fifteen students in the second task who were in good level which means that they were able to make adequate range, occasional errors of word/idiom choice and usage, but the meaning of the word did not obscured. Next, there were five students and three students who got fair level. It showed that their writing had limited range, frequent errors of word/idiom choice and usage, and the meaning of the word was confused or obscured. Then there were three students in the first task who got poor level. While in the second task, there was no student who got poor level.

In terms of language use, we can see that the students who were in very good level were two students in the first task and five students in the second task. The students who got very good level means that their writing had few errors use of past tense, word order, pronouns, and prepositions. Meanwhile, the students who got good level were nine students in the first task and eighteen students in the second task. It means that their writing had several errors use of past tense, word order/function, pronouns, prepositions and the meaning of the word seldom obscured. Next, the students who got fair level were fifteen students in the first task and seven students in the second task. The students who were in fair level showed that their writing had frequent errors use of past tense, word order/function, pronouns, prepositions, and the meaning of the word was confused or obscured. Then the students who got poor level were four students in the first task and none of the students in the second task.

In terms of mechanics, we can see that the students who were in very good level were four students in the first task and ten students in the second task. The students who got very good level means that they had few errors of spelling, punctuation, capitalization, paragraphing. Then the students who got good level were twelve

students in the first task and fifteen students in the second task. It means that the students had occasional errors of spelling, punctuation, and capitalization. Next, the students who got fair level were ten students in the first task and five students in the second task. The students who were in fair level showed that they had frequent errors of spelling, punctuation, capitalization, poor handwriting. Then, the students who got poor level were four students in the first task. It meant that their writing was dominated by errors of spelling, punctuation, capitalization, paragraphing, illegible handwriting, or not enough to evaluate. While in the second task, there was no student who got poor level.

From the explanation above, it is clear that the students made progress in their writing. Most of the students could create better composition than their previous writing although there were some students who still have difficulties related to the content, organization, vocabulary, language use, and mechanics. Yancey (2009) stated that the use of Facebook can help the students easy to write. It can be said that Facebook, especially Facebook group is appropriate media to teach writing narrative text. The students made progress in composing narrative text, since they could improve their writing through comments or feedback given by their friends on Facebook group.

CONCLUSION AND SUGGESTION

Conclusion

Facebook group is one of the media that can be used in teaching writing narrative text, especially to the eleventh grade students of SMA Negeri 2 Kota Mojokerto. The use of Facebook group to teach writing narrative text is divided into several steps. They are pre-writing, drafting, revising, and editing. In pre-writing, the students get idea for getting started. Then they write ideas that are related to the topic of narrative text which is given by the teacher. Then in drafting, the students are scrawling down the ideas that they have got in the previous stage. In this stage, they just write rough draft that can be developed in the next stage. The third stage is revising. The students are asked to check the rough draft. They have to fix their writing before they submit on the Facebook group. After they submit on the Facebook group, the students have opportunity to give comments or feedback to their friends' writing. Here, each student can give comments or feedback to their friends before continuing to the last stage. The fourth stage is editing. In this stage, the students can edit their writing depends on their friends comments in their writing narrative text. After doing all of those stages, the students can submit their final writing on the Facebook group. The data from observation checklist and field note showed that the use

of Facebook group as media to teach narrative text for eleventh grade students of SMA Negeri 2 Mojokerto was successful.

Based on the students' responses after the use of Facebook group as media to teach writing narrative text, almost the students said that they agreed in the use of Facebook group to teach writing narrative text. Besides, the students said that the use of facebook group as media helped them to improve their writing narrative text. In the class, the students were also interested during the use of Facebook group as media in teaching writing narrative text.

The result of the students' writing was satisfying. In two tasks, the students could increase their score. It means that they could improve their ability to write. The students' writing was evaluated based on ESL Composition profile. There are five aspects valuated such as content, organization, vocabulary, language use, and mechanics.

Suggestions

At the end of the study, the researcher would like to give some suggestions which could help the others to develop the quality of teaching learning process.

1. For the teacher

The teacher should be more creative in teaching writing especially in teaching narrative text. Besides, he/she should pay attention to the students' need by implementing new other interesting media. Facebook group is one of the media that can not only improve the students' ability to write, but also raise up the students' motivation to learn.

2. For the next researcher

The researcher realizes that this study has a lot of weaknesses. Therefore, the researcher wants to give suggestion to the other researchers who want to take the same subject to do detailed research about it and hopefully can make it better.

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