**THE USE OF FACEBOOK IN ENGLISH LANGUAGE TEACHING (ELT) TO INCREASE STUDENTS' ABILITY TO WRITE RECOUNT TEXT AT MTS AISYIYAH SUNGGUMINASA**

**(A PRE- EXPERIMENTAL RESEARCH AT MTs Aisyiyah Sungguminasa)**

**A Thesis**

*Submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degrre of Sarjana Pendidikan*

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**MOTTO**

"THERE IS EASE AFTER EVERY HARDSHIP"

(Q.S Al-Insyirah {94} : 5-6)

I dedicate this thesis to my parents, my brother, and all my friends.

Thank you for supporting

# ABSTRACT

**SARI, IKMUL. 2019.** *The Use of Facebook in English Language Teaching (ELT) to Increase Students' Ability to Write Recount Text at the Second Grade Students MTs. Aisyiyah Sungguminasa in the Academic Year of 2018/2019.* Thesis, English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. The consultant by Sulfasyah and Farisha Andi Baso.

The aim of of this research was find out whether the use of Facebook Group as a medium effective to increase students' ability in Writing Recount Text of the second grade students at MTs Aisyiyah Sungguminasa in the academic 2018/2019). This research used Pre-Experimental Research. The subject of the research was the second grade students with the sample of this research was 25 students from class VIII C and it used Purposive Sampling technique. The researcher gave recount text to measure the students writing recount text. All of the students were given pre-test before using Facebook Group as a medium and after they got the treatment, the researcher gave post test to the students.

The result of this research showed that the writing recount text of the second grade students of MTs Aisyiyah Sungguminasa in the academic year of 2018/2019 before taught by using Facebook Group was poor categorized. The mean score of pre-test was 61.04 and mean score of post test was 85.48. it mean that the mean score of post-test was greater than the mean score of pre-test. Then the improvement of the students' writing ability was 40%.

Then the calculating the t-test value for recount text was 12.87 and t-table for recount text was 2.064. it mean that the t-test was greater than t-table. The alternative hypothesis ($H_1$) was accepted and the null hypothesis ($H_0$) was rejected.

Based on the research findings, it could be conclude that applying Facebook Group as a medium had significant to increase students' ability at the second grade of MTs Aisyiyah Sungguminasa.

**Keywords:** *Social Media, Facebook Group, recount Text.*

# ABSTRACT

**SARI, IKMUL. 2019.** Penggunaan Facebook dalam mengajar bahasa inggris untuk meningkatkan kemampuan siswa dalam menulis teks recount di MTs Aisyiyah Sungguminasa kelas 2 tahun pelajaran 2018/2019. Skripsi. Pendidikan bahasa inggris, fakultas kejuruan dan ilmu pendidikan.universitas muhammadiyah makassar. Dibimbing oleh Sulfasyah dan Farisha Andi Baso.

Tujuan dari skripsi ini yaitu untuk mengetahui penggunaan kelompok facebook sebagai media efektif untuk meningkatkan kemampuan siswa dalam menulis test recount pada kelas 2 MTs Aisyiyah Sungguminas. Penelitian ini menggunakan penelitian pre-experimental. Populasi dalam penelitian ini yaitu siswa kelas 8 dengan sampel 25 siswa dari kelas 8 C dan pengambilan sampel menggunakan teknik purposive sampling. Peneliti memberikan teks recount untuk mengukur teks recout siswa. Semua siswa diberikan pre-tes sebelum menggunakan kelompok facebook sebagai media, dan setelah mereka memperoleh treatment, peneliti memberikan post tes untuk siswa.

Hasil dari penelitian ini menunjukkan bahwa menulis recount teks siswa kelas 2 MTs Aisyiyah Sunggguminasa, sebelum di ajarkan menggunakan kelompok facebook di kategorikan sebagai rendah. Nilai rata-rata siswa pada pre-test yaitu 61.04 dan nilai rata-rata siswa pada post test yaitu 85.48. Kemudian, peningkatan menulis siswa dapat meningkat pada 40%. Ini berarti bahwa nilai rata-rata post test lebih besar daripada nilai pre-test. Kemudian, perhitungan nilai t-test untuk menulis yaitu 12.87 dan t-table untuk writing yaitu 2.064. Ini berarti t-test lebih besar daripada t-table. Hypothesis alternative (H1) diterima dan hipotesis nol (H0) di tolak.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa kelompok faceboo efektif untuk meningkatkan writing siswa dikelas 2 MTs Aisyiyah Sungguminasa.

Kata Kunci      : Media Sosial, Kelompok Facebook, Teks Recount.

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*In the Name of Allah, the Beneficent and Meaningful*

Praises be to Allah Lord of the world. He always gives strong and favor in completing this Thesis. Peace and blessing upon our prophet Muhammad SAW who has changed the human life.

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Makassar,   November 2019

The Researcher

**IKMUL SARI**
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# CHAPTER I

# INTRODUCTION

## A. Background

writing is organization of communication in written-form to express our ideas or to transmit the messages. Yuharnianti (2002:7), writing is a tool of communication message in which are produced in written-form. Writing is a written product of thingking, drafting and revising that require specialized skill on how to generate ideas, how to organize them correctly into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final project.(Nunan, 2003: 335)

The students' problem in writing is also caused by the difficulty of expressing ideas in writing, they didn't know put the ideas into words then putting words into sentences and putting sentences into paragraphs until they could createvpiece of writing. Many of them are lazy to write because they are bored and uninterested with the use of conventional media in learning process.

Social media is a part of our lives. Social media is an online media which the users can share, comments and do more in many things. Social media has many advantages when students used it properly. However, social media sometime has bad impact for students such as; spend too much time on social media, apathenic and dangerous.

Moreover, social media is an orginated as a tool that people use to interact with friends and family bus is later adopted by businesses taht want to take advantage of a popular new communication method to reach out the

customers. The power of social media is the ability to connect and share information with anyone on earth as long as the students also use social media. There are many kinds of social media such as WhatsApp, Facebook, Twitter, Instagram, Line, Wechat, and Tumblr but in this research the researcher only focus on Facebook.

Facebook is a form of social networking media that gradually and steadily transforming education and the way most subjects are taught. Facebook is an excellent position to support the way young people, teachers and other educators collaborate, access and curate new learning. Facebook tools such as timeline, groups and graph search have the potential to the revolutionist the way homework is planned, completed and reported (Fordham, et al. 2013: 2-3).

English Language Teaching is based on the idea that the goal of language acquisition is communicative competence. It adopts concepts, techniques and methods in classroom for recognizing and managing the communicative needs of the language learners. Besides that, English Language Teaching is the design of the subject of study, its planning, implies the integration of all the axes of the educational process (Ampora).

Based on the explanation above, the researcher is interested to carry out the research which entitles: "The Use of Social Media in English Language Teaching (ELT) to Increase Students' Ability to Write Recount Text at the Second Grade of MTs Aisyiyah Sungguminasa".

**B. Prablem Statement**

Based on the previous backround, the researche formulats research question as follow "Does the Use of Facebook in English Language Teaching (ELT) to Increase Students' Ability to Write Recount Text at the Second Grade of MTs Aisyiyah Sungguminasa"?

**C. Objective of the Research**

Based on problem statement, the objectives of the research such as: " Find out the use of Facebook in English Language Teaching (ELT) to Increase at the Second Grade of MTs Aisyiyah Sungguminasa".

**D. Significant of the Research**

This research will be expected to be useful information for many people in learning process, such as:

1. For the Students

   This research is expected to help the students to develop a new strategy to improve their writing recount text and can motivate them in order to be more interested in learning writing through Facebook Group.

2. For the Teachers

   The researcher hopes that this research can help the teacher to improve students' achievement. It is also expected to be useful for English teachers to provide an alternative solution to solve the problems in teaching recount text.

2. For the Researcher

This research is expected to give great contribution to the other researchers as a reference for further studies on a similar topic.

## E.  Scope of the Research

The scope of the research is limited to the teaching and learning writing recount text at the second grade students of MTs Aisyiyah Sungguminasa by applying Facebook Group. The researcher uses writing recount text to increase students' ability to write in term of content focus on Orientation, Event and Capitalization.

# CHAPTER II

## REVIEW OF RELATED LITERATURE

### A. Previous Related Findings

In this part, the researcher review some previous studies related with the tittle in this research " The Use of Facebook in English Language Teaching (ELT) to Increase Students' Ability to Write Recount Text at MTs Aisyiyah Sungguminasa.

The first is conducted by Yunus and Salehi (2012) " The Effectiveness of Facebook Group on Teaching and Improving Writing: Students Perception. The research design for this study is mixed method survey. 43 year 3 students from the Faculty of Education, Universitas Kebangsaan Malaysia who were completing their Bachelor's degree in Teaching of English as a Second Language (TESL) wre selected as the participants. The findings show that " Facebook Group" is an effective tool to improve students" writing skills, especially in the brainstorming stage.

The second is conducted by Khusnita (2013), the result of the observation sheet showed that after learning writing recount text using Facebook, the students become more attentive, active, attacted in joining the lesson; and happier and more serious in writing. The analysis of the questionaire showed that the students gave possitive responses towards the use of Facebook in their learning. Based on the overall results of the research, it can be concluded that the use of Facebook contributes to the improvement of students skill and the increases in their motivation in writing recount text.

The thisrd is conducted Ningsi (2015), this study entitled " The Effectiveness of Teaching Writing Recount Text for Tenth Grade Students of SMA Negeri 4 kota Tanggerang Selatan". Found Facebook is an effective media in Teaching writing recount text. It is really helpful in increasing students' ability and achievement of writing recount text.

Based on the previous studies above, it can be concluded that by integrating Facebook in formal language learning, the students it will be more interesting and enjoyable. It could guided the students toward their own ability to create a good writing. The researcher assume that Facebook is potential to be benefitted in teaching writing recount text.

## B. Some Partinent Ideas

### 1. Concept of Facebook

#### a. Definition of Facebook

Fordham, et all. (2013:2-3), Facebook is a social utility that connect use with the people, brands and organization we care about. Facebook is an excelent positon to support the way young people, teachers and other educators collaborate, access and curate new learning. Facebook tools such as timeline, groups, and graph search have the potential to the revolutionist the way homework is planned, completed and reported.

Suthiwartnarueput & Wasanasomsithi (2012: 29) examined the use of Facebook as means by which users can participate in discussion boards about grammar and writing. Shih (2011: 13)

Students are willing to interact and share their own ideas in writing with others when performing writing assignments on a Facebook group. A Facebook group provides a high level of motivation for students to perform writing task. The characteristic of Facebook facilitates students' communication.

Manca and Ranieri (2013: 18) identified five main educational uses of Facebook: 1) Support class discussions and helping students engange in collaborative learning; (2) Developing content to expose students to extra-curricular resources; and 5) to support self-managed learning.

Based on definition above, it can be concluded that Facebook is one of popular social networking sites that is mostly used nowadays. Facebook is an excellent potential to serve as a learning channel for teachers and students, because there are five main educational uses on Facebook: 1) Support class discussions and helping students engage in collaborative learning; 2) Developing content; 3) sharing educational resources; 4) Delivering cintent to expose students to extra-curricular resources; and 5) To support self-managed learning.

a.  **Facebook Group**

Yunus & Salehi (2012:87), facebook Group is a feature that available on the social networking site. Facebook in which unlimeted number of are allowed to particapate and interact via post and chat

style for a specific purpose". Yunus & Salehi (2012: 89), belives that "FB groups' has potential to give the youth what they desire, so to speak, whit its interactive, easy-feedback features, and thus, create  a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today".

In may point of view, Facebook Group is a Facebook feature that functions as a place to share ideas between people with same interests, and built upon through the response and feedback will be given by peers. A student may also gain confidence in writing through the fact that his or her ideas would be supported and agree upon by peers.

**b.  The Use of Facebook as Medium in Writing**

Nowdays, Indonesian young people spend huge amounts of their time doing anything on Facebook. They interact with others on Facebook, mainly in written form. It makes the implementation of Facebook on learning writing is considerable. Taking the Facebook in Students" learning is supposed to engage the students" in the learning activities. This statment is supported by Friedman (2012: 17) who argues that " the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning". Furthermore, Majid, Stapa, & Keong (2012: 37) state that " Facebook is a social networking site which can be utilized

as an educational technology tool that facilitates online communications between second language learners and their friends".

Roberts (2009: 5) emphasizes the reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cell phones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use it, students only need to have e-mail address and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities.

In conclusion, Facebook offers new ways of teaching which is never possible. Teachers are needed to realize the special quality of implementing Facebook especially in teaching writing. However, they must also be aware of the poossible bad effects of it and continually examine the uses and outcomes of using it in teaching learning process.

c. **The Advantages and Disadvantages of Using Facebook in Teaching Recount Text**

The advantages of using Facebook in teaching writing recount text is the teacher can brings the classroom into Facebook Group, so the teacher can make students enjoying the Facebook Group classroom. As a leading social networking, Facebook is believed to be the most ideal social network to analyze the possibilities of interaction

in classroom environment. The teacher can share the sample, pictures, and video about recount text, so the students can comment and argue in the group. When they use Facebook, the relationship between teachers can also continue after the course. It creates a social bond between student and teacher by interaction on Facebook.

The disadvantages of using Facebook in teaching writing recount text, are some students in Indonesia do not currently use Facebook today in teaching. Social networking sites such as WhatApps, Twitter, Instagram, and Path are commonly used by students. It is hard for teachers to apply Facebook for teaching, moreover, when the teacher shares video or text on Facebook group and wants a faster feedback, it is hard to make the students online one at a time.

In conclusion, there was always advantage and disadvantage if Facebook was applied in the classroom. Thus, the teacher should be able to overcome the problem as well.

1. **Concept of Writing**

   a. **The Definition of Writing**

   Writing is source of creativity, communication, information, advocacy, and enjoyment. in addition, Siregar (2012: 4) writing is a capability of producing a sequence of sentences arraged in a particular order of linking them in certain ways. According to this concept that one of the most important tasks as a writer is master the principles to writing and

thinking that will help to achieve goal. The most important of these principles are those to invention arrangement, and style invention is the process of discovering ideas for speaking or writing arrangement.

Writing becomes more complex because it does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text (Westwood, 2008: 56). The nature of writing can also be defined as physical and mental activity that is aimed to express and impress (Nunan, 2003: 88). It can be categorized into physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that a reader can understand easily about the ideas of the written works.

From the terms above, I concluded that writing was an ability to produce written language by developing thoughts and how to generate ideas and how to organize them correctly.

## b. Process of Writing

(Gebhaard, 2000: 37). In this study, the concept of process writing approach proposed by Gebhard is used.

### a. 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 collected information for writing. In this stage, the students" motivation will increase if they are provided with a variety of means for gathering information.

b. **Drafting**

In drafting stage, some ideas are gathered. After gathering the ideas, the students scrawl down 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 svrawl down their ideas. It will be a rough draft of their writing.

c. **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, weither 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.

d. **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.

From the explanations above, we can conclude that every step cannot be seperated each other because it can give beneficial process for the

students, also need a motivation from the teacher. The teacher should encourage the students to create the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

## c. The Types of Writing

Oshima & Hogue (2007: 23-75), state that writing into four kinds, as follows: narrations, description, and the recount.

### a. Narration

Narration is the form of writing see to related the stay of act of events. Narration places occurrences in time and tell what happened, according to natural time sequence. One thing happens and the events are told in the same order. A narration tells a story series to conducted incidents or an action process of an action. In narration, the incidents that make up the story, usually told in order in which they would really happen.

A type of narration includes short story, novels, and new stories, as well as a large part of our every day social interchange in the form of latter and conversation.

### b. Description

Description is a form writing that describes someting. It is reproduces the way thing looks, smell, state, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or

reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

### c. Exposition

Exposition is the form of writing that explains something. It often answers to the question of what, how, and why. It used in giving information, maing explanation and meanings. Its purpose is to present ideas and to make the ideas clear as possible.

### d. Recount

Recount is a text which retells events or experience in the past. Its purpose to retell events. The generic structures of recount are orientation events-reorientation. It has a similarity with the generic structures of narrative. The differen of recount text narrative text only is in events. There is no complication in recount.

## d. The Componets of Writing

Five significants componets in writing. These are content, organization, vocabulary, language use and mechanic. The detail explanations are follows:

### a. Content

The content of writing shoul be clear for the readers, so that the readers can understand the message conveyed and gain information from it. In order to have a good contents writing, its contents should be well unified

and completed. This term usually known as unity and completeness, which become characteristic of good writing.

**b. Organization**

In organization of the writing, the writer focuses on how arrange and organized the ideas chronologically. The also should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order.

**c. Vocabulary**

Vocabulary is one of the language aspects dealing with the process of writing study. In the process of writing, the writer always think about putting words into sentences and then putting sentences into paragraph until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

**d. Language Use**

Language use in writing involves correct usage of the rules of language or grammar. It focus on verbs, noun, agreement. Specific nouns and strong verbs give a reader a mental image to description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be pharase. There are many opportunities for errors in the use of verbs and mistake in arrangement.

### e. Mechanics

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand to recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understanding the conveying ideas other message stated in the writing. Mechanics concerns with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. (Heaton, 1988: 135)

1. Capitalization. The use of capitalization in the writing can clarify the ideas. If the sentences are capitalized correctly, ambiguous meaning and misunderstanding would be appeared. Besides, through correct capitalization of sentence.

2. Oshima & Hogue (2007: 6-8), there are many rules for using capital letter in English. Capitalize the following:

   1. The first word in a sentence. Example: My best friend is my dog.

   2. The pronoun I. Example: He and I never argue.

   3. Abbreviations and acronyms formed from the first letters of words. Example: USA, IBM, AIDS, UN, VW, CBS.

   4. All proper nouns, Proper nouns include;

      a. Names of deities. Example: God, Allah, etc.

      b. Names of peoples and their titles. Example: Mr. and Mrs. John Smith.

c. Names of specific groups of people (nationalities, races, and ethnic group), languages, and religions. Example: Asian, Japanese, Muslim, Indian, etc.

d. Names of specific place on a map. Example: New York City, North Pole, Indian Ocean.

e. Names of specific geographic areas. Example: the Middle East, Eastern Europe, etc.

f. Names of days, months, and special days. Example: Monday, January, Independence Day, Ramadan, etc.

g. Names of specific structures such as buildings, bridges, dams, and monuments. Example: Golden Gate Bridge, Aswan High Dam, the White House, etc.

h. Names of specific organizations (government agencies, businesses, schools, clubs, teams). Example: State Department, Harvard University, French Students Club, Bank of Canada, New York, Yankees Red Cross.

i. Names of school subjects with course numbers. Example: business Administration 312, Chemistry 101.

j. First, last, and all important words in the titles of books, magazines, televisionsprograms. Example: War and Peace, Toronto Star, Jingle Bells, The three Little Pigs, Pan's Match, etc.

**3. Concept of English Language Teaching (ELT)**

   **a. Definition of English language teaching**

      Strobl (2007) in Ahmed and friends (2013) define that Learning is an inherently social process, where different strategies for effective learning can be implemented. Ampora (2011) state that the design to the subject of study, planning, implies the integration of all the access of the educational process: objectives, contents, methodology, resources and assessment.

1. Objectives. These are the results they expect to get with their teaching activity. They provide criteria to select the teaching methods, the students' learning activities and the performance assessment system.

2. Contents. These include what to teach. It consists of narrowing down the learning area and grouping the curriculum aspects in significant entities.

3. Methodology. It includes the training strategies and the resouces that will be used to carry out the teaching-learning process. We must take into account the number of students and their maturity level, the length of the subject and the planned activities, as well as other factors related to the infrastructure and the institutional context.

4. Assessment. It refers to the way in which the teaching-learning process is controlled and students' learning results are measured.

      In ELT there are some methods that the lecturer may implementing in the classroom based on the students need, and it may used in teaching engages

students in learning process and helps them develop critical thinking skill and also

language skills, eric (2013) state that some of method lecturer may use in ELT.

3. **Conceptual Framework**
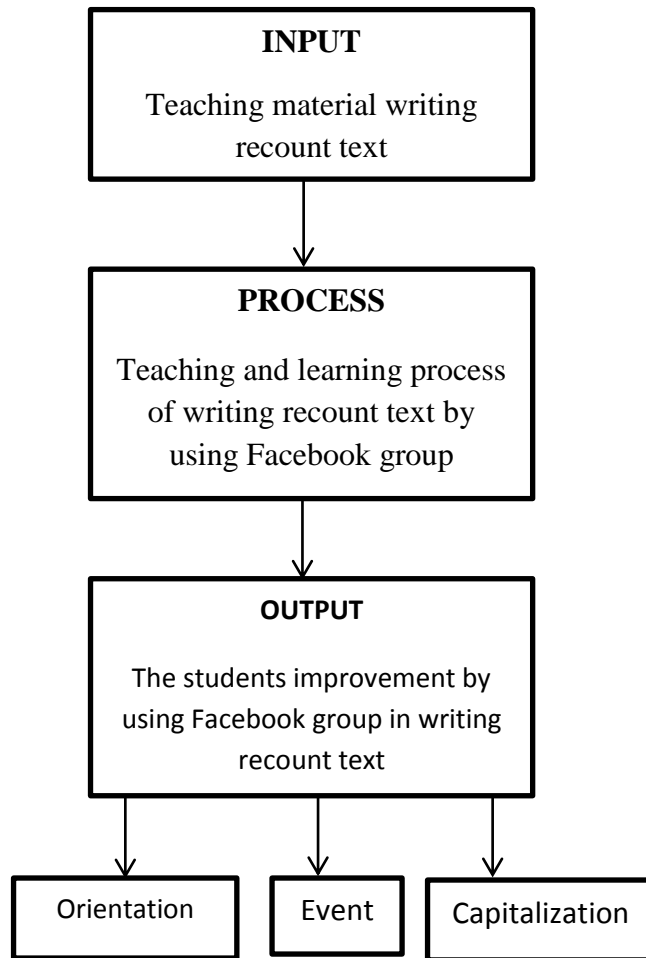


**Figure 2.1 Conceptual Framework**

Framework above shows that the researcher taught teaching material

writing recount text by using Facebook Group as a treatment in teaching writing

recount text. The researcher uses Facebook Group in order to know the students

ability in writing recount text. Orientation, event and capitalization.

## 4. Research Hypothesis

A hypothesis was a tentative answer the problem of the research, the hypothesis of this research state that:

1. Null Hypothesis ($H_0$) that there was no significant improvement in writing recount text taught by using Facebook Group.

2. Alternative Hypothesis ($H_1$) that there was a significant improvement in writing recount text taught by using Facebook Group.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter describes design, variable of the research, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

## A. Research Design

In this research, the researcher used pre-experimental research to see the use of Facebook to increase students' ability with one group pre-test and post-test. Pre-test was given to the students before the treatment and post-test was given to the students after the treatment.

**Table 3.1 Research Design**

| $O_1$ | X | $O_2$ |
|---|---|---|

Where: $O_1$    : Pre-test

      X     : Treatment

      $O_2$    : Post-test

*(Gay 2012)*

In conducted the research, the writer took action in the form of learning process as follows:

1. Pre-test

The writer gave the test as a pretest (01) to measure prior knowledge on the students before gave treatment and to knew the problems that the students have.

2. Treatment

   After giving a pre-test, the researcher gave treatment by using Facebook group.

   1. The first meeting

      a. Giving simulation (pre-test) and motivation before of the process of teaching.

      b. Introduction Facebook Group as media in learning process.

      c. Making a Facebook Group and invite all students in class.

      d. Teacher answered the students' questions process learning by Facebook.

      e. Teacher explained all about material recount text.

   2. Second meeting

      a. Teacher repeated the material all about recount text so the students more understood.

      b. Giving treatment by using Facebook group with the material recount text based on the events students and implemented by writing students on the Facebook group of each students.

      c. Teacher answered the student's questions process learning by Facebook.

   3. Third meeting

      a. Teacher gave the evaluation to the students based on the treatment yesterday.

b. Teacher showe by using projector the result writing on Facebook group and check writing errors in recount text.

c. Teacher explained again the material about recount text to the students' more understood.

d. Giving treatment by using Facebook Group with the material recount text based on the Facebook of each student.

e. Teacher answered the questions of learning process.

4. Four meeting

a. Teacher gave the evaluation to the students based on the treatment yesterday.

b. Teacher showed by using projector the result writing on Facebook group and check writing errors in recount text.

c. Teacher explained again material all about recount text to the students' more understood.

d. Teacher answered the questions of learning process.

3. Post-test

The researcher  gave post-test (02) for the students after the treatment. The researcher  gave the posttest to find out the value of the treatment whether or not the result of the posttest was better than the result of the pretest.

## B. Research Variables and Indicator

### 1. Variables

There were two kinds of variables in this research. The variables were follows:

a. Independent Variable (X)  : Facebook Group

b. Dependent Variable (Y)   **:** Students' ability

### 2. Indicator

The indicator of this research were the students were able to know the meaning of the recount text and students were able to write that already to guess correctly.

## C. Population and Sample

### 1. Population

The population of this research was the second grade students of MTs Aisyiyah Sungguminasa in the academic year 2018/2019. The Population consists of four classes. The total of the population of this research was 115 students.

**Table 3.2 Number of Population**

| Class | Number of Students |
|-------|--------------------|
| VIII-A | 30 |
| VIII-B | 35 |
| VIII-C | 25 |
| VIII-D | 25 |
| **TOTAL** | **115** |

2. Sample

The sampling technique of this research was purposive sampling technique. The researcher selected this technique based on the statement of the teacher that students' achievement in second grade was getting low in English especially in writing. The researcher selected class VIII-C MTs Aisyiyah Sungguminasa as a sample. The total of the sample was 25 students.

**D. Research Instrument**

This research, the researcher used writing test as an instrument. The researcher gave test to the students in order to be done. Test materials were English writing given by the researcher to know the students' writing skill.

This research used two kinds of test, they were: Pretest and Posttest. Pretest was given before the students were given the treatment and Posttest was given after the treatment. This test used to know achievement of the students' writing after they given the treatment.

**E. Data Collection**

In collecting the data, there were some steps apply by the writer as follow:

1. Before the treatment, the researcher gave pretest to the students.

2. After gave the pretest, the researcher gave the treatment in four meetings. It was in the form of teaching and learning process by using Facebook Group.

3. After the treatment, the researcher gave posttest to the students in the same form with pretest to know their improvement after apply Facebook Group in teaching and learning process.

4. Finally, all students' score both pretest and posttest were tabulated and analyzed by using the formulas.

## F. Analysis Data

The rubric scoring in this test, the researcher follows:

a. Content

**Table 3.3 Rubric Orientation**

| Score | Criteria | Classification |
|-------|----------|----------------|
| 36 – 50 | Orientation gives all essential information. All necessary background provided. Account in choronological / other order. | Excellent to very good |
| 26 – 35 | Fairly well – developed orientation. Most actors and events mentioned. Largely chronological and coherent | Good to average |
| 16 – 25 | Orientation gives some information.some necessary backround omitted. Account partly coherent. | Fair to poor |
| 1 – 15 | Missing or weak orientation. No backrond provided. Haphazard and incoherent sequencing | Poor |

(Hyland, 2003; 174)

**Table 3.4 Rubric Events**

| Score | Criteria | Classification |
|---|---|---|
| 36 50 | Event expllicitly stated. Clearly documents events. Evaluates their significance. | Excellent to very good |
| 26 – 35 | Event fairly clearly stated. Includes most events. | Good to average |
| 16 – 25 | Events only sketchy. Clearly documents events. Little or weak evaluation. | Fair to poor |
| 1 -15 | Event not stated. No recognizable events. No or confused evaluation. | Poor |

(Hyland 2003: 174

b. Mechanics

**Table 3.5 Rubrik Capitalization**

| Score | Criteria | Classification |
|---|---|---|
| 5 | Demonstrates mastery of conventions. Few errors of sepelling. Punction, capitalization, paragraphing. | Excelent to very good |
| 4 | Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured | Good to average |
| 3 | Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured | Fair to poor |
| 2 | No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate. | Poor |

(Jacobs, et al.1981 : 30)

After collecting the data of the student the researcher classified the score of the students into the following criteria

**Table 3.6 Rubric of the students Score Classification**

| No | Score | Score Classification |
|----|-------|---------------------|
| 1 | 85 100 | Very Good |
| 2 | 65 – 84 | Good |
| 3 | 55 – 64 | Fair |
| 4 | 35 – 54 | Poor |
| 5 | 0 – 34 | Very Poor |

(Depdikbud, 2007)

1. Calculating students correct answer of test

$$Scoring = \frac{Total\ Correct\ Answer}{Total\ number\ of\ items} x\ 100$$

(Sudjana, 2005:43)

2. Calculating the mean score of students' pre-test and post-tes using this formula:

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

**Where :**

$X$  = Mean Score

$\sum X$  = Total Score

$N$  = The number of students   (Arikunto 2006)

3. Calculating the percentage of the students' pre-test and post-test using this formula:

$$p = \frac{F}{N}\ X\ 100$$

Where:  p  : Percentage of the students score

F      : Frequency of the students score

N      : The total number of the students

<div align="right">(Gay, 2012)</div>

4. To find out standard deviation of the students' score in pre-test and post-test by applying formula below:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Where:

SD      : Standard Deviation

$\sum x$      : The sum of all score

$\sum x^2$      : The sum square of all score

N          : Total number of students

<div align="center">(Gay, 2006)</div>

5.  To calculating the mean score of the students' writing recount teks by using the following formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

D      : Deviation

$\sum D$      : Standard Deviation

N      : Number of students

<div align="right">(Gay, 2006)</div>

6. To find out the significant different between pretest and posttest of students' ability in writing recount teks, the researcher calculated the value of t-test as follow:

$$t = \frac{MD}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Notes:

    t      = Test of significance

    D    = The different between pretest and posttest

    $\overline{D}$    = Mean of different score

    $(\sum D)^2$ = The square of the sum the different score

    N    = Number of sample

    I      = Constant Number

(Gay, et all 2006)

a. The criteria used to accept or reject the hypothesis.

**Table 3.7 HypothesisTesting**

| Testing | Null Hypothesis | Alternative Hypothesis |
|---------|-----------------|------------------------|
| T-test > T-table | Rejected | Accepted |
| T-test < T-table | Accepted | Rejected |

(Gay, et all 2006)

After calculating the value of t-test, it was compared with the value of t-table. When it was found that the value of t-test was greater than the value of t-table, it means that Null Hypothesis ($H_0$) was rejected and Alternative Hypothesis

($H_1$) was accepted because there was significant difference between pretest and posttest before and after being teaching writing recount text by Facebook group. Meanwhile, when the value of the t-test is lower than the value of t-table, it means that Null Hypothesis ($H_0$) was accepted and Alternative Hypothesis ($H_1$) was rejected because there was no significance difference between pretest and posttest before and after teaching.

# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSION

### A. RESEARCH FINDINGS

In this chapter particularly present the findings and discussion of this research. The finding of this research deal with the scoring classification of the students' pre-test and post-test, mean score, standard deviation of the test of significance. The findings are described as follows.

**1. The Classification of the Students' Score in Pre-test and Post-test**

**Table 4.1 The Rate Percentage of the Students' Score in Pre-test and Post-test**

| N0 | Classification | Score | Pre-test | | Post-test | |
|----|----------------|-------|-----------|------------|-----------|------------|
| | | | Frequency | Percentage | Frequency | Percentage |
| 1 | Excellent | 96 – 100 | 0 | 0 | 3 | 12% |
| 2 | Very Good | 86 – 95 | 2 | 8% | 9 | 32% |
| 3 | Good | 76– 85 | 0 | 0 | 11 | 44% |
| 4 | Fairly good | 66- 75 | 10 | 40% | 3 | 12% |
| 5 | Fairly | 56-65 | 5 | 20% | 0 | 0 |
| 6 | Poor | 36-55 | 7 | 28% | 0 | 0 |
| 7 | Very Poor | 0-35 | 1 | 4% | 0 | 0 |
| | **Total** | | 25 | 100% | 25 | 100% |

The table 4.1 above showed that the percentage and frequency of the students' pre-test and post-test. There were 2 student or 8% classified into very good, 10 students or 40% classified into fairly good, 5 students or 20% classified into fairly, 7 students or 28% classified into poor and 1 student or 4% classified into very poor.

While the post-test above showed that the percentage and frequency of the students pre-test. There were 3 students or 12% classified into excellent, 8 students or 32% classified into very good, 11 students or 44% classified into good and 3 student 12% classified into fairly good. It is clearly shown in the graphic below.
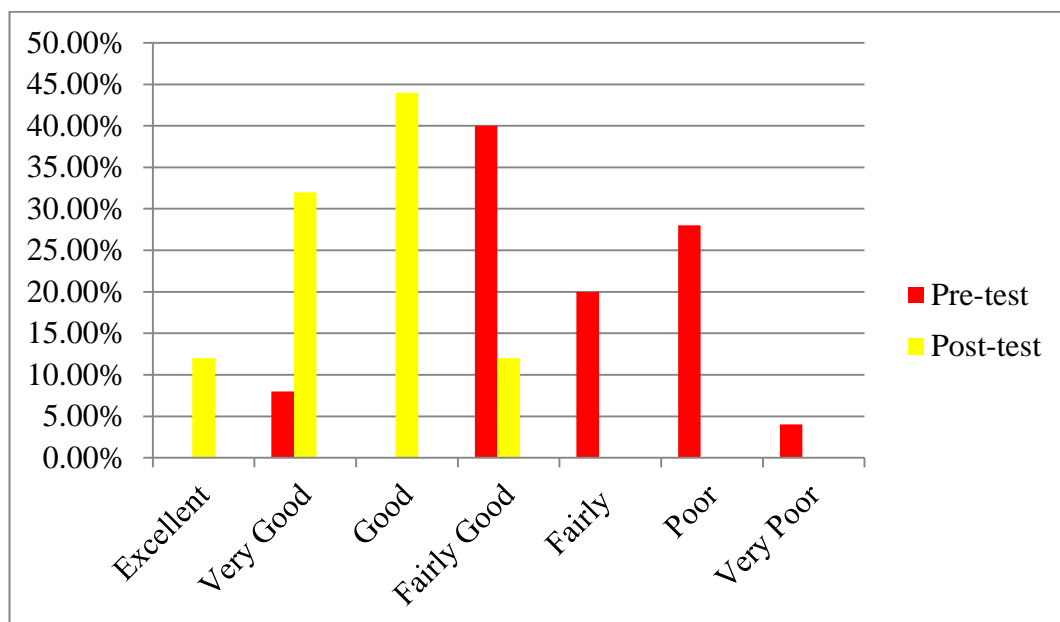


**Graphic 4.1 The Rate Percentage of the Students' Score in Pre-test and Post-test**

The graphic 4.1 above showed that the rate percentage of the students' writing in pre-test and post-test. In pre-test, 2 student (8%) classified into very good, 10 students (40%) classified into fairly good, 5 students (20%) classified

into fairly, 7 students (28%) classified into poor  and 1 student (4%) classified into very poor. While in post-test there were 3 students (12%) classified into excellent, 8 students (32%) classified into very good, 11 students (44%) classified into good and 3 students (12%) classified into fairly good.

**2. The Mean Score and Standard Deviation of the Students' Pre-test and Post-test.**

After calculating the result of the students' pre-test and post-test, the mean score are presented in following table.

**Table 4.2 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test**

| Test | Mean Score | Standard Deviation |
|---|---|---|
| Pre-test | 61.04 | 13.37 |
| Post-test | 85.48 | 8.42 |

The  table 4.2 above showed the statistical summary of the students' score  and standard deviation both in pre-test and post-test. The mean score of the students' pre-test and post-test was different, where the mean score of the students' post-test was higher than the mean score of the students' pre-test. The mean score of the students' pre-test was 61.04 and the mean score of the students' post-test was 85.48. The standard deviation of the students' pre-test was 13.37 and the standard deviation of the students' post-test was 8.42.  It was clearly shown in the graphic below.
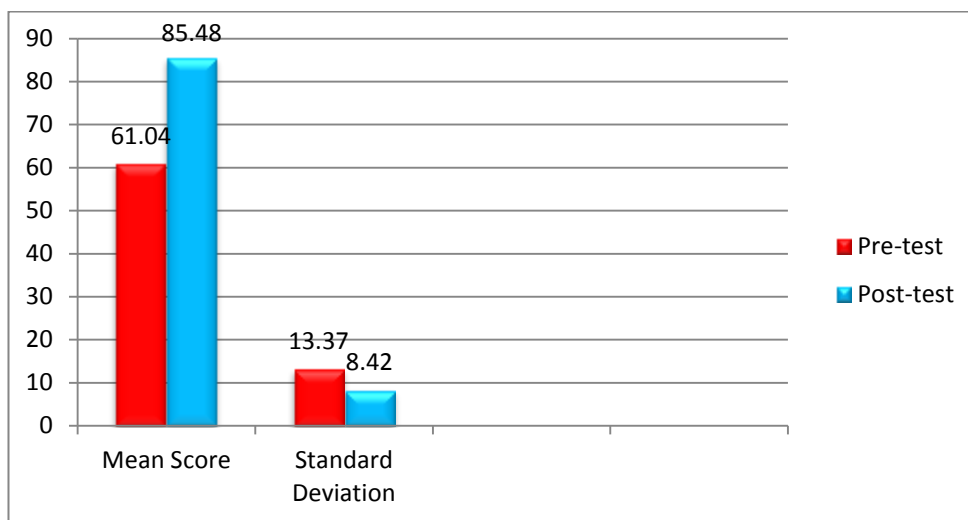
**Graphic 4.2 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test.**

The graphic 4.2 above showed that the mean score and standard deviation of the students' pre-test and post-test. The mean score of the students' pre-test was 61.04 and post-test was 85.48. It means that score of the students' post-test was higher than post-test. While, the standard deviation of the students' pretest was 13.37 and post-test was 8.42. It means that standard deviation of the students' pre-test was higher than post-test

3. **The Improvement of the Students' Vocabulary**

The following table showed the improvement in Pre-test and Post-test.

**Table 4.3 The Improvement of the Students' Writing**

| Component | Pre-test | Post-test | Improvement (%) |
|-----------|----------|-----------|-----------------|
| Writing Recount Text | 61.04 | 85.48 | 40% |

The table 4.3 above showed that the students' improvement from pre-test to post-test in which post-test was greater than pre-test. Pre-test was

61.04 and post-test was 85.48. From pre-test to post-test can improve on 40%.

To see clearly the improvement of the students' writing, recount text the researcher presents the following chart below:
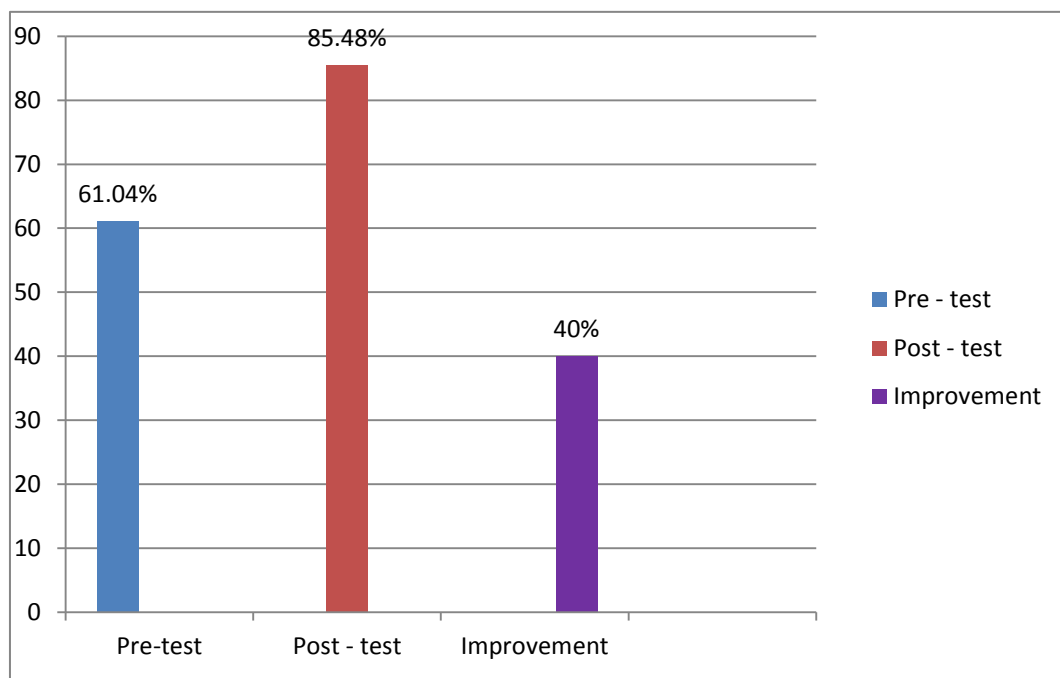


**Graphic 4.3 The Improvement of the Students' Writing Recount Text**

The graphic 4.3 above showed that there was improvement of the students in writing recount text in terms orientation, event and capitalization from pre-test with mean score was 61.04, post-test with the mean score was 85.48 and the improvement of pre-test and post-test was 40%.

**4. Hypothesis Testing**

In order to know whether or not the difference between pre test and post test was significant difference, the researcher used t-test analysis for on the level significance $\alpha = 0.05$ with degree freedom df = N-1, where (df = 25-1 =24). Then the value of t-table was 2.064. the test statictical, analysis for independent sample was applied. The Following table below:

**Table 4.5 T-test of the students' writing Recount Text.**

| Variable | T-test Value | T-table Value | Remark |
|----------|--------------|---------------|--------|
| Writing Recount Text | 12.87 | 2.064 | Significantly Different |

The table 4.4 above showed that t-test value was higher than t-table value (12.87> 2.064). It means that there was an improvement of the students' writing recount text before and after use Facebook Group to the students' vocabulary of the second grade of MTs Aisyiyah Sungguminasa. It could be concluded that the null hypothesis ($H_0$) was rejected and alternative hypothesis ($H_1$) was accepted. It means that there was a significance difference in students' writing recount text before and after using Facebook Group.

**B. DISCUSSIONS**

In this part, the discussion covers the interpretation of the research findings derived from the result of the students' writing recount text. The previous research shows by Yunus and Salehi (2012) "The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students"Perception. The research design for this study was mixed method survey. 43 year 3 students from the

Faculty of Education, Universitas Kebangsaan Malaysia who were completing their Bachelor's degree in Teaching of English as a Second Language (TESL) were selected as the participants. The findings show that "Facebook Groups" was an effective tool to improve students" writing skills, especially in the brainstorming stage.

Khusnita (2013), the result of the observation sheet showed that after learning writing recount text using Facebook, the students become more attentive, active, attracted in joining the lesson; and happier and more serious in writing. The analysis of the questionnaire showed that the students gave possitive responses towards the use of Facebook in their learning. Based on the overall results of the research, it can be concluded that the use of Facebook contributes to the improvement of students" skill and the increases in their motivation in writing recount texts.

Ningsi (2015), this study entitled "The Effectiveness of Teaching Writing Recount text. Text for Tenth Grade Students of SMA Negeri 4 kota Tanggerang Selatan". Found Facebook was an effective media in teaching writing recount text. It was really helpful in increasing students' ability and achievement of writing recount text.

Meanwhile the result of this research showed that the students' writng ability at the second grade of MTs Aisyiyah Sungguminasa in the academic 2018/2019 has improved. Based on the result in applying Facebook group as a media in the class, the data was collected through writing test as explained in previous finding section showed that the students' writing was significantly

improve and the students' score after applying Facebook group as a media was better than before the treatment was given to the students.

Before giving the treatment, there were none students got exelent score, 2 students got very good score, 10 students got fairly good score, 5 students got fair score, 7 students got fairly poor score, and 1 student got poor score. It means that 8% students very good score, 40% students got fairly good score, 20% students got fair score, 28% students got fairly poor score and 4% students got poor score. While the writing recount text of the students after the researher gave the treatment there was 3 students got exelent score, 8 students got very good score, 11 students got good score and 3 students got fairly good score. It means 12% students got exelent score, 32% students got very good score, 44% students got good score and 12% fairly good score.

The mean score of pre test was 61.04 and the mean score of post test was, it show that there is a significant improvement in writing recount text after 85.48. Therefore it has an improvement from the score of pre test and post test namely 85.48 > 61.04 ( the mean score of post test is greater then the mean score of pre test). In order to know the level of significance (P=0.05), degree of freedom (df = N-1) = (df = 25-1) = 24 was .

Based on the result above, hypothesis test shows that Null Hypothesis ($H_0$) was rejected and Alternative Hypothesis ($H_1$) was accepted. Therefore the researcher concluded there was significant improvement of the students' in deciding orientation and events in content and capitalization in mechanic of writing recount text.

# CHAPTER V

# CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. The second part present some suggestions based on the findings and conclusion of this research.

## A. Conclusion

After conducting the research and calculating the data, conclusion could be stated that it was effective of using Facebook Group on students' writing recount text. The students are more motivated, more enjoy, and more fun in learning. It was proven by the result of the students' pre test and post test where the mean score of post test ( 85.48 ) was greater than the mean score of pre test ( 61.04 ). It is also proven by the test value ( 12.87) which was bigger than t-table 2.064 it means the hypothesis of this research was accepted has significant improvement.

## B. Suggestion

Based on the conclusion that had been written, the researcher would like to recommend some suggestion as follows:

1. For the teacher

   a. The teacher was suggested to apply Facebook Group in teaching and learning process especially in teaching writing recount text. Teaching by using Facebook Group can expand their writing ability.

    b.  The teacher should be creative to create a new media and new method in learning process.

3. For the students

    a.  The students always exercise write a recount text to improve writing ability.

    b.  The students should be brave to express their idea and share about their opinion.

4. For the Researcher

    a.  The researcher should be able to make the benefit of this research such as using this final project as a reference to do the research on vocabulary.

    b.  The researcher should be able to develop the use Facebook Group in teaching recount text

5. For the reader

    a.  The reader can improve their knowledge about Facebook Group.

    b.  This research cab be a reference about how to learn recount text by using Facebook Group.

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# APPENDICES

## APPENDIX A

### The Raw Score of the Students' Pre-test and Post-test

| NO | RESPONDENTS | PRE-TEST | | POST-TEST | | D | D2 |
|---|---|---|---|---|---|---|---|
| | | $(X_1)$ | $X_1^2$ | $(X_2)$ | $X_2^2$ | $(X_2-X_1)$ | $(X_2-X_1)$ |
| 1 | Adelia Putri | 40 | 1600 | 83 | 6889 | 43 | 1849 |
| 2 | Andi Muh Agim I.S | 60 | 3600 | 91 | 8281 | 31 | 961 |
| 3 | Asri Nur Arya Dwi P | 34 | 1156 | 74 | 5476 | 40 | 1600 |
| 4 | Bisma Satrio | 67 | 4489 | 87 | 7569 | 20 | 400 |
| 5 | Dwi Herkia | 60 | 3600 | 83 | 6889 | 23 | 529 |
| 6 | Faradilla Arrahma T.R | 67 | 4489 | 83 | 6889 | 16 | 256 |
| 7 | Khaerunnisa Nur M | 87 | 7569 | 100 | 10000 | 13 | 169 |
| 8 | Maulana Wahyuddin | 53 | 2809 | 83 | 6889 | 30 | 900 |
| 9 | Muh Ayyub Irwan | 53 | 2809 | 90 | 8100 | 37 | 1369 |
| 10 | Muh. Fadhil Ramadhan | 53 | 2809 | 83 | 6889 | 30 | 900 |
| 11 | Muh Rifki | 90 | 8100 | 100 | 10000 | 10 | 100 |
| 12 | Nur Aidah. A. Dahlan | 73 | 5329 | 93 | 8649 | 20 | 400 |
| 13 | Andika Putra Syam | 40 | 1600 | 67 | 4489 | 27 | 729 |
| 14 | Nurul Aprilia | 47 | 2209 | 85 | 7225 | 38 | 1444 |
| 15 | Raza Anggara Zulhaji | 67 | 4489 | 83 | 6889 | 16 | 256 |
| 16 | Rico Febrian | 47 | 2209 | 77 | 5929 | 30 | 900 |
| 17 | Rita Suliyanti | 67 | 4489 | 83 | 6889 | 16 | 256 |
| 18 | Rizky Ananda | 67 | 4489 | 77 | 5929 | 10 | 100 |
| 19 | Rizky Jaka Fahrizal | 67 | 4489 | 90 | 8100 | 23 | 529 |
| 20 | St. Annisa Rm | 67 | 4489 | 100 | 10000 | 33 | 1089 |
| 21 | St Fatimah Az-Zahra | 73 | 5329 | 93 | 8649 | 20 | 400 |
| 22 | Suhana | 60 | 3600 | 90 | 8100 | 30 | 900 |
| 23 | Syamsinar | 67 | 4489 | 90 | 8100 | 23 | 529 |
| 24 | Usnul Fatimah M | 60 | 3600 | 75 | 5625 | 15 | 225 |
| 25 | Wardani Mustafa | 60 | 3600 | 77 | 5929 | 17 | 289 |
| | **Total** | 1526 | 97440 | 2137 | 184373 | 611 | 17079 |

# APPENDIX B

## The mean score of students' pre-test

a.  **Pre-test**

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{1526}{25}$$

$$X = 61.04$$

b.  **Post-test**

$$X = \frac{\Sigma X}{N}$$

$$X = \frac{2137}{25}$$

$$X = 85,48$$

# APPENDIX C

## The Improvement of the Students' Writing Recount Text

$\% = \dfrac{X2 - X1}{X1} \times 100$

$\% = \dfrac{85.48 - 61.04}{61.04} \times 100$

$\% = \dfrac{24.44}{61.04} \times 100$

$\% = \dfrac{2.444}{61.04}$

$\% = 40$

## APPENDIX D

## Standart Deviationof Pre test and Post test

a. **Standard deviation of pre-test**

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{97.440 - \frac{(1526)^2}{25}}{25-1}}$$

$$= \sqrt{\frac{97.440 - \frac{2.328.676}{25}}{24}}$$

$$= \sqrt{\frac{97.440 - 93.147}{24}}$$

$$= \sqrt{\frac{4.293}{24}}$$

$$= \sqrt{178.87}$$

$$= 13{,}37$$

b. **Standard deviation of post-test**

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$= \sqrt{\frac{184{,}373 - \frac{(2.137)^2}{25}}{25-1}}$$

$$= \sqrt{\frac{184.373 - \frac{4.566.769}{25}}{24}}$$

$$= \sqrt{\frac{184,373 - 182.670,76}{24}}$$

$$= \sqrt{\frac{1702,24}{24}}$$

$$= \sqrt{70,93}$$

$$= 8,42$$

**The Significance Diffence between Pre-test and Post-test**

$$D = \frac{\sum D}{N}$$

Where:

$$\sum D = X_2 - X_1$$

$$= 21.37\text{-}1.526$$

$$= \mathbf{611}$$

Found:

$$D = \frac{\sum D}{N}$$

$$= \frac{611}{25}$$

$$= \mathbf{24.44}$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{24.44}{\sqrt{\frac{17079 - \frac{(611)^2}{25}}{25(25-1)}}}$$

$$= \frac{24.44}{\sqrt{\frac{17.079 - \frac{373.321}{25}}{25(24)}}}$$

$$= \frac{24.44}{\sqrt{\frac{17.079 - 14.933}{600}}}$$

$$= \frac{24.44}{\sqrt{\frac{2.146}{600}}}$$

$$= \frac{24.44}{\sqrt{3.58}}$$

$$= \frac{29.56}{1.90}$$

$$= 12.87$$

# APPENDIX F

## Distribution of t-table

|    | (Level of Significance) (Two-Tailed test) | | | | | |
|----|-------|-------|--------|--------|--------|---------|
|    | 0.5   | 0.2   | 0.1    | 0.05   | 0.02   | 0.01    |
| 1  | 3.078 | 6.314 | 12.706 | 31.821 | 63.657 | 636.619 |
| 2  | 1.886 | 2.920 | 4.303  | 6.965  | 9.923  | 31.598  |
| 3  | 1.638 | 2.353 | 3.182  | 4.541  | 5.841  | 12.941  |
| 4  | 1.533 | 2.132 | 2.776  | 3.747  | 4.604  | 8.610   |
| 5  | 1.476 | 2.015 | 2.571  | 3.365  | 4.032  | 6.859   |
| 6  | 1.440 | 1.943 | 2.447  | 3.143  | 3.707  | 5.959   |
| 7  | 1.415 | 1.895 | 2.365  | 2.998  | 3.499  | 5.405   |
| 8  | 1.397 | 1.860 | 2.306  | 2.896  | 3.355  | 5.041   |
| 9  | 1.383 | 1.833 | 2.262  | 2.821  | 3.250  | 4.781   |
| 10 | 1.372 | 1.812 | 2.228  | 2.764  | 3.169  | 4.587   |
| 11 | 1.363 | 1.796 | 2.201  | 2.718  | 3.106  | 4.437   |
| 12 | 1.356 | 1.782 | 2.179  | 2.681  | 3.055  | 4.318   |
| 13 | 1.350 | 1.771 | 2.160  | 2.650  | 3.012  | 4.221   |
| 14 | 1.345 | 1.761 | 2.145  | 2.624  | 2.977  | 4.140   |
| 15 | 1.341 | 1.753 | 2.131  | 2.602  | 2.947  | 4.073   |
| 16 | 1.337 | 1.746 | 2.120  | 2.583  | 2.921  | 4.015   |
| 17 | 1.333 | 1.740 | 2.110  | 2.567  | 2.898  | 3.965   |
| 18 | 1.330 | 1.734 | 2.101  | 2.552  | 2.878  | 3.922   |
| 19 | 1.328 | 1.729 | 2.093  | 2.539  | 2.861  | 3.883   |
| 20 | 1.325 | 1.725 | 2.086  | 2.528  | 2.845  | 3.850   |
| 21 | 1.323 | 1.721 | 2.080  | 2.518  | 2.831  | 3.819   |
| 22 | 1.321 | 1.717 | 2.074  | 2.508  | 2.819  | 3.792   |
| 23 | 1.319 | 1.714 | 2069   | 2.500  | 2.807  | 3.767   |
| 24 | 1.318 | 1.711 | 2.064  | 2.492  | 2.797  | 3.745   |
| 25 | 1.316 | 1.708 | 2.060  | 2.485  | 2.787  | 3.725   |
| 26 | 1.315 | 1.706 | 2.056  | 2.479  | 2.779  | 3.707   |
| 27 | 1.314 | 1.703 | 2.052  | 4.473  | 2.771  | 3.690   |
| 28 | 1.313 | 1.701 | 2.048  | 2.467  | 2.763  | 3.674   |

| | | | | | |
|---|---|---|---|---|---|
| 29 | 1.311 | 1.699 | 2.045 | 2.462 | 2.756 | 3.659 |
| 30 | 1.310 | 1.697 | 2.042 | 2.457 | 2.750 | 3.646 |
| 40 | 1. 303 | 1.684 | 2.021 | 2.423 | 2.704 | 3.551 |
| 60 | 1.296 | 1.671 | 2.000 | 2.390 | 2.660 | 3.460 |
| 120 | 1.289 | 1.685 | 1.980 | 2.358 | 2.617 | 3.373 |

For level significance (D)

Degree of Freedom (df) =N-1= 25-1=24

t-test ( 12.87  ) >t-Table (2.064)

## Appendix G

## Attendances List of Students Class VIII.C Mts. Aisyiyah Sungguminasa

| No | Name | Meetings | | | | | |
|----|------|---|---|---|---|---|---|
| 1 | Adelia Putri | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 2 | Andi muh Agim Ibnu Sahbana | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 3 | Andika Putra Syam | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 4 | Asri Nur Arya Dwi Pangga | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 5 | Bisma Satrio | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 6 | Dwi Herkia | ✔ | S | ✔ | ✔ | ✔ | ✔ |
| 7 | Faradilla Arrahna Tanawali Ruslan | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 8 | Khaerunnisa Nur Mutmainna | ✔ | ✔ | A | ✔ | ✔ | ✔ |
| 9 | Maulana Wahyuddin | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 10 | Muh Ayyub Irwan | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 12 | Muh Fadhil Ramadhan | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 12 | Muh Rifki | ✔ | ✔ | ✔ | A | ✔ | ✔ |
| 13 | Nur Aidah.A.Dahlan | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 14 | Nurul Aprilia | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 15 | Raza Anggara | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 16 | Rico Febrian | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 17 | Rita Sulianti | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 18 | Rizky Ananda | ✔ | ✔ | ✔ | S | ✔ | ✔ |
| 19 | Rizki Jaka Fahrizal | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 20 | St.Annisa RM | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| 21 | St.Fatimah Az-Zahra.F.J | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

| 22 | Suhana | ✓ | A | ✓ | ✓ | ✓ | ✓ |
| 23 | Syamyinar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 24 | Usnul Fatimah Mansyur | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 25 | Wardhani | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

**LESSON PLAN**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Subject    : ENGLISH

SKILL    : Writing

CLASS    : VIII (Experiment class)/ Treatment.

Duration    :-

**2. Kompetensi Dasar dan Indikator Pencapaian Kopetensi (IPK)**

| Kopetensi Dasar (KD) | Indikator Pencapaian Kopetensi (IPK) |
|---|---|
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk tempat dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya | 3.5.1. Mengidentikasi , struktur teks, dan unsur kebahasaan teks *recount* yang melibatkan lisan dan tulisan dalam bentuk geografi tindakan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya<br><br>3.5.1. Menyebutkan fungsi sosial ungkapan-ungkapan untuk memaparkan terkait tokoh terkenal, sesuai dengan konteks penggunaannya. |

| 4.5 Unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya | 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal<br>4.5.2 Menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |
| --- | --- |

**3**. **General Interaction Object**

The students will be able to understand of recount text based on the materials which has been learn.

**4. Special instructional object**

Through the activity, the students are expected to be to

1. Activate their knowledge about the topic before reading

2. Connect new information to prior knowledge and build curiosity about a new topic.

**5. Teaching materials**

A Trip to Tanjung Setia Beach

**Orientation** : Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandarlampung.

**Events** : When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold

and windy, we realized that there were not many people there. We throught that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bies down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Beacause it was so high that no body was brave enough to surf on it that time.

**Reorientation** : The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

1. Recount Text

       Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader

2. **Generic Structure of Recount Text**
    a) Orientation  tells who was involved, what happened, where the events took place, and when it happened.
    b) **Series of Events**: Describing series of event that happened in the past
    c) Reorientation consists of optional-closure of events/ending.

3. The kinds of **Recount Text**

    a) Introducing the participants
    b) Using chronological conjunctions, such as; first, second, then, etc.
    c) Using action verb, such as; went, arrived, ate, jumped.
    d) The important one is, using simple past tense.

### 6. Teaching procedure:

  a. First activity

  1) Greeting/recognizing.
  2) The teacher/writer take attendance list and read the students name.
  3) The teacher/writer give motivations
  4) Recognizing about the materials.

  b. Initial Activity

  1) The teacher/ writer explain about recount text and how to use it
  2) The teacher/ writer gives the paper of recount text and then ask the students to respond individually to the questions
  3) The students come together as a large group to discuss the question
  4) The teacher/writer gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the writing.
  5) The teacher/writer asks the students to correct any misconceptions or wrong answers on their recount text

c. Final activity

  The teacher/writer

### 7. Instrument and instructional resource

  a. Instrument **:** recount text (A Trip to Tanjung Setia Beach)
  b. Resource instructional : English on sky for senior high school

### 8. Evaluation

  a. Procedure:
    The teacher/writer did evaluation based on the students activity in the classroom
  b. Evaluation instrument:
    Writing test: giving pre-test and post-test

**Rubric of the Students Score Classification**

| No | Score | Score Classification |
|----|-------|---------------------|
| 1 | 85-100 | Very Good |
| 2 | 65-84 | Good |
| 3 | 55-64 | Fair |
| 4 | 35-54 | Poor |
| 5 | 0-34 | Very Poor |

Makassar,  Juli 2018

Peneliti

**Ikmul Sari**
**NIM.10535577314**

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Subject      : ENGLISH

SKILL        : Writing

CLASS        : VIII (Experiment class)/ Treatment.

Duration    :-

**2. Kompetensi Dasar dan Indikator Pencapaian Kopetensi (IPK)**

| Kopetensi Dasar (KD) | Indikator Pencapaian Kopetensi (IPK) |
|---|---|
| 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya | 3.5.1. Mengidentikasi , struktur teks, dan unsur kebahasaan teks *recount* yang melibatkan lisan dan tulisan dalam bentuk geografi tindakan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya<br><br>3.5.1. Menyebutkan fungsi sosial ungkapan-ungkapan untuk memaparkan terkait tokoh terkenal, sesuai dengan konteks penggunaannya. |
| 4.5 Unsur kebahasaan beberapa teks *recount* lisan dan tulis dalam bentuk biografi dengan memberi dan meminta informasi terkait tokoh terkenal, sesuai dengan konteks penggunaannya | 4.5.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis, dalam bentuk biografi terkait tokoh terkenal<br><br>4.5.4 Menyusun teks *recount* lisan dan tulis, dalam bentuk biografi, terkait tokoh terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |

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Through the activity, the students are expected to be to

1. Activate their knowledge about the topic before reading

2. Connect new information to prior knowledge and build curiosity about a new topic.

**5. Teaching materials**

A Trip to Borobudur Temple

**Orientation :** Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the nextday. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

**Events :** After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Bundur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

**PRACTICE**

- Please make a recount text based on your experience!

Your composition must consist of orientation and events.

1. Recount Text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader

2. **Generic Structure of Recount Text**

   a) Orientation tells who was involved, what happened, where the events took place, and when it happened.
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3. The kinds of **Recount Text**

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   b) Using chronological conjunctions, such as; first, second, then, etc.
   c) Using action verb, such as; went, arrived, ate, jumped.
   d) The important one is, using simple past tense.

**5. Teaching procedure:**

   a. First activity

   1) Greeting/recognizing.
   2) The teacher/writer take attendance list and read the students name.
   3) The teacher/writer give motivations
   4) Recognizing about the materials.

   b. Initial Activity

   1) The teacher/ writer explain about recount text  and  how to use it
   2) The teacher/ writer gives the paper of recount text and then ask the students to respond individually to the questions
   3) The students come together as a large group to discuss the question
   4) The teacher/writer gives the opportunity to the students to present the reasons they felt their answer were correct and to predict the subject matter of the writing.
   5) The teacher/writer asks the students to correct any misconceptions or wrong answers on their recount text

   c. Final activity

   The teacher/writer

## 6. Instrument and instructional resource

      c. Instrument       **:** Writing text (A Trip to Borobudur Temple

      d. Resource instructional : English on sky for senior high school

## 7. Evaluation

  a. Procedure:

      The teacher/writer did evaluation based on the students activity in the classroom

  b. Evaluation instrument: Writing test: giving pre-test and post-test

### Rubric of the Students Score Classification

| No | Score | Score Classification |
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| 1 | 85-100 | Very Good |
| 2 | 65-84 | Good |
| 3 | 55-64 | Fair |
| 4 | 35-54 | Poor |
| 5 | 0-34 | Very Poor |

Makassar,   Juli 2018

Peneliti

**Ikmul Sari**
**NIM.10535577314**

APPENDIX I

TEACHING MATERIAL

- **FIRST MEETING**

  **D**efinition: simple past tense is a verb that events in the past.

  Pattern of Simple Past Tense

  Kalimat Positif : S + V2 + O + adv + ...

  Kalimat Negatif : S + did not(din't) +

  V1 + O + adj

  Kalimat Interogatif/pertanyaan : Did + S + V1 + O +

  adv

  **Definition** : Recount text is a text which retells event or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount is a text that tells the events or experiences in the past. The purpose of recount text in general is to entertain like Narrative, but recount the incident has focused the past to tell what it is. Often the author gives an impression or opinion of the events related.

  **Generic Structure:**

  Recount text usually has three main parts, they are:

  1. Orientation : identify a person or thing acted or got involved in the event, including the times, a certain place, the situation, etc.

  2. Events : ordered in a chronological sequence.

  3. Reorientation : not always (optional), it contains personal comment.

Example 1     :

## A Trip to Tanjung Setia Beach

**Orientation** : Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandarlampung.

Events : When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there. We throught that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bies down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Beacause it was so high that no body was brave enough to surf on it that time.

Reorientation : The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

- The rules of capitalization

There are many rules for using capital letter in English Capitalize the following:

1. The first word in a sentences. Example:My best friend is my dog.

2. The pronoun I. Example: He and I never argue.

3. Abbreviations and acronyms formed from the first letters of words. Example:bUSA, IMB, AIDS, UN, VW, CBS.

4. All proper nouns, Proper nouns include;

   a. Names of deities. Example: God, Allah, etc.

   b. Names of  people and  their titles. Example: Mr. and Mrs. John Smith.

   c. Names of specific groups of people (nationalities, races, and ethnic groups), language, and religions. Example: Asian, Japanese, Muslim, Indian, etc.

   d. Names of specific place on a map. Example: New York City, North Pole, Indian Ocean.

   e. Names of specific geographic areas. Example: the Middle East, Eastern Europe, etc.

   f. Names of days, months, and special days. Example: Monday, January, Independence Day, Ramadan, etc.

   g. Names of specific structures such as buildings, bridges, dams, and monuments. Example: Golden Gate Bridge, Aswan High Dam, the White House, etc.

   h. Names of specific organizations (government agencies, businesses, schools, clubs, teams). Example: State Department, Harvard

University, French Students Club, Bank of Canada, New York,

Yankees Red Cross.

i. Names of school subjects with course numbers. Example: Business

Administration 312, Chemistry 101.

j. First, last, and all important words in the titles of books, magazines,

newspapers, plays, films, stories, songs, paintings, statues, televisions

programs. Example: War and Peace, Toronto Star, Jingle Bells, The

Three Little Pigs, Pan's Match, etc.

- SECOND-SIXTH MEETING

Example 2 :

A Trip to Borobudur Temple

**Orientation :** Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the nextday. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

**Events :** After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Bundur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

**PRACTICE**

- Please make a recount text based on your experience!

    Your composition must consist of orientation and events.

# APPENDIX J

## DOCUMENTATION

### PRE – TEST



### TREATMENT

**Nur Aida Dahlan ▶ Class 8 C**
Nov 29 pukul 01:29

My holiday
Last week i and my family going to Bira beach for holiday.
To insert there i and my family direct to beach. After we swimming we climb to eat in beach don't forgot to get picture.
I play together with my big family.

Lihat Terjemahan

👍 2          💬 2

**Ikhsan Crzy**
Nov 24 pukul 01:40

My holiday
Last week, my friends and I go swimming in the river. I bring food to eat there. Example snake, water.
In the river i get picture with my friends and we are happy and like it

👍 Anda, Nhisaa, dan 4 lainnya

👍 6          💬

# POST TEST

**CURRICULUM VITAE**

**Ikmul Sari**, was born on November 9th 1995 in Lagading, South Sulawesi. She is the first child of Abdullah and Herawati. She has one brother. brother named Ikwal.

In 2002, she started her education first, in Elementary at SDN 3 BILA and graduated in 2008. She continued her education in Junior High School at SMPN 5 DUA PITUE and finished in 2011. Then, she continued her education in Senior High School at SMKN 1 SIDENRENG and finished in 2014. In the same year she entered the English Education Department of Faculty Teachers and Training at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis entitle **"The Use of Facebook in English Language Teaching (ELT) to Increase Students' Ability to Write Recount Text (A Pre-Experimental Research at the Second Grade of MTs Aisyiyah Sungguminasa)."**