

**THE USE OF FACEBOOK GROUP IN TEACHING WRITING RECOUNT
TEXT AT THE TENTH GRADE STUDENTS SMA NEGERI 2 BONE**

(PRE EXPERIMENTAL RESEARCH)



A THESIS

*Submitted of the Faculty of Teachers Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the requirement
for the degree of Education of English Department*

RAFIKA WULANDARI

10535563613

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

2018



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

LEMBAR PENGESAHAN

Skripsi atas nama **RAFIKA WULANDARI**, NIM **10535 5636 13** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **002 Tahun 1439 H/2018 M**, tanggal 22 Rabiul Akhir 1439 H/09 Januari 2018 sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Rabu tanggal 31 Januari 2018.

Makassar, 14 Jumadil Awal 1439 H
31 Januari 2018 M

Panitia Ujian :

Pengawas Umum : Dr. H. Abdul Rahman Rahim, S.E., M.M.

Ketua : Erwin Akib, M.Pd., Ph.D.

Sekretaris : Dr. Khaeruddin, S.Pd., M.Pd.

Dosen Penguji : 1. Dra. Hasnawati Latief, M.Pd.

2. Muh. Arief Muhsin, S.Pd., M.Pd.

3. Dr. Abd. Muin, M.Hum.

4. Awalia Azis, S.Pd., M.Pd.

Disahkan Oleh :

Dekan FKIP Universitas Muhammadiyah Makassar



Erwin Akib, M.Pd., Ph.D.

NBM : 860 934



Terakreditasi Institusi



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : **The Use of Facebook Group in Teaching Writing of Tenth Grade Students at SMAN 2 Bone (Pre-Experimental Research)**

Name : **RAFIKA WULANDARI**

Reg. Number : 10535 5636 13

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, Januari 2018

Approved by:

Consultant I


Dra. Hasnawati Latief, M.Pd.


Consultant II


Saiful, S.Pd., M.Pd.

Dean of FKIP
Makassar Muhammadiyah University


Erwin Akib, M.Pd., Ph.D.
NBM: 860 934

Head of English
Education Department


Umri Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Rafika Wulandari
 Stambuk : 10535 5636 13
 Jurusan : Pendidikan Bahasa Inggris
 Dengan Judul : The Use of Facebook Group in Teaching Writing of Tenth Grade Students at SMAN 2 Bone
 Consultant I : Dra. Hasnawati Latief, M.Pd

Day / Date	Chapter	Note	Sign
Wed, 11/10/2017	IV	The formulation of finding	HA
Wed, 03/01/2018	IV	Add the explanation in discussion	HA
Thurs, 4/1/2018	IV	Get the important finding of analysis it	HA
	IV	Understand your discussion	HA
	V	Add the Reason in Conclusion why Fb can motivate the students	HA
5/1/18	F	Ans to Revision	HA

Makassar, Desember 2017

Approved by:
 Head of English Education
 Department



Ummi Khaerati Syam, S.Pd., M.Pd
 NBM: 860 934



Terakreditasi Institusi



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Rafika Wulandari
Stambuk : 10535 5636 13
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : The Use of Facebook Group in Teaching Writing of Tenth Grade Students at SMA Negeri 2 Bone
Consultant II : Saiful, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
30/11/2017	IV	Revise the result	
07/11/2017	IV	Review the result and the book	

Makassar, September 2017

Approved by:
Head of English Education
Department



Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 860934



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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 258 Makassar
Telp : 0411-860037/860132 (Fax)
Email : flkip@unismuh.ac.id
Web : www.flkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Rafika Wulandari

NIM : 10535 5636 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Facebook Group in Teaching Writing Recount
Text at the Tenth Grade Students SMA Negeri 2 Bone (Pre
Experimental Research)**

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Makassar, January 2018

Yang Membuat Pernyataan

Rafika Wulandari



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Rafika Wulandari

NIM : 10535 5636 13

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **The Use of Facebook Group in Teaching Writing
Recount Text at the Tenth Grade Students SMA Negeri
2 Bone (Pre Experimental Research)**

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Yang Membuat Perja

Rafika Wulandari

MOTTO

No one is perfect but, it is not denied to be perfect one.

Keep trying!!!

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah, the Beneficent and Merciful

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 and his family.

In this opportunity, the researcher would like to express her gratitude to Dra. Hasnawati Latief, M.Pd and Saiful, S.Pd., M.Pd as the researcher advisors, for their valuable advice, guidance, dedication, correction, and suggestion in finishing this *Thesis*.

There are also some people that the researcher would like to thank to:

1. Erwin Akib, M.Pd., Ph.D as the Dean of Faculty of Teacher Training and Education (FKIP).
2. Umami Khaerati Syam, S.Pd., M.Pd as the Head of English Education Department.
3. All the lecturers of English Education Department for teaching precious knowledge and share wonderful experiences.
4. Drs. H. Husain, M.Pd as the Headmaster of SMA Negeri 2 Bone for giving permission to the researcher to do observation and conduct the research.

5. Andi Niar Reski S.Pd.I., M.Pd as the English teacher SMA Negeri 2 Bone for all sincere, help, time, and guidance.
6. The students of SMA Negeri 2 Bone especially class X 5 for being participant in this research.
7. The researcher wants to give gratitude to her beloved mother (Marwah) and her beloved sister Vivi Reski Aprilianti. For their support and always pray her until the Degree of Strata-1 (S1).
8. Her best friends: Hikma, Puspa, Dhara, Inna, Ade, Tari, Sandra, Indri and Irma who always give her support and courage through these and thanks for being good friends.
9. All my friends in English Education Department 2013 especially Glory. Thanks for giving support, sharing their time and being good friends.
10. All my friends in Senior High School 2010 especially Bekicot. Always give support and being good friends

The words are not enough to appreciate for their help and contribution in writing *Thesis*, May Allah SWT, the almighty bless them all. Finally, the researcher realizes that this *Thesis* is not perfect yet. Therefore, the writer would like to accept critics and suggestion from everyone who read this *Thesis*.

Makassar, January 2018

The researcher

ABSTRACT

Rafika Wulandari. 2017. *The Use of Facebook Group in Teaching Writing Recount Text at the Tenth Grade Students SMA Negeri 2 Bone in the Academic Year of 2017/2018*. Thesis. English Education Department. Faculty of Teachers Training and Education. Muhammadiyah University of Makassar. The consultant by **Hasnawati Latief and Saiful**.

The aim of this research was to find out whether the use of Facebook Group as a medium effective to improve students' ability in Writing Recount Text of the tenth grade students at SMA Negeri 2 Bone in the academic year of 2017/2018. This research was Pre Experimental Research. The subject of the research was the tenth grade students with sample of this research was 25 students from X5 and it used random sampling technique. The writer gave recount text to measure the student's writing recount text. All of the students are given pre test which is given before using *Facebook* Group as a medium and after they got the treatment, the writer continues giving post test.

The result of this research showed that the writing recount text of the tenth grade students of SMA Negeri 2 Bone in the academic year of 2017/2018 before taught by using *Facebook* Group was poor categorized. It was proved by the mean score of post test was 61.36. The mean score of pre test was 41.89. It means the mean score of post test (61.36) was greater than the mean score of pre test (41.89). Then the improvement of the students' writing ability was 19.84.

The result of improvement was also proved by the value of t-test 8.948 which was greater than the value of t-table (2.604). Therefore, it can be concluded that applying Facebook Group as a medium had significant improved in writing recount text and can made the students aware about their prior knowledge.

Keywords: Facebook Group, Writing, Recount Text

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CHAPTER 1

INTRODUCTION

A. Background

Facebook as a social media tools, such as Facebook was changing the way that people across the globe communicate, share ideas, and build networks. Social media, especially Facebook, has the capacity to enhance student engagement and satisfaction. In a study (deVilliers, 2010: 178), Facebook group were used to foster optional discussions in an online course. She found that the voluntary Facebook group members benefited in the course by critically thinking about required material and contributing to the online discussion.

Facebook was a form of social networking media that was 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). Facebook is one of the most popular social networking sites which allow users to post information, chat with others, and collaborate within the system (Stelter, 2008: 195). Facebook had the potential to become an exciting instructional tool given its popularity and students' familiarity with its site. Interestingly, the majority of Facebook subscribers live outside of the United States, with the highest number residing in

Indonesia (18.9 million) and Malaysia (5.9 million) (Lim, 2011: 2). One of the recent ways of involving technology in teaching language, specifically writing, is the use of Facebook as a teaching tool (Wu and Hsu, 2011: 2).

Writing is a written product of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them correctly, how to use discourse markers and rhetorical conventions to put them cohesively 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, 2001: 335)

Based on an interviewed, the information that I found from the English teacher of SMAN 2 Bone, most of the tenth grade students had low score in writing. It is because they considered writing as a difficult thing to do. The students found it hard to start writing because they had no idea about what to write.

The students' problem in writing was 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 create piece of writing. The lack of writing practice made students perform poorly in writing. Many of them were lazy to write because they were bored and uninterested with the use of conventional media in the learning process.

Other research discover that Facebook was beneficial as a teaching tool for language learning because Facebook enables students to study at their

own face and enhance their grammatical knowledge, vocabulary, writing competence, and confidence by enabling them to connect with teacher and their peers (Shih, 2011). Narrowing down the scope to teaching ESL writing, Yunus et al. (2011) reveal that Facebook Groups, one feature of Facebook, can help students' writing especially in the planning process before the actual writing is done. Student's show that they tend to read their writing first before posting it to the Facebook Groups and they also feel comfortable posting their ideas or opinions in Facebook Groups. Furthermore, they feel encourage when their peers „like“ their writing which is posted on Facebook Group.

Based on the statements above, this research was aimed to described the use of Facebook in teaching writing recount text, specifically one feature of it's named *Facebook Group* in teaching writing, this research title was **“The Use of Facebook Group in Teaching Writing Recount Text at the Tenth Grade Students SMA Negeri 2 Bone”**

B. Research Question

Based on the background above, the research question is formulated;

”Is the use of Facebook Group as a medium to improve students' ability in Writing Recount Text at SMAN 2 Bone?”

C. Objective of the Research

Based on the background above, the objective of the research is to find out:

“Whether or not the use of Facebook Group as a medium to improve students' ability in Writing Recount Text at SMAN 2 Bone”

D. Significance of the Research

The result of this research was expected to be useful information for students in order that to motivate them to write by using Facebook Group. Therefore, they can developed their ability in writing recount text, and also hoped to be fruitful information for teachers in improving the quality of the way their teach, especially in teaching the writing recount text.

E. Scope of the Research

The scope of the research was limited to the teaching and learning writing recount text to the tenth grade students of SMAN 2 Bone by applying Facebook group as a medium in teaching. The researcher uses writing recount text to improve the students writing ability in term of content focus on generic structure recount text that cover orientation and events and mechanics focus on capitalization. So, the learning process using Facebook lasts for 1 month to know the effective of learning using Facebook Group as a medium.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present the previoius related research findings partinent ideas, theoritical framework, and hypothesis.

A. The Previoius Related Research Findings

In this part, I would reviewed some previous studies related to my research entitled “The Use of Facebook Group in Teaching Writing Recount Text at the Tenth Grade Students SMA Negeri 2 Bone”.

The first study is by Ningsih (2015), this study entitled “The Effectiveness of teaching Writing Recount Text for Tenth Grade Students of SMA Negeri 4 Kota Tangerang 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.

The second study is conducted by Khusnita (2013), The result of the observation sheet showed that after learning writing recount text using Facebook, the students became 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 positive 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.

The third study is Yunus and Salehi (2012) “The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students’ Perceptions. 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) were selected as the participants. The findings show that “Facebook Groups” is an effective tool to improve students’ writing skills, especially in the brainstorming stage.

The fourth study is conducted by Giyatno (2011) in this titled “Improving Students Writing Skill on Recount Text Using Questioning Technique and Facebook Media”. Her thesis used four stages of questioning technique to teach recount text, joint construction of the text, independent constructions of the text, improved their cooperative with their friends and Facebook creativity. The improvement can be seen on students in pre – test was 64, cycle 1 is 169 and cycle 2 was 79.

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

B. Concept of Facebook

1. Definition of Facebook

Fordham, et al. (2013: 2 – 3), Facebook is a social utility that connects us with the people, brands and organization we care about. 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.

Suthiwartnarueput & Wasanasomsithi (2012: 29) examined the use of Facebook as a 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 tasks. 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 engage in collaborative learning; 2) Developing content; 3) Sharing educational resources; 4) Delivering 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 which is mostly used nowadays. Facebook is excellent potential to serve as a learning channel for teachers and students.

Because there are five main educational uses of Facebook: 1) Support class discussions and helping students engage in collaborative learning; 2) Developing content; 3) Sharing educational resources; 4) Delivering content to expose students to extra-curricular resources; and 5) To support self-managed learning

2. Facebook Group

Yunus & Salehi (2012: 87), Facebook Group is a feature that is available on the social networking site Facebook in which unlimited number of are allowed to participate, communicate and interact via post and chat style for a specific purpose". Yunus & Salehi (2012: 89), believes that "FB groups' has potential to give the youth what they desire, so to speak, with 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 my point of view, Facebook Group was 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 support and agree upon by peers, made to know through the feedback would received in the Group.

3. The Use of Facebook as Medium in Writing

Nowadays, 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. Bringing Facebook in students' learning is supposed to engage the students in the learning activities. This statement 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 was never possible before. Teachers needed to realize the special quality of implementing Facebook especially in teaching writing. However, they must also be aware of the possible bad effects of it and continually examine the uses and outcomes of using it in teaching learning process.

4. The Advantages and Disadvantages of Using Facebook in Teaching

Recount Text

When the teacher decides to use Facebook in classroom, some problems will come up when it is apply. In this case, in teaching recount text by using Facebook there must be some advantages and disadvantages.

- The advantages of using Facebook in teaching writing recount text is that the teacher can bring the classroom into Facebook because one a feature of Facebook is Group, so the teacher can make students join the Facebook group. As a leading social network, Facebook is believe to be the most ideal social network to analyze the possibilities of interaction in classroom environment. The teacher can share the example, 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, some students in Indonesia do not currently use Facebook today in teaching. Social networking sites such as Blackberry Messenger, WhatApps, Twitter, Instagram, and Path are commonly used by students. It is hard for teacher to apply Facebook for teaching through Facebook is more appropriate for it. Furthermore, 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.

C. Concept of Writing

1. 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 arranged 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 to master the principles of writing and thinking that will help to achieve goal. The most important of these principles are those of 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 activity, the 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.

In relation with the definition of writing proposed by Nunan (2001: 335) writes that writing is a written product of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them correctly, how to use discourse markers and rhetorical conventions to put them cohesively 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.

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.

2. 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 collecting 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 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.

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, 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.

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 separated each other because it can give beneficial process for the students in producing their writing. In producing a good writing, 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.

3. The Types of Writing

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

a. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the events are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are 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 something. It is reproduces the way thing looks, smell, taste, 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 is used in giving information, making 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 is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

4. The Components of Writing

Jacob ET. Al (1981: 31), point out five significant components in writing. These are content, organization, vocabulary, language use and mechanic. The detail explanations are as follows:

a. Content

The content of writing should 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 content writing, its content should be well unified and completed. This term is usually known as unity and completed. This term is 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 organize the ideas chronologically. They 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 focuses on verbs, noun, agreement. Specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in the use of verbs and mistake in arrangement are very common.

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. It also helps reader to differentiate one sentence to others.

➤ 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 groups), 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 Administration312, Chemistry 101.
- j. First, last, and all important words in the titles of books, magazines, newspapers, plays, films, stories, songs, paintings, statues, televisionprograms. Example: War and Peace, Toronto Star, Jingle Bells, The Three Little Pigs, Pan's Match, etc.

2. Punctuation. It can be used as a unit of meaning and suggest and how the units of its relation to each other.
3. Spelling. There are three important rules followed in using spelling appropriately. They suffix addition, plural formation and handling error within the words.

5. The Characteristics of Good Writing

According to Boardman (2008:18-25), There are three characteristics in writing a good text or paragraph, namely:

a. Coherence

A paragraph has coherence when the supporting sentences are ordered according to a principle. The sentences are put in order so that the reader can understand your ideas easily. The principles for ordering depend on the types of paragraph you are writing. Coherence means stick together, coherence is basically a matter of having the part of a piece of writing in the right with the clear process.

b. Cohesion

Another characteristic of a good paragraph is Cohesion. When a paragraph has cohesion, all the supporting sentences connect to each other in their support of the topic sentence.

c. Unity

The final characteristic of a well-written paragraph is unity. All the supporting sentences should relate to the topic sentence. Order in text or paragraph is like organization easy, but is smaller in space so it may be

simple to consider order as direction. Thus order chronological steps to express the idea the written form.

D. Concept of Recount Text

1. Definition of Recount Text

Recount is one of genres taught in Indonesian school. According to Gerot & Wignell (1994: 194), "Recounts are genre that retells events for the purpose of informing and entertaining". Similarly, Anderson (1997: 48) defines "Recount text as a piece of text that retells past event, usually in the order in which they happened". The purpose of a recount is to give the audience a description of an event covering what occurred, when and how it occurred. Some example of recount text are : newspaper reports, conversation, speeches, television interviews, eyewitness accounts, and letters.

From the explanation above, it can be concluded that recount text is a piece of text which retells experiences or past events in chronological order for the purpose of informing, entertaining, or reflecting. In writing recount text, students can tell everything about their past experiences. They may also retell the experiences of other people such as family, friends, relatives, etc. Another example of recount text is Facebook Group. People tend to share what happened to them and their feeling about it with their friends on Facebook. They post statues in group that tell about their experience, usually in a very simple form. These kinds of texts are concluded as recount texts. Therefore, they are typed in simpler form and way; maybe that is why Facebook users do not realize that actually they write recount text

almost every day, yet many times a day. Moreover, they do not realize that they enjoy recounting their story on Facebook.

2. Types of Recount Text

Cited from a resource paper spread out by the Government of South Australia (2012: 1), there are several types of recount text:

1. Personal recount

Personal recount retells the writer's own experience. The examples of personal recount are diary, journal, and personal letter.

2. Factual recount

Factual Recount reports event by using factual information. The examples of factual recounts are historical recount, biographical and autobiographical recounts.

3. Imaginative recount

Imaginative recount mixes factual knowledge with imaginary stories.

4. Procedural recount

Procedural recount records the steps in an investigation or experiment.

5. Literary recount

Literary recount retells a series of events for the purpose of entertaining.

In my opinion, personal recount is the easiest one since it is experienced by the writer himself/herself. As a result, he/she can retell it in

detail easily. This considering inspires me to choose personal recount to be taught to the students during the research.

3. Generic Structure of Recount Text

In learning recount text, students learn to retell anything they experienced in the past using certain structure or order. This order is a part of recount text that cannot be separated from it. This order is called the generic structure of recount text.

Sadler and Hayllar (2000: 1) also argue that most recounts are organised to include three parts they named as: 1) an orientation that gives the listener or reader information about the time, the place, and those involved, 2) a series of events recounted as they happened, and 3) a conclusion that gives the writers own view of the events and the feeling that were aroused at the time.

Anderson (1997: 50), divide recount into three main parts, they are: 1) a first paragraph that give background information about who, what, where, and when. This paragraph is called orientation, 2) a series of paragraphs that retell the events in the order in which they happened, and 3) a concluding paragraph that may include a personal comment (not always necessary).

From the previous explanation, it can be concluded that recount text consists of three parts: orientation, events, and reorientation. Orientation is the opening of recount which provides the information about the setting (when and where) and the participants (who) of the text. Events

are chronological order writing recount text, and reorientation closes the events by concluding and delivering the writer personal comment and feeling about it.

4. Language Features of Recount Text

Pardede, H. (2014: 57) the language features usually found in a recount:

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker's or researcher's time.
- d. Use conjunctions and time connectives to sequence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.

E. Conceptual Framework

The theoretical framework underlying the research is given in the following diagram:

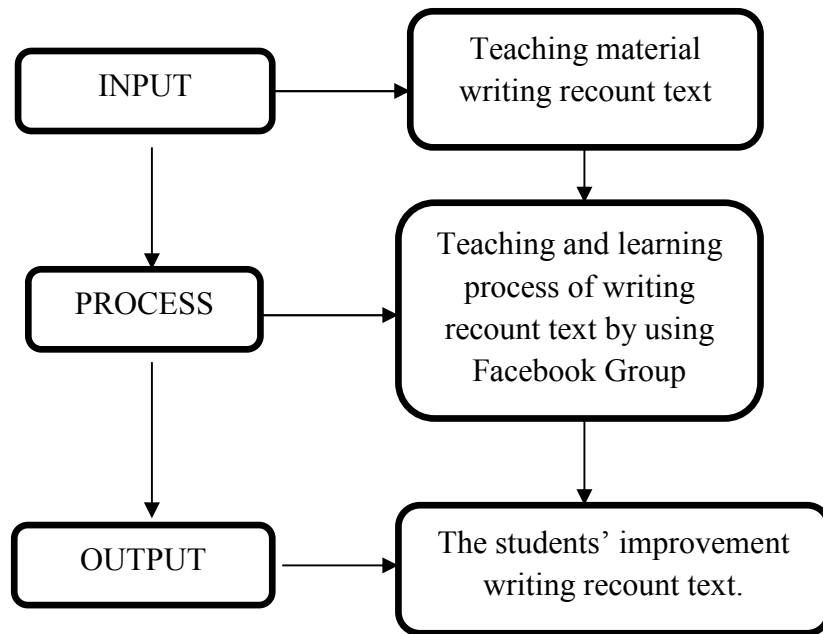


Figure 2.1 Conceptual Framework

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 improvement in writing recount text.

F. Hypothesis

There are two kinds of hypothesis that are used to predict the result of this research; they are:

1. Alternative Hypothesis (H1) that there is a significant improvement in writing recount text taught by using Facebook Group.
2. Null Hypothesis (Ho) that there is no significant improvement in writing recount text taught by using Facebook Group.

CHAPTER III

RESEARCH METHODOLOGY

This chapter dealt with the description of research design, population and sample, variables, operational definition of variables, instruments of research, procedures of the data collection, and techniques of data analysis.

A. Design of the Research

This research was a pre – experimental research, which was employed one – group pre test and post test design. This research was conducted through three steps of process: pre test, treatment, and post test to investigate the improvement of students. A pre test was administrated to all students before the treatment to assess their knowledge. A post test will be administrated to measure the treatment affect.

Table 3.1 Research Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Where: O₁ : Pre-test

X : Treatment

O₂ : Post-test (Gay, 2011: 265)

B. Population and Sample

1. Population

The population of this research was the Tenth Grade Students of SMAN 2 Bone academic year 2017/2018. Which consists of 6 classes (X₁, X₂, X₃, X₄, X₅, and X₆), each class consists of 25 students. Thus, the total number of population was 150 students.

2. Sample

The sample of this research was chosen by using random sampling technique in which one of the six classes, namely class X₅ was taken as the sample. Each class consists of 25 students. Therefore, the sample consists of 25 students.

C. Variables

There are two variables in this research, namely:

- a. Independent variable, was the Facebook Group as a media of teaching to improve students writing recount text.
- b. Dependent variable, that is the student's writing recount text.

D. Operational Definition of variables

1. Facebook group was a feature that was available on the social networking site Facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose.
2. Recount text was a text that retells past events, usually in the order in which they happened.

E. Instrument of the Research

In this research, the researcher used instruments for collecting data:

1. Test sheet, for knowing and taking data about students' writing recount text. Test sheet was writing recount text that which consisted essay test where it was administrated in pre test and post test as the instrument of the research. Pre test was intended to find out the prior level of students'

writing recount text, while the post test was intended to find out the improvement of the treatment. The test for pre test was the different as the post test, just different with the title.

2. The rubric scoring in this test, the researcher follows:

a. Content

Table 3.2 Rubric Orientation

Score	Criteria	Classification
36 – 50	Orientation gives all essential information. All necessary background provided. Account in chronological / 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 background omitted. Account partly coherent.	Fair to poor
1 – 15	Missing or weak orientation. No background provided. Haphazard and incoherent sequencing	Poor

(Key Hyland, 2003: 174)

Table 3.3 Rubric Events

Score	Criteria	Classification
36 – 50	Event explicitly 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

(Key Hyland 2003: 174)

b. Mechanics

Table 3.4 Rubric Capitalization

Score	Criteria	Classification
5	Demonstrates mastery of conventions. Few errors of spelling, punctuation, capitalization, paragraphing.	Excellent 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)

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

Table 3.5 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 in Rosdiana, 2010)

F. Procedure of the Data Collection

The procedures of data collection were presented in chronological orders below:

1. Pre-test

The researcher gave pre-test in the first meeting in order to know the capacity of the students' competence. The researcher explained how to make a writing recount text in Facebook group. In the pre-test, the researcher gave the students topic which is "My Holiday".

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 a 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 showed by using projector the result writing on Facebook group and check writing errors in recount text.
- c. Teacher explained again the material all 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) Fourth 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 the material all about recount text to the students' more understood.
- d. Teacher answered the questions of learning process.

5) Fifth 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 the material all about recount text to the students' more understood.
- d. Teacher answered the questions of learning process.

6) Sixth 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 the 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. The post-test was given by the researcher to know the change of understanding material about recount text after the treatment by using Facebook. In the post -test, the researcher gave the students topic which is "My School Experience".

F. Technique of Data Analysis

The data are analyzed based on the following steps:

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

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

Where: \bar{X} : Mean score

$\sum x$: Total row score

N : The total number of students (Gay, 2011:323)

2. Calculating the percentage of the students' pre – test and post – test using this formula:

$$P = \frac{F}{N} \times 100$$

Where: P : Percentage of the students score

F : Frequency of the students score

N : The total number of students (Kothari, 2004: 129)

3. Calculating the significant difference between pre-test and post-test by using the formula:

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

Where: \bar{D} : The mean deviation

$\sum D$: The sum of deviation

N : The total number of the students

To know the significant between the score of the pre test and post test, the researcher calculates the value of the test by using the following formula:

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

- Where: T : Test of significance
D : Mean deviation
 $\sum D^2$: The square of the sum score of difference
 $\sum D$: The sum of total score of difference
N : The total number of students (Gay, 2006:356)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. RESEARCH FINDINGS

The finding of the research deal with the result of Facebook Group was effective in teaching writing to improve student's ability in writing recount text at SMAN 2 Bone.

1. The Students' Improvement in Term of the Mean Score Writing Recount Text in Content Focused on Orientation

a. Orientation

Content that cover orientation in writing recount text. These means, orientation was introductory paragraph. Most of students did not know the orientation it was caused that they did not know the time and situation in writing recount text.

Students writing recount text had different in pre test and post test. In pre test students low understood about orientation. But, after applying Facebook Group as a medium in teaching writing recount text students more understood about orientation, can be seen clearly in the following table:

Table 4.1 The Students' Improvement in Term of the Mean Score Writing Recount Text in Orientation

Orientation	Mean	Improvement
Pre – Test	35. 52	18.88
Post – Test	54. 40	

Based on the table 4.1 above, it shows that the mean score of the students in pre test was 35. 52. While, in post test which to 54. 40. It was indicated that the

students had improved 18.88 their orientation and they can write recount text correctly.

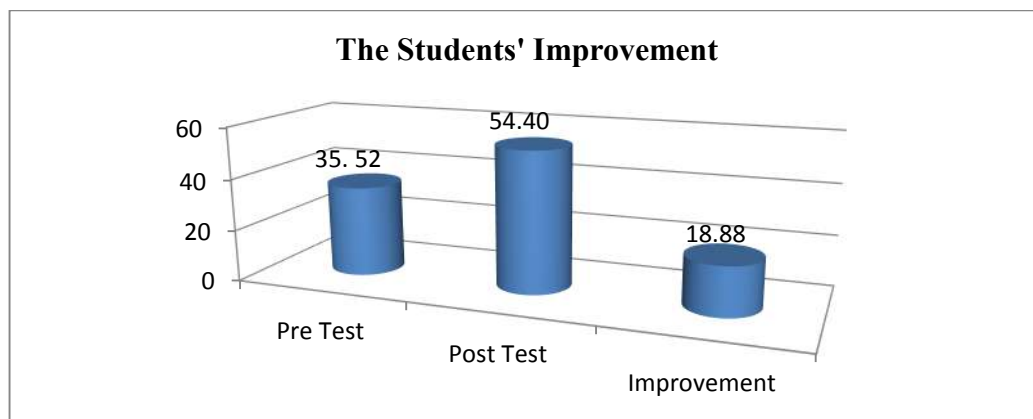


Figure 4.1 The Students' Improvement in Term of the Mean Score Writing Recount Text in Orientation

The figure above shows the students mean score in orientation was 42.4 and in post test was 56. It was indicated that the students writing recount text that cover orientation had improved 18.88 after treatment by using Facebook Group as a medium in teaching writing recount text.

Table 4.2 The Students' Percentage in Term of Classification Writing Recount Text in Orientation

No	Classification	Frequency Pre Test	Percentage	Frequency Post Test	Percentage
1	Very Good	1	4%	6	24%
2	Good	-	-	2	8%
3	Fair	3	12%	-	-
4	Poor	8	32%	8	32%
5	Very Poor	13	52%	9	36%
TOTAL		25	100%	25	100%

Based on the data above of the results observation indicated that some students' low of orientation in pre test, where are 13 students (52%) got very poor score, 8 students (32%) got poor score, 3 students (12%) got fair score, none

students got good score and 1 students (4%) got very good score. Therefore, after treatment in the post test that there was significant improvement, where are 9 students (36%) got very poor score, 8 students (32%) got poor score, none students got fair score, 2 students (8%) got good score, and 6 students (24%) got very good score.

b. Events

Content that cover events in writing recount text. These means, events was chronological order in paragraph. Most of students felt confused about chronological order in writing recount text. It was caused that they just wrote one sentence in paragraph.

Students writing recount text had different in pre test and post test. In pre test students low understood about events. But, after applying Facebook Group as a media in teaching writing recount text students more understood about events, can be seen clearly in the following table:

Table 4.3 The Students' Improvement in Term of the Mean Score Writing Recount Text in Events

Events	Mean	Improvement
Pre – Test	29.04	16.64
Post – Test	45.68	

Based on the table 4.3 shows that the mean score of the students in pre – test was 29.04. It show in post test which to 45.68. It was indicated that the students had improved 16.64 their events and they can write recount text correctly.

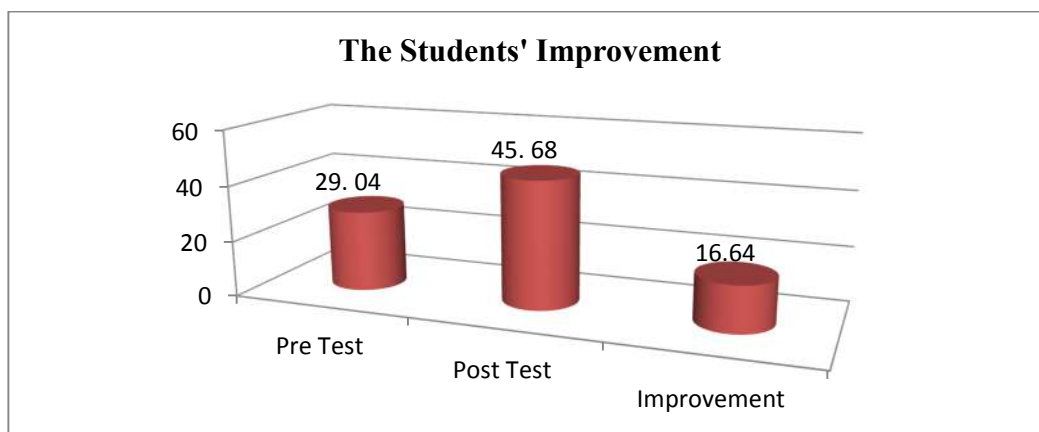


Figure 4.2 The Students' Improvement in Term of the Mean Score Writing Recount Text in Events

Based on the figure above shows the students mean score in events was 29.04 and in post test was 45.68. It was indicated that the students writing recount text that cover events had improved 16.64 after treated by using Facebook Group as a medium in teaching writing recount text.

Table 4.4 The Students' Percentage in Term of Classification Writing Recount Text in Orientation

No	Classification	Frequency Pre Test	Percentage	Frequency Post Test	Percentage
1	Very Good	-	-	2	8%
2	Good	1	4%	3	12%
3	Fair	-	-	-	-
4	Poor	6	24%	9	36%
5	Very Poor	18	72%	11	44%
		25	100%	25	100%

Based on the data of the results observation indicates that some students' low of events in pre test, where are 18 students (72%) got very poor score, 6 students (24%) got poor score, none students got fair score, 1 students (4%) got good score and none students got very good score. Therefore, after treatment in the post test that there was significant improvement, where are 11 students (44%)

got very poor score, 9 students (36%) got poor score, none students got fair score, 3 students (12%) got good score, and 2 students (8%) got very good score.

2. The Students' Improvement in Term of the Mean Score Writing Recount Text in Mechanic Focused on Capitalization.

Students writing recount text had different in pre test and post test. In pre test students low understood about capitalization. But, after applying Facebook Group as a medium in teaching writing recount text students more understood about capitalization, can be seen clearly in the following table:

Table 4.5 The Students' Improvement in Term of the Mean Score Writing Recount Text in Capitalization

Capitalization	Mean	Improvement
Pre – Test	59.20	24.8
Post – Test	84.00	

Table 4.5 shows that the mean score of the students in pre – test were 59.20. Most of students felt confused about the rules of capitalization. After the researcher gave treatment by using Facebook Group and the score of the students had improved 24.8. It showed in post test which to 84.00. It was indicated that the students had improved 24.8 their events and they can write recount text correctly.

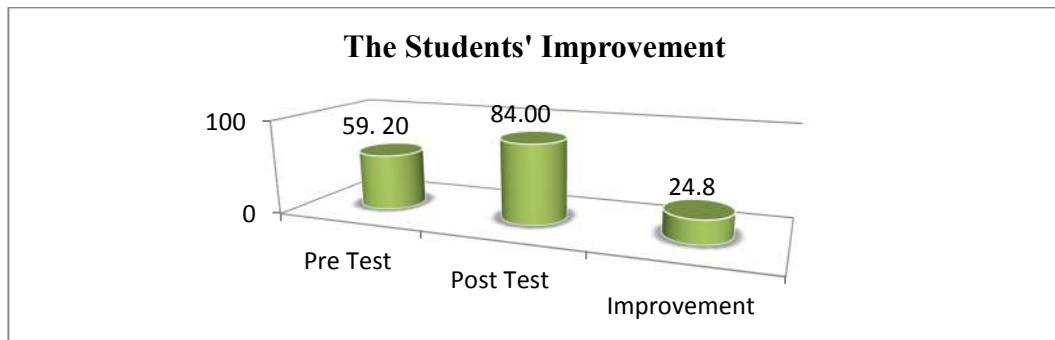


Figure 4.3 The Students' Improvement in Term of the Mean Score Writing Recount Text in Mechanic Focused on Capitalization.

Based on the figure above shows the students mean score in capitalization was pre test 59.20 and in post test was 84.00. It was indicated that the students writing recount text that cover capitalization had improved 41.89 after treatment by using Facebook Group as a medium in teaching writing recount text.

Table 4.6 The Students' Percentage in Term of Classification Writing Recount Text in Capitalization

No	Classification	Frequency Pre Test	Percentage	Frequency Post Test	Percentage
1	Very Good	3	12%	12	48%
2	Good	3	12%	6	24%
3	Fair	9	36%	7	28%
4	Poor	10	40%	-	-
5	Very Poor	-	52%	-	-
		25	100%	25	100%

Based on the data of the results observation indicates that some students' low of events in pre test, where are none students got very poor score, 10 students (40%) got poor score, 9 students (36%) got fair score, 3 students (12%) got good score and 3 students (12%) got very good score. Therefore after treatment in the post test that there was significant improvement, where are none students got very poor score and poor score, 7 students (28%) students got fair score, 6 students (24%) got good score, and 12 students (48) got very good score.

c. Writing Recount Text

Students writing recount text had different in pre test and post test. In pre test students low understood about orientation and events. But, after applying Facebook Group as a medium in teaching writing recount text students more understood about orientation, events, and capitalization, can be seen clearly in the following table:

Table 4.7 The Students' Improvement in Term of the Mean Score Writing Recount Text

Writing Recount Text	Mean	Improvement
Pre – Test	41.52	19.84
Post – Test	61.36	

Based on the table above, shows that the mean score of the students in pre – test were 41.52. Most of students felt confused about orientation, events, and capitalization. After the researcher gave treatment by using Facebook Group and the score of the students had improved. It showed in post test which to 61.36. It was indicated that the students had improved 19.84 their orientation, events, and capitalization. They can write recount text correctly.

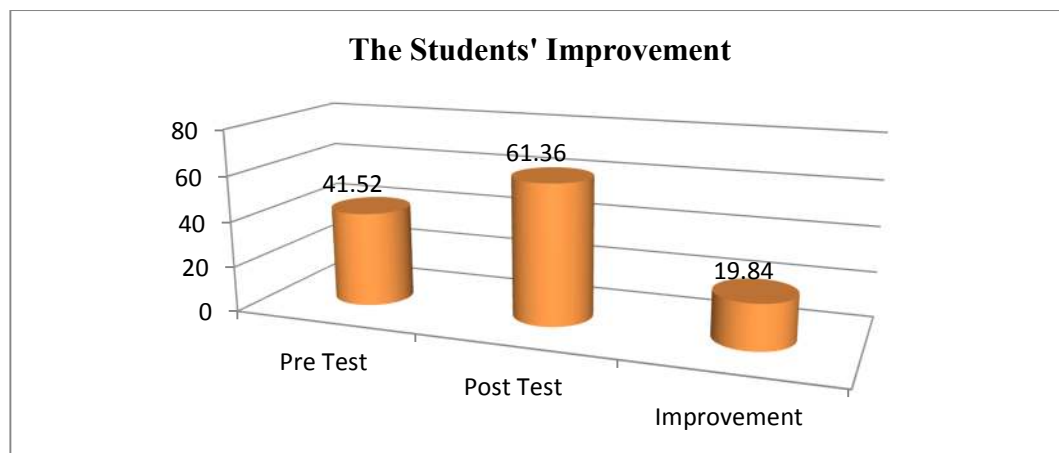


Figure 4.4 The Students' Improvement in Term of the Mean Score Writing Recount Text

Based on the figure above shows the students mean score in recount text was 41.52 and in post test was 61.36. It is indicated that the students writing recount text had improved 19.84 after treated by using Facebook Group as a medium in teaching writing recount text.

Table 4.8 The Students' Percentage in Term of Classification Writing Recount Text in Capitalization

No	Classification	Frequency Pre Test	Percentage	Frequency Post Test	Percentage
1	Very Good	-	-	3	12%
2	Good	1	4%	6	24%
3	Fair	3	12%	8	32%
4	Poor	15	60%	7	28%
5	Very Poor	6	24%	1	4%
		25	100%	25	100%

Based on the calculation of the data writing recount text shows that in pre test 6 students (24%) got very poor score, 15 students (60%) got poor score, 3 students (12%) got fair score, 1 students (4 %) got good score, and none students got very good score. While in the post test, 1 students (4%) got very poor score, 7 students (28%) got poor score, 8 students (32%) got fair score, 6 students (24%) got good score, and 3 students (12%) got very good score.

3. The Students' Improvement in Term of the Mean Score Writing Recount Text in Orientation, Events, and Capitalization by Using Facebook Group

After doing pre test and post test there are some development score of the students writing recount text. They are more clearly shown on the following table:

Table 4.9 The Students' Improvement in Term of the Mean Score Writing Recount Text

Indicator	Mean Score		Improvement
	Pre Test	Post Test	
Orientation	35.52	54.40	18.88
Events	29.04	45.68	16.64
Capitalization	59.20	84.00	24.8
Writing Recount Text	41.89	61.36	19.47

The result of pre test and post test had improvement in writing recount text. In the pre test was 41.89. The students' achievement in pre test categorized as poor and in post test was 61.36. The students' achievement categorized fairly. The data showed that using Facebook Group as a medium in writing recount text could improved 19.47 students writing ability in recount text.

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 the degree freedom $df = N - 1$, where ($df = 25 - 1 = 24$). Then the value of t table was 2.640. The test statistical, analysis for independent sample was applied. The following table below:

Table 4.10 T-test of the Students' Writing Recount Text

Variable	T-test Value	T-table Value	Remark
Writing Recount Text	8.948	2.640	Significantly Different

Table 4.10 shows that the t-test value is greater than t-table value $8.948 > 2.640$. It means that was significant difference between the students' writing recount text before and after using Facebook group in improving students' writing recount text at the tenth grade students SMAN 2 Bone. It was shows that null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

B. DISCUSSIONS

In this part, the discussion covers the interpretation of the research findings derived from the result of the students' writing of recount text. The previous research shows by Ningsih (2015), this study entitled "The Effectiveness of teaching Writing Recount Text for Tenth Grade Students of SMA Negeri 4 Kota Tangerang 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.

Khusnita (2013), The result of the observation sheet showed that after learning writing recount text using Facebook, the students became 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 positive 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.

Furthermore, Giyatno (2011) in this titled "Improving Students Writing Skill on Recount Text Using Questioning Technique and Facebook Media". Her thesis used four stages of questioning technique to teach recount text, joint construction of the text, independent constructions of the text, improved their cooperative with their friends and Facebook creativity. The improvement can be seen on students in pre – test was 64, cycle 1 is 169 and cycle 2 was 79.

Meanwhile the result of this research showed that the students' writing ability at the tenth grade of SMAN 2 Bone in the academic 2017/2018 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 sections 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 very good score, 1 students got good score, 3 students got fair score, 15 students got poor score, and 6 students got very poor score. It means that 4% students got good score, 12% students got fair score, 60% students got poor score. and 24% students got very poor score score. While the writing recount text of the students after the researcher gave the treatment there was 3 students got very good score, 6 students got good score, 8 students got fair score, 7 students got poor score, and 1 students got very poor score. It means 12% students got very good score, 24% students got good score, 32% students got fair score, 28% students got poor score, and 4% students got very poor score.

The mean score of pre test was 41.89 and the mean score of post test was 61.36. It shows that there is a significant improvement in writing recount text after giving treatment with the percentage of it was 19.47.

Therefore it has an improvement from the score of pre test and post test namely $61.36 > 41.89$ (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 2.640.

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.

BAB V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion and suggestion relating to 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 is proven by the result of the students' pre test and post test where the mean score of post test (61.36) was greater than the mean score of pre test (41.89). It is also proven by the test value (8.948) which was bigger than t-table 2.604. It means the hypothesis of this research is accepted has significant improvement.

B. Suggestion

Considering to the previous conclusion the researcher proposes some suggestion as follows:

1. The teacher is 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.
2. The teacher should be creative to apply various media, in order to the students will never bored, but they will be more interested in learning English especially in writing recount text.
3. The teacher should give opportunity to the students to practice their writing recount text.

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

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APPENDICES

APPENDIX A

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Bone
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Ganjil
Aspek/Skill	: Writing
Waktu	: 2 x 45 Menit (1 x Pertemuan)

I. Standar Kompetensi

6. Mengungkapkan makna dalam teks fungsional pendek dan essay sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari – hari.

II. Kompetensi Dasar

- 6.2. Mengungkapkan makna dari langkah – langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari – hari dalam teks berbentuk recount, narrative, dan procedure.

III. Indikator

- Mampu menyebutkan fungsi dari Facebook sebagai media pembelajaran
- Mengaplikasikan Facebook sebagai media pembelajaran Bahasa Inggris
- Menuliskan kalimat dengan baik dan benar
- Menuliskan paragraph dengan baik dan benar

IV. Tujuan pembelajaran

- Peserta didik mampu mengaplikasikan Facebook sebagai media pembelajaran
- Peserta didik dapat mengidentifikasi informasi dan bermakna teks essay
- Peserta didik dapat menulis teks essay berbentuk recount text

V. Metode

Practice by using Facebook group

VI. Kegiatan Pembelajaran

1) Pendahuluan

- Memberi salam dan sapa
- Apersepsi

2) Kegiatan inti

- Memberi penjelasan kepada siswa tentang media Facebook group yang digunakan
- Memberikan penjelasan tentang recount text beserta contohnya
- Memberi penjelasan cara menulis
- Siswa menulis teks recount berdasarkan pengalaman atau kejadiannya di grup facebook yang sudah disediakan

3) Penutup

- Menyimpulkan materi
- Menyampaikan kepada siswa bahwa penggunaan facebook grup dalam beberapa pertemuan mendatang

VII. Sumber/Media

- Sumber : Buku pegangan siswa SMA/SMK/MAK Kelas X semester 1 kemendikbud, Internet.
- Media : Papan tulis, spidol, dan facebook group

VIII. Penilaian

- Teknik penilaian : tes tertulis
- Bentuk instrument : menulis essay recount text
- Instrument : terlampir

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

Bone, September 2017

Peneliti

Rafika Wulandari

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Bone
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Ganjil
Aspek/Skill	: Writing
Waktu	: 2 x 45 Menit (1 x Pertemuan)

I. Standar Kompetensi

6. Mengungkapkan makna dalam teks fungsional pendek dan essay sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari – hari.

II. Kompetensi Dasar

- 6.2. Mengungkapkan makna dari langkah – langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari – hari dalam teks berbentuk recount, narrative, dan procedure.

III. Indikator

- Mampu menyebutkan fungsi dari Facebook sebagai media pembelajaran
- Mengaplikasikan Facebook sebagai media pembelajaran Bahasa Inggris
- Menuliskan kalimat dengan baik dan benar
- Menuliskan paragraph dengan baik dan benar

IV. Tujuan pembelajaran

- Peserta didik mampu mengaplikasikan Facebook sebagai media pembelajaran
- Peserta didik dapat mengidentifikasi informasi dan bermakna teks essay
- Peserta didik dapat menulis teks essay berbentuk recount text

V. Metode

Practice by using Facebook group

VI. Kegiatan Pembelajaran

1) Pendahuluan

- Memberi salam dan sapa
- Apersepsi

2) Kegiatan inti

- Mengevaluasi penjelasan tentang recount text beserta contohnya
- Guru memperlihatkan tugas siswa dengan menggunakan proyektor
- Memberi penjelasan cara menulis yang baik dan benar
- Siswa menulis teks recount berdasarkan pengalaman atau kejadiannya di grup facebook yang sudah disediakan

3) Penutup

- Menyimpulkan materi

VII. Sumber/Media

- Sumber : Buku pegangan siswa SMA/SMK/MAK Kelas X semester 1 kemendikbud, Internet.
- Media : Papan tulis, spidol, projector, dan facebook group

VIII. Penilaian

- Teknik penilaian : tes tertulis
- Bentuk instrument : menulis essay recount text
- Instrument : terlampir

Rubric of the Students Score Classification

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

Bone, September 2017

Peneliti

Rafika Wulandari

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA Negeri 2 Bone
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Ganjil
Aspek/Skill	: Writing
Waktu	: 8 x 45 Menit (4 x Pertemuan)

I. Standar Kompetensi

6. Mengungkapkan makna dalam teks fungsional pendek dan essay sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari – hari.

II. Kompetensi Dasar

- 6.2. Mengungkapkan makna dari langkah – langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan dalam konteks kehidupan sehari – hari dalam teks berbentuk recount, narrative, dan procedure.

III. Indikator

- Mengevaluasi penjelasan tentang recount text beserta contohnya
- Guru memperlihatkan tugas siswa dengan menggunakan proyektor
- Memberi penjelasan cara menulis yang baik dan benar
- Siswa menulis teks recount berdasarkan pengalaman atau kejadiannya di grup facebook yang sudah disediakan

IV. Tujuan pembelajaran

- Peserta didik mampu mengaplikasikan Facebook sebagai media pembelajaran
- Peserta didik dapat mengidentifikasi informasi dan bermakna teks essay
- Peserta didik dapat menulis teks essay berbentuk recount text

V. Metode

Practice by using Facebook group

VI. Kegiatan Pembelajaran

1) Pendahuluan

- Memberi salam dan sapa
- Apersepsi

2) Kegiatan inti

- Mengevaluasi penjelasan tentang recount text beserta contohnya
- Guru memperlihatkan tugas siswa dengan menggunakan proyektor
- Memberi penjelasan cara menulis yang baik dan benar
- Siswa menulis teks recount berdasarkan pengalaman atau kejadiannya di grup facebook yang sudah disediakan

3) Penutup

- Menyimpulkan materi

VII. Sumber/Media

- Sumber : Buku pegangan siswa SMA/SMK/MAK Kelas X semester 1 kemendikbud, Internet.
- Media : Papan tulis, spidol, projector, dan facebook group

VIII. Penilaian

- Teknik penilaian : tes tertulis
- Bentuk instrument : menulis essay recount text
- Instrument : terlampir

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

Bone, September 2017

Peneliti

Rafika Wulandari

APPENDIX B

TEACHING MATERIAL

FIRST MEETING

Definition: 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 thought 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 bikes 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. Because 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:

5. The first word in a sentence. Example: My best friend is my dog.
6. The pronoun I. Example: He and I never argue.
7. Abbreviations and acronyms formed from the first letters of words.
Example: USA, IBM, AIDS, UN, VW, CBS.
8. All proper nouns, Proper nouns include;
 - k. Names of deities. Example: God, Allah, etc.
 - l. Names of peoples and their titles. Example: Mr. and Mrs. John Smith.
 - m. Names of specific groups of people (nationalities, races, and ethnic groups), languages, and religions. Example: Asian, Japanese, Muslim, Indian, etc.
 - n. Names of specific place on a map. Example: New York City, North Pole, Indian Ocean.
 - o. Names of specific geographic areas. Example: the Middle East, Eastern Europe, etc.
 - p. Names of days, months, and special days. Example: Monday, January, Independence Day, Ramadan, etc.
 - q. Names of specific structures such as buildings, bridges, dams, and monuments. Example: Golden Gate Bridge, Aswan High Dam, the White House, etc.

- r. 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.
- s. Names of school subjects with course numbers. Example: Business Administration312, Chemistry 101.
- t. First, last, and all important words in the titles of books, magazines, newspapers, plays, films, stories, songs, paintings, statues, televisionprograms. 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 next day. 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 Budur 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 C

The Students' Classification Score Pre Test and Post Test

Pre Test and Post Test Orientation

Number of Students	Score of Pre Test	Classification	Score of Post Test	Classification
S01	5	Poor	8	Poor
S02	5	Poor	10	Poor
S03	20	Fair	27	Good
S04	30	Excellent	50	Excellent
S05	5	Poor	13	Poor
S06	13	Poor	17	Fair
S07	50	Excellent	50	Excellent
S08	32	Good	50	Excellent
S09	10	Poor	16	Fair
S10	19	Fair	26	Good
S11	15	Poor	16	Fair
S12	15	Poor	20	Fair
S13	28	Good	50	Excellent
S14	24	Good	50	Excellent
S15	11	Poor	14	Poor
S16	23	Fair	25	Fair
S17	23	Fair	50	Excellent
S18	5	Poor	12	Poor
S19	17	Fair	19	Fair
S20	25	Fair	36	Excellent
S21	11	Poor	27	Good
S22	5	Poor	10	Poor
S23	25	Fair	34	Good
S24	15	Poor	17	Fair
S25	18	Fair	26	Good

Pre Test and Post Test Events

Number of Students	Score of Pre Test	Classification	Score of Post Test	Classification
S01	10	Poor	15	Poor
S02	5	Poor	26	Good
S03	10	Poor	50	Excellent
S04	13	Poor	16	Fair
S05	18	Poor	13	Poor
S06	11	Poor	17	Fair
S07	5	Poor	20	Fair
S08	25	Fair	35	Good
S09	10	Poor	10	Poor
S10	19	Fair	26	Good
S11	15	Poor	16	Fair
S12	14	Poor	14	Poor
S13	35	Good	50	Excellent
S14	18	Fair	24	Fair
S15	11	Poor	14	Poor
S16	23	Fair	25	Fair
S17	15	Poor	23	Fair
S18	10	Poor	25	Good
S19	17	Fair	19	Fair
S20	11	Poor	17	Fair
S21	7	Poor	15	Poor
S22	5	Poor	10	Poor
S23	25	Fair	34	Good
S24	15	Poor	17	Fair
S25	20	Fair	35	Good

Pre Test Capitalization

Number of Students	Score of Pre Test	Classification	Score of Post Test	Classification
S01	2	Poor	3	Fair
S02	2	Poor	4	Good
S03	3	Fair	5	Excellent
S04	5	Excellent	5	Excellent
S05	3	Fair	5	Excellent
S06	4	Good	5	Excellent
S07	2	Poor	3	Fair
S08	3	Fair	5	Excellent
S09	2	Poor	4	Good
S10	2	Poor	4	Good
S11	3	Fair	5	Excellent
S12	3	Fair	3	Fair
S13	4	Good	4	Good
S14	4	Good	5	Excellent
S15	3	Fair	3	Fair
S16	3	Fair	5	Excellent
S17	5	Excellent	5	Excellent
S18	3	Fair	5	Excellent
S19	2	Poor	3	Fair
S20	2	Poor	4	Good
S21	2	Poor	4	Good
S22	3	Fair	3	Fair
S23	2	Poor	5	Excellent
S24	5	Poor	5	Excellent
S25	2	Poor	3	Fair

Pre Test Orientation, Events, and Capitalization

Number of Students	Orientation	Events	Capitalization	Score Pre Test
S01	10	20	40	23.33
S02	10	10	40	20
S03	40	20	60	40
S04	60	26	100	62
S05	10	36	60	35.33
S06	36	22	80	46
S07	100	10	40	50
S08	64	50	60	58
S09	20	20	40	26.66
S10	38	38	40	38.66
S11	30	30	60	40
S12	30	28	60	39.33
S13	56	70	80	68.66
S14	28	28	80	45.33
S15	22	22	60	34.66
S16	46	46	60	50.66
S17	46	30	100	58.66
S18	10	20	60	30
S19	34	34	40	42.66
S20	50	22	40	37.33
S21	22	14	40	25.33
S22	10	10	60	26.67
S23	50	50	40	46.67
S24	30	30	100	53.33
S25	36	40	40	38.66
Σ	888	726	1480	1038
X	35.52	29.04	59.2	41.52

Post Test Orientation, Events, and Capitalization

Number of Students	Orientation	Events	Capitalization	Score Post Test
S01	16	30	60	35.33
S02	20	52	80	50.66
S03	54	100	100	84.66
S04	100	32	100	77.33
S05	26	36	100	54
S06	34	34	100	56
S07	100	40	60	66.66
S08	100	70	100	90
S09	32	20	80	44
S10	52	52	80	61.33
S11	32	32	100	54.66
S12	40	28	60	42.66
S13	100	100	80	93.33
S14	100	48	100	82.66
S15	28	28	60	38.66
S16	50	50	100	66.66
S17	100	46	100	82
S18	24	50	100	58
S19	38	38	60	45.33
S20	72	34	80	62
S21	54	30	80	54.66
S22	20	20	60	33.33
S23	68	68	100	78.66
S24	48	34	100	60.66
S25	52	70	60	60.66
Σ	1360	1142	2100	1584
X	54.4	45.68	84	63.36

Pre Test and Post Test Writing Recount Text

Number of Students	Score of Pre Test	Classification	Score of Post Test	Classification
S01	23.33	Very Poor	35.33	Poor
S02	20	Very Poor	50.66	Poor
S03	40	Poor	84.66	Very Good
S04	62	Fair	77.33	Good
S05	35.33	Poor	54	Poor
S06	46	Poor	56	Fair
S07	50	Poor	66.66	Good
S08	58	Fair	90	Very Good
S09	26.66	Very Poor	44	Poor
S10	38.66	Poor	61.33	Fair
S11	40	Poor	54.66	Fair
S12	39.33	Poor	42.66	Poor
S13	68.66	Good	93.33	Very Good
S14	45.33	Poor	82.66	Good
S15	34.66	Poor	38.66	Poor
S16	50.66	Poor	66.66	Good
S17	58.66	Fair	82	Good
S18	30	Very Poor	58	Fair
S19	42.66	Poor	45.33	Poor
S20	37.33	Poor	62	Fair
S21	25.33	Very Poor	54.66	Fair
S22	26.67	Very Poor	33.33	Poor
S23	46.67	Poor	78.66	Good
S24	53.33	Poor	60.66	Fair
S25	38.66	Poor	60.66	Fair

FREQUENCIES VARIABLES=Pre Test Orientation Post Test Orientation
 Pre Test Events Post Test Events Pre Test Capitalization Post Test
 Capitalization
 /ORDER=ANALYSIS.

Frequencies

[DataSet0]

Statistics

		Pre Test Orientation	Post Test Orientation	Pre Test Events	Post Test Events	Pre Test Capitalization	Post Test Capitalization
N	Valid	25	25	25	25	25	25
	Missing	0	0	0	0	0	0

Frequency Table

Pre Test Orientation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	5	20.0	20.0	20.0
	20	1	4.0	4.0	24.0
	22	2	8.0	8.0	32.0
	28	1	4.0	4.0	36.0
	30	3	12.0	12.0	48.0
	34	1	4.0	4.0	52.0
	36	2	8.0	8.0	60.0
	38	1	4.0	4.0	64.0
	40	1	4.0	4.0	68.0
	46	2	8.0	8.0	76.0
	50	2	8.0	8.0	84.0
	56	1	4.0	4.0	88.0
	60	1	4.0	4.0	92.0
	64	1	4.0	4.0	96.0
	100	1	4.0	4.0	100.0
	Total	25	100.0	100.0	

Post Test Orientation

	Frequency	Percent	Valid Percent	Cumulative Percent
16	1	4.0	4.0	4.0
20	2	8.0	8.0	12.0
24	1	4.0	4.0	16.0
26	1	4.0	4.0	20.0
28	1	4.0	4.0	24.0
32	2	8.0	8.0	32.0
34	1	4.0	4.0	36.0
38	1	4.0	4.0	40.0
Valid 40	1	4.0	4.0	44.0
48	1	4.0	4.0	48.0
50	1	4.0	4.0	52.0
52	2	8.0	8.0	60.0
54	2	8.0	8.0	68.0
68	1	4.0	4.0	72.0
72	1	4.0	4.0	76.0
100	6	24.0	24.0	100.0
Total	25	100.0	100.0	

Pre Test Events

	Frequency	Percent	Valid Percent	Cumulative Percent
10	3	12.0	12.0	12.0
14	1	4.0	4.0	16.0
20	4	16.0	16.0	32.0
22	3	12.0	12.0	44.0
26	1	4.0	4.0	48.0
28	2	8.0	8.0	56.0
30	3	12.0	12.0	68.0
Valid 34	1	4.0	4.0	72.0
36	1	4.0	4.0	76.0
38	1	4.0	4.0	80.0
40	1	4.0	4.0	84.0
46	1	4.0	4.0	88.0
50	2	8.0	8.0	96.0
70	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Post Test Events

	Frequency	Percent	Valid Percent	Cumulative Percent
20	2	8.0	8.0	8.0
28	2	8.0	8.0	16.0
30	2	8.0	8.0	24.0
32	2	8.0	8.0	32.0
34	3	12.0	12.0	44.0
36	1	4.0	4.0	48.0
38	1	4.0	4.0	52.0
40	1	4.0	4.0	56.0
46	1	4.0	4.0	60.0
48	1	4.0	4.0	64.0
50	2	8.0	8.0	72.0
52	2	8.0	8.0	80.0
68	1	4.0	4.0	84.0
70	2	8.0	8.0	92.0
100	2	8.0	8.0	100.0
Total	25	100.0	100.0	

Pre Test Capitalization

	Frequency	Percent	Valid Percent	Cumulative Percent
40	10	40.0	40.0	40.0
60	9	36.0	36.0	76.0
80	3	12.0	12.0	88.0
100	3	12.0	12.0	100.0
Total	25	100.0	100.0	

Post Test Capitalization

	Frequency	Percent	Valid Percent	Cumulative Percent
60	7	28.0	28.0	28.0
80	6	24.0	24.0	52.0
100	12	48.0	48.0	100.0
Total	25	100.0	100.0	

FREQUENCIES VARIABLES=pretestestwriting poststestwriting
 /ORDER=ANALYSIS.

Frequency Table

Pretestestwriting				
	Frequency	Percent	Valid Percent	Cumulative Percent
	20	1	4.0	4.0
	23	1	4.0	8.0
	25	1	4.0	12.0
	27	1	4.0	16.0
	27	1	4.0	20.0
	30	1	4.0	24.0
	35	1	4.0	28.0
	35	1	4.0	32.0
	37	1	4.0	36.0
	39	2	8.0	44.0
	39	1	4.0	48.0
Valid	40	2	8.0	56.0
	43	1	4.0	60.0
	45	1	4.0	64.0
	46	1	4.0	68.0
	47	1	4.0	72.0
	50	1	4.0	76.0
	51	1	4.0	80.0
	53	1	4.0	84.0
	58	1	4.0	88.0
	59	1	4.0	92.0
	62	1	4.0	96.0
	69	1	4.0	100.0
Total	25	100.0	100.0	

Posttestwriting

	Frequency	Percent	Valid Percent	Cumulative Percent
33	1	4.0	4.0	4.0
35	1	4.0	4.0	8.0
39	1	4.0	4.0	12.0
43	1	4.0	4.0	16.0
44	1	4.0	4.0	20.0
45	1	4.0	4.0	24.0
51	1	4.0	4.0	28.0
54	1	4.0	4.0	32.0
55	2	8.0	8.0	40.0
56	1	4.0	4.0	44.0
58	1	4.0	4.0	48.0
Valid 61	2	8.0	8.0	56.0
61	1	4.0	4.0	60.0
62	1	4.0	4.0	64.0
67	2	8.0	8.0	72.0
77	1	4.0	4.0	76.0
79	1	4.0	4.0	80.0
82	1	4.0	4.0	84.0
83	1	4.0	4.0	88.0
85	1	4.0	4.0	92.0
90	1	4.0	4.0	96.0
93	1	4.0	4.0	100.0
Total	25	100.0	100.0	

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestorientation	35.52	25	21.081	4.216
	posttestorientation	54.40	25	29.727	5.945
Pair 2	pretestevents	29.04	25	14.319	2.864
	posstestevent	45.68	25	21.515	4.303
Pair 3	pretestcapitalization	59.20	25	20.396	4.079
	posttestcapitalization	84.00	25	17.321	3.464

T-Test

[DataSet0]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretestestwriting	41.52	25	12.645	2.529
	posttestestwriting	61.36	25	17.154	3.431

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretestestwriting & posttestestwriting	25	.764	.000

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pretestestwriting - posttestestwriting	-19.839	11.085	2.217	-24.415	-15.263	-8.948	24	.000

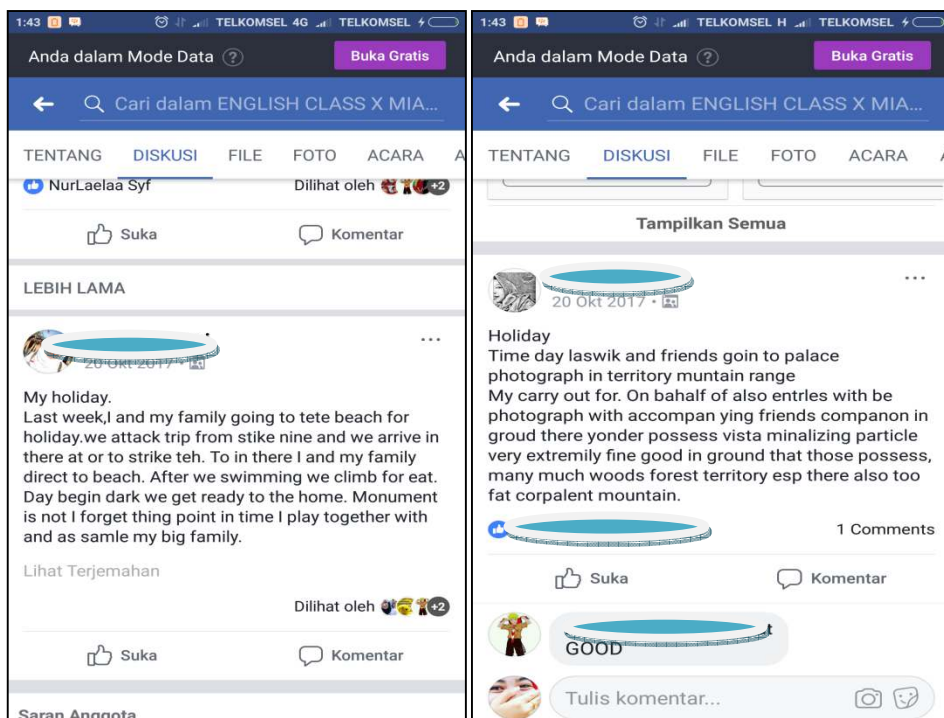
Distribution Critical value of T-Table

Df	Level of Significance for one-tailed test					
	0,25	0,10	0,5	0,025	0,01	0,005
	Level of Significance for two-tailed test					
	0,5	0,2	0,1	0,05	0,02	0.01
1	1.000	3.078	6.314	12.706	31,821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.926
3	0.765	1.638	2.353	3.183	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	2.143	3.707
7	0.711	1.451	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	1.833	2.262	2.821	3.250
10	0.700	1.372	1.812	2.226	2.764	3.169
11	0.697	1.363	1.769	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.694	1.350	1.771	2.160	2.650	3.120
14	0.692	1.345	1.761	2.143	2.624	2.977
15	0.691	1.341	1.753	2.331	2.604	2.947
16	0.690	1.337	1.746	2.120	2.583	2.921
17	0.689	1.333	1.740	2.110	2.567	2.898
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.688	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.323	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.505	2.819
23	0.685	1.319	1.714	2.690	2.500	2.807
24	0.685	1.318	1.711	2.640	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	2.890	2.358	2.617
	0.674	1.282	1.645	1.960	2.326	2.576

APPENDIX D
DOCUMENTATION
PRE – TEST



TREATMENT



POST – TEST





UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIK
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837/860132 (Fax)
Email : fkip@unismuh.ac.id
Web : www.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Nomor : 0027/BG-FKIP/C/IV/1437/2017
Hal : **Kesediaan Sebagai Pembimbing Skripsi**

Kepada Yang Terhormat,
Bapak/Ibu Dosen Pendidikan Bahasa Inggris
di
Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh.
Teriring salam dan doa semoga segala aktivitas kita senantiasa bernilai ibadah di sisi Allah Swt.

Dengan hormat kami meminta kesediaan Bapak/Ibu dosen untuk menjadi Pembimbing Skripsi atas nama mahasiswa yang tercantum di bawah ini :

Nama : Rafika Wulandari
NIM : 10535 5636 13
Judul Skripsi : The Use of Facebook Group in Teaching Writing of Tenth Grade Students at SMAN 2 Bone

Nama Pembimbing


Tanda Tangan Pembimbing

Pembimbing 1. Dra. Hasnawati Latief, M.Pd

Pembimbing 2. Saiful, S.Pd., M.Pd

Demikian surat ini di sampaikan. Atas kerjasamanya di ucapkan terima kasih Wassalamu Alaikum Wr. Wb.

Mengetahui
Ketua Prodi Pendidikan Bahasa Inggris


Ummi Khaerati Syam, S.Pd., M.Pd
NBM : 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Kantor: Jl. Sultan Alauddin No. 259 Telp. (0411) 860 837 Fax (0411) 860 132 Makassar 90221/http://fkp-unismuh.info

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 1520/FKIP/A.1-II/IX/1439/2017
Lampiran : 1 Rangkap Proposal
Hal : **Pengantar LP3M**

Kepada Yang Terhormat
Kepala LP3M Unismuh Makassar
Di -
Makassar

السلام عليكم ورحمة الله وبركاته

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa Mahasiswa yang tersebut namanya di bawah ini:

Nama : **Rafika Wulandari**
NIM : 10535563613
Jurusan : Pendidikan Bahasa Inggris
Alamat : Jl. Mon. Emmy Saelan III No. 13

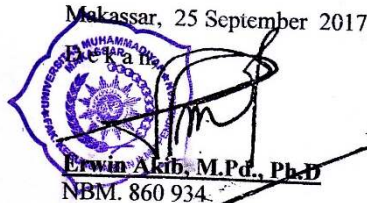
Adalah yang bersangkutan akan mengadakan penelitian dalam penyelesaian Skripsi.

Dengan Judul: **The Use of Facebook Group in Teaching Writing of Tenth Grade Students at SMAN 2 Bone**

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

والسلام عليكم ورحمة الله وبركاته

Makassar, 25 September 2017


Erwin Akib, M.Pd., Ph.D
NBM. 860 934



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 14269/S.01P/P2T/09/2017
Lampiran :
Perihal : Izin Penelitian

KepadaYth.
Kepala Dinas Pendidikan Prov. Sulsel

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 2121/lzn-05/C.4-VIII/IX/37/2017 tanggal 25 September 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **RAFIKA WULANDARI**
Nomor Pokok : 10535563613
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Sultan Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" THE USE OF FACEBOOK GROUP IN TEACHING WRITING OF TENTH GRADE STUDENTS AT SMAN 2 BONE "

Yang akan dilaksanakan dari : Tgl. **30 September s/d 30 November 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 27 September 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.
Rangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN

Jalan Perintis Kemerdekaan Km. 10 Tamalanrea Telepon 586083., Fax.584959
MAKASSAR 90245

Makassar, 29 September 2017

Nomor : 070 / 94g - FAS.3/DISDIK
Lampiran : -
Hal : Izin Penelitian

Kepada
Yth. Kepala SMAN 2 Bone
di
Tempat

Dengan hormat,

Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Prov. Sulsel Nomor 14269/S.01P/P2T/09/2017 Tanggal 27 September 2017 perihal Izin Penelitian oleh mahasiswa / Peneliti tersebut di bawah ini :

Nama : **RAFIKA WULANDARI**
Nomor Pokok : 10535 5636 13
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Alauddin No.259, Makassar

Yang bersangkutan bermaksud untuk melakukan penelitian di SMA Negeri 2 Bone dalam rangka penyusunan Skripsi, dengan judul :

" THE USE OF FACEBOOK GROUP IN TEACHING WRITING OF TENTH GRADE STUDENTS AT SMAN 2 BONE "

Waktu Pelaksanaan : 30 September s.d 30 November 2017

Pada prinsipnya kami menerima dan menyetujui kegiatan tersebut, sepanjang tidak bertentangan dengan ketentuan dan perundang-undangan yang berlaku.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

a.n **KEPALA DINAS PENDIDIKAN**
Kepala Bidang Fasilitas Paud,
Dikdas, Dikmas Dan Dikti

Drs. AHMAD FARUMBAN, M.Pd
Pangkat: Pembina Tk. I
NIP. : 196008291 198710 1 002

Tembusan :

1. Kepala Dinas Pendidikan Provinsi Sulawesi Selatan (sebagai laporan);
2. Pertinggal



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Rafika Wulandari**
Nim : **10535 5636 13**
Judul Penelitian : **"The Use of Facebook Group in Teaching Writing of Tenth Grade Students at SMA Negeri 2 Bone"**
Tanggal Ujian Proposal : **15 September 2017**
Tempat/Lokasi Penelitian : **SMA Negeri 2 Bone**

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	Rabu, 04/10/2017	Pre - Test	Andi Nizar Reski, S.Pd, I. M. Pd	
2	Kamis, 05/10/2017	Treatment	Andi Nizar Reski, S. Pd. I. M. Pd	
3	Sabtu, 07/10/2017	Treatment	Andi Nizar Reski, S. Pd. I. M. Pd	
4	Rabu, 11/10/2017	Treatment	Andi Nizar Reski, S. Pd. I. M. Pd	
5	Kamis, 12/10/2017	Treatment	Andi Nizar Reski, S. Pd. I. M. Pd	
6	Sabtu, 14/10/2017	Treatment	Andi Nizar Reski, S. Pd. I. M. Pd	
7	Rabu, 18/10/2017	Treatment	Andi Nizar Reski, S. Pd. I. M. Pd	
8	Sabtu, 21/10/2017	Post - Test	Andi Nizar Reski, S. Pd. I. M. Pd	
9				
10				

Makassar, September 2017

Mengetahui,

Ketua Jurusan,

Pimpinan/Kepala Sekolah

Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807



Desri H. Husain, M. Pd
NIP. 106412311985031173



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMA NEGERI 2 BONE**

Alamat : Jln. Makmur No. 1 Kec. Mare Kab. Bone Kode Pos : 92773



SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 423.4 / 169 / SMA / BONE / DP. 2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 2 Bone Kec. Mare Kab. Bone menerangkan bahwa :

Nama : **RAFIKA WULANDARI**
NIM : 10535 5636 13
Jurusan : Pendidikan Bhs. Inggris
Pekerjaan : Mahasiswi
Alamat : Libureng Desa Data

Benar telah melakukan penelitian di SMA Negeri 2 Bone selama batas waktu yang telah ditentukan, guna untuk melakukan penelitian dan menyusun laporan hasil penelitian (skripsi) dengan Judul :

"(The Use Of Facebook Group in Teaching Writing of Tenth Grade Students at SMA Negeri 2 Bone)".

Demikian surat Keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Mare, 21 Oktober 2017
Kepala Sekolah,

Drs. H. HUSAIN, M.Pd
19641231 198503 1 173



CURRICULUM VITAE



The researcher, Rafika Wulandari, was born on Juli, 23rd, 1996 in Mare, Bone Regency. She is the first child of Basri (Alm.) and Marwah. She has two sisters and one brother. My sister named Vivi Reski Aprilianti and Mutmainnah, and my brother named Muhammad Aidil Akbar.

In 2001, her beganher education in Elemantary school namely SD Inp. 3/77 Data, Bone regency. She continued her study in SMP Negeri 1 Mare. She registered her school Senior High School in 2010 and graduated in 2013. And the 2013, she continued her study and she accepted as a student in English Department Faculty of Teacher Training and Education of Muhammadiyah University of Makassar . She can finished her study in 2017 with the thesis under the title “The Use of Facebook Group in Teaching Writing Recount Text at the Tenth Grade Students SMA Negeri 2 Bone”.