THE EFFECTIVENESS OF FACEBOOK WALL AS MEDIA TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT
(A Quasi Experimental Research at the Eleventh Grade of SMA N 1 Sungguminasa)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

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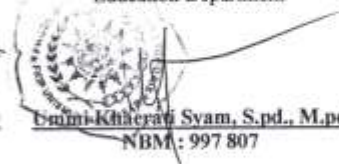
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MOTTO DAN PERSEMBAHAN

Thanks for the dedication of my dear parents and my sister who have given sincere, passionate, moral, material and spiritual affection

Libatkan allah dalam segala sesuatu
*Barang Siapa Mengandalkan **ALLAH** Niscaya Hidupnya Terjamin & Mustahil Kecewa*

Janganlah membanggakan dan menyombongkan diri
dari apa-apa yang diperoleh, ikutilah ilmu padi
makin berisi maki tunduk.
Makin bersyukur kepada sang pencipta

"HIDUP MULIA ATAU MATI SYAHID "
Bersikap Jujur Walau Nyawa Taruhannya

إِنَّ مَعَ الْعُسْرِ يُسْرًا O

Karena sesungguhnya sesudah kesulitan itu ada kemudahan,. (Q.S. Al-Insyirah ayat 5-6)

Kebahagiaan yang hakiki adalah takala seseorang
hamba mengenal rabb-nya, merasakan nikmatnya
keimanan,cinta dan kasih sayang baik berupa cobaan
terlebih nikmat dijalan DIN ini

Never give up with condition, just keep istiqomah, patient and do the best

ABSTRACT

Risnawati HM,2017 This final project is about *The Effectiveness of Facebook Wall to Improve Students' Ability in Writing Recount Text.* Thesis. English Departement the Faculty of Teachers Training and Education, Makassar Muhammadiyah University Guided By Syamsiarna Nappu and Nunung Anugrawati

This research aimed at finding out the effectiveness of Facebook wall to improve students' ability in writing recount text at IPS 2 in SMA N 1 Sungguminasa

The research applied Quasi Experimental Design model nonequivalent. The sample of the research were two classes with the experimental class 20 and the control class 20 students with using purposive sampling technique. The instrument of the research was writing English test. The population of the research was the eleventh grade student of SMA N 1 Sungguminasa and the number of sample was 20 students.

The result of reserach in in writing recount text in terms of content and mechanics in eleventh grade IPS 2 and IPS 3 showed that in experimental class interm content was 79.39 % improving from post test 59.2, pre test 33, range pre test to post test 26.2 % and 70.80 % improving in mechanics from post test 69.6, pre test 40.75 range pre test and post test 28.85 %. The percentage in control class in term of content was 66.31 % from post test 54.05, pre test 32.5, range pre test to post test 21.55 % and in mechanics was 58.28 % in post test 60.7, pre test 38.35, range pre test to post test was 38.35%.Statistics hypothesis T-test value was 36.53 and T-table 1.78 which mean (H1) significant improve. Based on the result findings, it was concluded that the students by using Facebook wall ability was improve in writing recount text.

Key words : Facebook wall, Recount text, Writing

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بسم الله الرحمن الرحيم
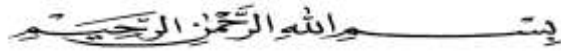
Alhamdulillah the greatest gratitude is to Almighty *Allah Subhanahu Wa'ala* and Prophet *Muhammad Sallallahu 'Alaihim Wasallam* For The guidance, blessing so that the researcher is finally able to write thesis entitled "*The Effectiveness of Facebook Wall in Improving Students' Ability on Writing Recount Text*". Without blessing and guidance from Allah, it is impossible for the researcher to complete this thesis. This thesis is submitted in partial fulfillment of the requirement for the education degree in English. However, without the assistance of the following number of people who have a great contribution and influences on the writing of this thesis, it seems it is very difficult for the researcher to finish her work.

Especially for the researchers to thank the parents and her sister who love to give love, prayer, spirit, with unconditional sincerity. as well as the highest appreciation and acceptance of love is delivered with respect to:

1. Dr H Abd Rahman Rahim SE.,MM Rector of Makassar Muhammadiyah University

2. Erwin Akib S.Pd., M. Pd., Ph,D as The Dean of Faculty of Teacher Training and Education (FKIP) Makassar Muhammadiyah University

3. Mom Ummi Khaerati Syam, the Head of the English Department

The research realized that there still some lacking in this thesis, because of limitation knowledge and ability. So that, the researcher receives criticism and some suggestions from whoever for the improvement of it. Researcher expected that the thesis might be useful for the researcher particularly, especially for those who are involved in English teaching profession.

Makassar October 2017

Researcher

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CHAPTER 1

INTRODUCTION

A. Background

Writing can be considered as one of the fundamental skills rather than the other skills. It is because that writing is one of the basic skills of learners who want to learn English. Meanwhile, in the learning process there are some difficulties of students who learn English as a foreign language. They have some difficulties even though English is not their first language. However, writing already becomes an enjoyable, meaningful and essential subject in the foreign language learning.

Writing enhances the ability of the students to generate their ideas, to communicate one word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words. Vocabulary has an important role at this point. The students who are good at vocabulary will not face the difficulty in generating ideas.

There are some factors that make students' writing ability low. It can be categorized into students' side and the teacher's side. Students do not write well because they do not practice much. Other reasons why the students lack in writing is that they receive a limited amount of instruction in writing and they do not write much. If students write more, they can know more their mistakes and improve them.

SMA N 1 Sungguminasa is the middle level of education in formal education in Indonesia, equivalent to high school, but the learning process for

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students was not always going well. Based on the results of a survey to one of the teachers of English language conducted on juny 16, 2017 at SMA 1 Sungguminasa which suggests some obstacles experienced by students in English learning process is implemented. This is low motivation or lack interest in writing so that students feel bored on the learning of English that impact on the results of learning is not maximal.

The students' low ability in writing can be caused by technical problem. The teacher does not provide the chance for the students to practice writing. Students may not write very much because the teacher does not give enough writing tasks. The teacher sometimes does not ask the students to do writing tasks because assigning students' writing needs much time. In order that students can understand their mistakes, the teacher should correct their paper one by one, word by word. If the teacher gives the students homework to make writings, she gets the work to check the students' writing (Marza : 684).

Facebook can be a positive influence to improve students' writing skill on recount text. When the students can comment to each other, they can take a good response and feel more open to be a better. There are some solutions of this problem to help students, it needs another technique in teaching writing to be more interesting for the students. In this case, the use Facebook as a media of instruction. The research explained previously that there are many advantages in using Facebook for the students, researcher hoped that Facebook can improve their writing skill.

On Facebook, the students can share their ideas about something. Their friends can also take a look and give some arguments to each other. Their vocabulary items improve if they write it in English. By using Facebook wall, the students learn how to correct their friend's work. Some researchers describe that avoiding face-to-face interaction can lower down students' anxiety.

One of research in year 2015 about Facebook is Putri Aisyah Ningsih Found Facebook was an effective media in teaching writing recount text. It was really helpful in increasing students' ability and achievement of writing recount text

Based on the background mentioned, the researcher was interested to conduct a research on *The Effectiveness of Facebook Wall as Media to Improve Students' Ability in Writing Recount Text at Eleventh Grade SStudents of SMA 1 Sungguminasa*

B. Problem Statements

Based on the background, researcher puts forward the problem in this research are :

1. Does Writing Recount Text on Facebook Wall Media Improve Students' Writing Ability in term of Content at The Eleventh Grade of SMA N 1 Sungguminasa?

2. Does Writing Recount Text on Facebook Wall Media Improve Students' Writing Ability in term of Mechanics at The Eleventh Grade of SMA N 1 Sungguminasa?

C. Objective of The Research

The goal to be achieved in this research are to find out whether or not:

1. Writing Recount Text on Facebook Wall Media Improves Students' Writing Ability in term of Content at The Eleventh Grade of SMA N 1 Sungguminasa

2. Writing Recount Text on Facebook Wall Media Improves Students' Writing Ability in term of Mechanics at The Eleventh Grade of SMA N 1 Sungguminasa

D. Significance of The Research

Theoretically is the student can improve ability in writing recount text by using Facebook. Practically, that the result of the research can be used as a reference for the development of science in the field of education, and as a reference for students who conduct study of Facebook wall media and as a way of practicing science in college doing research in order to complete education

E. Scope Research

This research focused on Facebook wall media to improve students' Ability on writing recount text of Eleventh grade students of SMA N 1 Sungguminasa in 2016-2017 Academic year. Writing here means the students proficiency to understand a recount text in terms of content and mechanics. Students are able to write well by using generic structure in writing in terms in recount text in content and mechanics.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research

Ningsih (2015) in her thesis on *the effectiveness of teaching writing recount text by using Facebook (A quasi – experimental study at tenth grade students of smanegeri 4 kotatangerang 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.

Marza (2013) in her journal *teaching writing recount text to junior high- school students by using facebook peer- comment.* Found teaching writing in junior high-school is not easy. The teacher has to teach how to write many kinds of text and make students improve their writing. Students' writing ability is low because they lack in writing practice. They do not writing much due to motivation and media factors.

Giyanto (2011) in his thesis on *improving students' writing skill on recount using questing technique and Facebook Media (A Classroom Action Research at Grade VIIIA SMPN 2 Sumberlawang in 2010/2011 Academic Year).*Foundthat questioning technique and Facebook increased students' motivation, gave ideas, improved vocabulary mastery, improved their cooperative with their friends and Facebook creativity. This improvement can be seen on students' pre-test and post-test. The average score of students in pre-test was 64, cycle 1 is 69 and cycle 2 is 79.

The similarities of previous research with this research is research using the same Facebook media to improve learning result of English both from junior high school and senior high school. Differences in this research is the type of research, the focus of research variable studied, place, time, population, sample and years of research.

B. Writing

1. Definition of Writing

Harmer (2004: 3) states writing is one of the skills to be taught in junior high schools. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English". "The students need to master these skills especially the writing skill

Boardam (2008 : 18- 25) states there are some characteristics of a good writing. A text or paragraph may these for to be understood as a visible division of the subject method. There are three characteristics in writing a good text or paragraph, namely:

a. Coherence

A paragraph has coherence when the supporting sentences are ordered follow to a principle. The sentences are put in order so that the reader can understand ideas easily. The principles for ordering depend on the types of paragraph 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 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 simpler to consider order as direction. Thus order chronological steps to express the idea the written form.

Based on the explanation of experts can be concluded that, writing is one of the important skills to master by the students. Use it to communicate to each other, as means of ideas and emotional expression because the word choice in writing is strictly chosen to make the writer's idea make sense.

2. The Components of Writing

Heaton (1975:135) divides component writing into five main areas. They are grammar/Language Use, mechanics, vocabulary, content and the last is organization.

a. Content

The writing content has to be clear for the readers to be able to understand the message and information from it. There are two parts of content in

writing, they are unity and completeness. This contents become characteristic of good writing.

b. Organization

Organization in writing concerned with coherence. It means that the writer has to arrange and organize the ideas. The paragraph can be coherence if the ideas are put in the right order.

c. Language Use/ Grammar

Language use in writing consists of correct language and point of grammar. Grammar in writing description involved the use of verb, adjective, adverb and use simple present tense. A good grammar helped the reader understand the meaning of the text.

d. Vocabulary

Vocabulary in writing involved the use of right words (selection words). The writer has to know the exact word to put in the sentence. This is important to forms a writing, but particularly in personal description more effective than those mainly transmit information.

It indicated that we cannot write or express our ideas if we did not have vocabulary. Therefore, we cannot understand the writing passage without have a lot of vocabulary.

e. Mechanics

Parts of mechanics in writing are capitalization, punctuation, and spelling. Incorrect spelling and punctuation will make the loss or different meaning

in the text, so, the use of this aspect in writing have the big effect in understanding the meaning in written text.

Based on the explanation of experts can be concluded that, divides component writing into five main areas. They are grammar/Language Use, mechanics, vocabulary, content and the last is organization

C. Recount Text

1. The Definition of Recount Text

Knapp(2005: 224) states recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

Anderson (1997: 29) states recount text is a text that retells the past event. Its purpose is to provide a description and when it occurred with sequence of events. There are some features of a recount. Describes the generic structure of a recount text. The explanation is presented below:

2. Constructing a recount

A recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which other happened and the last is reorientation. It consists of a conclusion.

a. Grammatical features of a recount

A recount usually includes the following grammatical features:

1) Proper nouns to identify those involved in the text.

2) Descriptive words to give details about who, what, when, where, and how.

3) The use of the past tense to retell the events.

4) Words that show the order of the events.

Based on the explanation of experts can be concluded that, retells the past event, there are some features of a recount such as constructing and grammatical.

3. The Kinds of Recount Text

The Kinds of Recount Text According to UC High School Kaleen Writing Handbook 2011: 26 recount text is classified into three; they are personal recount, factual recount, and imaginative recount.

a. Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader. The example of this text as follows:

Please Send Me a Card.

Postcard always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. A friendly waiter taught me a few words of Italian. Then he lent me a book. I read a few lines, but I did not understand a word. Every day I thought about postcards. My holidays passed quickly, but I did not sand any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!.

b. Factual Recount

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past. The example of this text as follows:

The X Files

The X Files is one of television's most popular shows watched each week by millions of people in over sixty countries.

The show was created by Chris Carter a former magazine editor, who always wanted to make a cool and scary television series. His idea for The X Files came after he saw the result of a survey that said three of every hundreds Americans believed that aliens had captured them.

Carter's next step was to produce a pilot episode, which was to be the beginning of the series. When it was shown on American television, it received poor reviews.

After a while the audience grew and The X Files became popular with both adults and teenagers. By this time carter was able to spend more on production. The X Files has been nominated for many awards and continues to attract a growing audience.

c. Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the event that happened in the text do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbook. From those three kind of recount text, it can be seen that there is one typical characteristic that is the text is retell the event in the past chronologically. The example of this text as follows:

<div align="center">As It happened</div>

One very spooky encounter with UFO (unidentified flying object) occurred in May 1974 involving a couple driving from Zimbabwe to South America.

As they carefully drove throughout the night they saw a flashing blue-white light that was going on an off in a slow, steady rhythm. Shortly after noticing this, the car was covered in a bright circle of light.

Inside the car it suddenly became very cold. The couple wrapped themselves in thick blankets and turned on the heater but they still shivered.

Then their car began to act very strangely. Suddenly the headlights went off, the brakes failed, the steering wheel locked and the fuel gauge showed empty. Next the car began speeding up and raced along the road at 190 kilometers an hour. To one side of the car, the UFO continued to follow. The drier and his passenger lost consciousness. When they awoke they were near the small town of Fort Victoria. The car's odometer showed that only 12 kilometers had been traveled, yet the distance from where they first saw the UFO to Fort Victoria was 290 kilometers.

Although the couple's description of what happened contained plenty of details, many people find it hard to believe that UFOs do exist.

Based on the explanation of expert can be concluded that, there are many kinds of recount text such as personal recount text and etc.

4. Constructing in Written Recount Text

Boardman (2008: 287) states the steps for constructing of written recount text are:

a. The first paragraph that give background information about who, what, where and when. It is called on orientation.

b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.

d. A reorientation which "rounds off "the sequences of events or retell about what happened in the end.

Based on the explanation of experts can be concluded that, there are four the steps for constructing of written recount text namely, orientation, event, a personal comment and a reorientation.

5. The language features usually found in a recount:

Boardman (2008: 287) states 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.

In making of functional grammar, the significant common grammatical patterns of recount include:

a. Focus on specific participant.

b. Use of material process or action verb

c. Circumstance of time and place.

d. Use past tense and focus on temporal sequences

Based on the explanation of experts can be concluded that, the language features usually found in a recount and in making of functional grammar, the significant common grammatical patterns of recount.

D. Media

Heinich (1993: 2) argue that technology or learning media as a scientific application of the learning process in humans in the practical task of teaching and learning.

Arif S. Sadirman (1984) argue that Media is any physical tool that can present the message and stimulate students to learn such as Films, books, and tapes learning component of teaching,

Karti Hari Sukarsih (2002: 17) that is everything that can be used to achieve the purpose of teaching. The setting of instructional media and classroom furniture should be such that it supports the teaching and learning atmosphere, it is expected that the child becomes:

a. Discipline and neat

b. Embedding good habits

c. Easy if used

d. Easy to use by anyone

e. Focus child's attention

a. Types of Instructional Media.

Heinich and Molenda (2002) namely:

1. Text is a basic element in conveying an information that has various types and forms of writing that seeks to provide attractiveness in the delivery of information.

2. Audio media to convey informations with more impressive and improve the attraction of something an offering. The type of audio includes background sound, music, or sound recording, and more.

3. Visual media provide visual stimuli such as pictures / photos, sketches, diagrams, charts, graphics, cartoons, posters, bulletin boards, and more.

4. Motion projection media. Includes motion pictures, bracelets, TV programs, video cassettes (CD, VCD, or DVD)

5. Artificial / miniature objects. It includes three-dimensional objects that can be touched and touched by students. This media is made to overcome the limitations of both the object and the situation so that the learning process still running well.

6. Human includes teachers, students, or experts / experts in certain fields / materials.

b. The Main Function of Learning Media are Kempt & Dayton (1985)

1. Motivating interests and actions, realized by drama or entertainment techniques.

2. Presenting information, used in order to present information in the presence of a group of students.

3. Giving instruction, information contained in the media should involve students.

E. **Facebook Wall**

1. The Definition of Facebook

Facebook is one of social networking media. Social networking is that the use of a website to connect each other similar interest, hobby, school, etc. In term of writing. Facebook has become a media for students to write, but it is different from the writing that has been done in school. The students usually use informal language in Facebook, and unable to consider writing as an engaging activity, also cannot recognize that Facebook can be medium for improving writing to become a better writer. As a result, write on Facebook with no purpose of improving writing skill.

Based on the explanation experts can be concluded that. Facebook one of social applications that can be used as a medium of learning in the process of learning in school.

2. Facebook Wall

A Facebook wall is the area on a profile or page where friends and "fans" can post thoughts, views, or criticisms for everyone to see. Walls have three viewing settings: user + others, just the user, and just others. These settings can be changed by clicking the "filters" option at the top of the wall. Most walls automatically display the "user + others" option,

showing posts, links, tagged material, and other information posted by both the page's operator and other friends or fans. Walls also incorporate the news feed, displaying updates made by the user such as statuses, links, pictures, and other recent activity.

Alba and stay (2008 :8) states wall is a way to connect to with friends. This is the page that gives some information about the user's activity. The user can share status, so status can be seen by other users and can be commented. The wall section is wildly popular item in Facebook, can not only leave messages, but can also leave links or videos for others.

3. The Features of Facebook

Alba and Stay (2008 : 8) states Facebook provides many interesting features for its user such as, teenagers and adult. Like to use Facebook because Facebook make easy with the features that Facebook has. The features are *Wall, Profile, Inbox, Photo, Video, Group, Event, Games, Chat, and Blog*.

a. Wall is a way to connect to with friends.This is the page that gives some information about the user's activity. The user can share status, so status can be seen by other users and can be commented.

b. Profile is the general information of the user. Steven Holzner stated that the profile is public face on Facebook. In the profile section, it includes homepage, status, network, and birthday.

c. Inbox or Message is the section where the user can find all of the messages that people send through Facebook.

d. Photo is a section the photo of the user is appeared. In this section the user can upload as many photos, and can create photos into an album. Each album consists on sixty photos as maximum.

e. Group is a Facebook page where members can interact with each other and start discussions.

f. Event is a place to invite friends into some interesting events

g. Game is another interesting feature on Facebook.

h. Chatting on Facebook is a real time activity among Facebook users. Chat is known as instant messaging.

i. Blog in Facebook is a feature where the user can share other users' quote or status. This Blog is very useful to share some information that other users have not known before.

Based on the explanation of experts can be concluded that, many interesting features for its user such as, teenagers and adult because the teenagers fell to enjoy and fun can be access.

F. Facebook as a Media of Language Learning

Blattner, & Fiori, M (2009: 17-28) There are many websites that demonstrate and guide teachers on how to use Facebook for classroom teaching and learning process. Facebook with its many unique features such as online games and chat room can encourage people to engage and interact with anyone

all over the world. However, since most of features are in English, the users have to understand in order to be active in using all of the features.

Using media such as Facebook, students can read and listen to a story before writing and recording their own version of similar story. This media provides the multiple modalities needed to meet the needs of students with different learning styles and strategies. The aural, visual, tactile, and kinesthetic learners have access to a variety of computer-based activities that are well suited to their preferred learning style.

Many researchers found out how Facebook can be useful in improving students' language learning. In a conceptual paper, Blattner and Fiori examine how Facebook can provide opportunities to enhance the "development of socio-pragmatic competence in language learners" and "the sense of community in language classroom". In addition, Alhomod and Shafi also point out that Facebook can be utilized for improving students' team based learning. One of the important benefits of team based learning is that it helps students with developing skill such as possessing excellent

Teamwork in organizing the problems and finding a solution for the problems. From those explanations, it can be concluded that Facebook has many usefulness for language learning. Facebook can be a medium for improving students' language skill. By using a good methodology, Facebook can be appropriate and have a good impact for language learning.

F. Conceptual Framework

      This chapter presents and discusses theory that is connected with the study. The discussion focuses on writing and Facebook, in writing, it will discuss about definition of writing, the writing process, and the purpose of writing, will discuss about definition of text, the definition of recount text, the kind of recount text and the schematic structures of recount text, Then, the last is about teaching class using Facebook.

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                        │   Pre Test   │
                        └──────┬───────┘
            ┌──────────────────┴──────────────────┐
      ┌ ─ ─ ┴ ─ ─ ┐                         ┌ ─ ─ ┴ ─ ─ ─ ┐
      │  Control  │                         │ Experimental │
      └ ─ ─ ┬ ─ ─ ┘                         └ ─ ─ ┬ ─ ─ ─ ┘
      ┌ ─ ─ ┴ ─ ─ ┐                         ┌ ─ ─ ┴ ─ ─ ─ ┐
      │ (Facebook │                         │  Discussion │
      │    Wall   │                         │    Method   │
      └ ─ ─ ─ ─ ─ ┘                         └ ─ ─ ─ ─ ─ ─ ┘
             \                                   /
              ┌ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ─ ┐
              │          Post test          │
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                        ┌──────────────┐
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              │ Improvement on students' Ability in│
              │      Writing Recount Text          │
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```
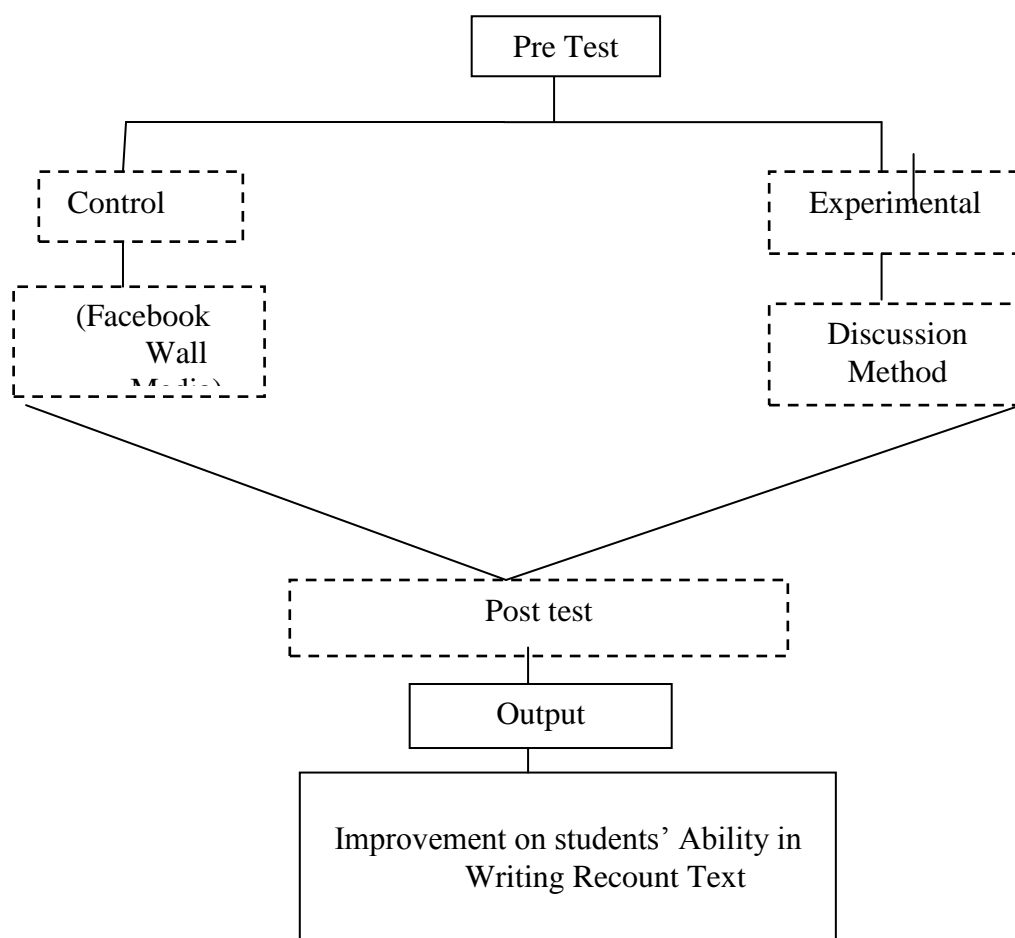
3.1 Scheme Conceptual Framework

E. Research Hypothesis

Based on problem statements that presented by the researcher, the researcher hypothesis is stated as follow :

a. Alternative Hypothesis(H1) : There is significant improvement in writing recount text in terms of content and mechanics using Facebook Wall media in IPS 2

b. Null Hypothesis (Ho) : There is not significant improvement writing recount text in terms of content and mechanics using discussion method in IPS 3

CHAPTER III

RESEARCH METHOD

A. Research Design

Sugiyono (2015: 114) Quasi Experimental Design there are two form of time series design and nonequivalent control group design. Design which is used in this research is quasi experimental design and using nonequivalent control group design model. Before being given treatment, both the experimental group and the control group are given the test is pretest, with a view to know the condition of the group before treatment. Then after treatment, experimental group and group control is given a posttest test, to know the state of the group after

Table 3.1 Quasi Experimental Design Model Nonequivalent :

Group	Pre – test	Treatment	Post-test
Control	0_1	X	0_2
Experimental	0_3	X	0_4

(Sugiyono, 2015: 116)

Control group   :   is subject not getting treatment.

Experimental group   : is subjects that do get the treatment.

Information

     0_1 :   Experiment group before treatment

     0_2 :   Experimental group after treatment

     0_3 :   Control group before treatment

     0_4 :   Unattended control group

     X :   Treatment

B. Population and Sample

a. Population

Population in this research were all eleventh grade inSMA N 1 Sungguminasa, so the population research were 384 students.

b. Sample

Sampling in this study using purposive sampling because researcher descend directly to a specific place that has a population of randomized research by choosing two classes, one class has been given treatment by teaching Facebook wall media and one class as control class. They were X12 as experimental class that consisted of 20students and XI 3as control class that consisted of students. The reason choosing class XI 2and XI3 because samples that have been selected appropriate to the requirements or research objectives (obtaining accurate data). Total sample were 40 student from two class.

C. Variable of The Research

a. Variable independent in this research were Facebook wall media as a media in process learning to improve students' Ability on writing recount text.

b. Variable dependent were teaching writing recount text by using Facebook wall media as a media in process learning.

c. Indicators

After students were trained to write recount test by using Facebook Wall media , the students gave a good quality on content and mechanics. Beside that the students' score higher than before.

D. Research Instrument

The instruments that have been used test:

Test (Pre-test Post-test)

a. The first test that has been given (Pre test) with the aim to know the early ability of learners either, of the control class as well as the experimental class.

b. The second test has been given (Post test) the aim to know the early ability of learning after given treatment. Gave to see learning progress or improvement understood in both classes. Study result test were developed based on indicator on the subject. Discussions that have been set by the curriculum used in school concerned.

E. The Technique of Data Collection

Data Collecting the data was the most important activity in the research in collecting data.

Some steps that have been given by the researcher as follow:

a. The researcher gave pre test to students between experimental and control class. Pre-test for the students in the first meeting in order to know the capacity of the students' competence between the experimental class and

the control class. In the pre-test, the research gave the students a topic which was "My Holiday".

b. Treatment

The researcher explains how to make a writing recount text

Experimental class was the research explains how to make a writing recount text in Facebook wall media as a media in process learning

a.   Experimental class

1). The first meeting

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

    b. Introducing Facebook wall media as a media in learning process and process learning using Facebook wall media

    c. Make a Facebook group and invite all students in class.

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

    e. Teacher explains all about material recount text and past test

2). Second meeting

    a. Teacher repeat again the material all about recount text so the students' more understand

    b. Given treatment by using Facebook wall with the material recount text based on the events students and implements by writing students on the Facebook wall media of each student

c. Teacher answers the students' questions process learning by Facebook .

d. Students are taught to comment on each other's status for learning writing

3). Third meeting

a. Teacher evaluation given treatment the yesterday

b. Teacher print out the result writing on Facebook wall and check writing errors in recount text in terms of content and mechanics

c. Teacher share to result students work who has notes repair

d. Teacher explain repeat again the material all about recount text so the students' more understand

e. Given treatment by using Facebook wall media with the material recount text based on the events students and implements by writing students on the Facebook wall media of each student

f. Teacher answers the students' questions process learning by Facebook .

g. Students were taught to comment on each other's status for learning writing

h. Teacher gave rewards to students who write recount text on Facebook well

4) Fourth meeting

    a. Teacher evaluation given treatment the yesterday

    b. Teacher print out the result writing on Facebook wall media and check writing errors in recount text in terms of content and mechanics

    c. Teacher share to result students work who has notes repair

    d. Teacher explain repeat again the material all about recount text so the students' more understand

    e. Given treatment by using Facebook wall media with the material recount text based on the events students and implements by writing students on the Facebook wall media of each student

    f. Teacher answers the students' questions process learning by Facebook .

    g. Students were taught to comment on each other's status for learning writing

    h. Teacher gave rewards to students who write recount text on Facebook well

5) Fifth meeting

    a. Teacher evaluation given treatment the yesterday

    b. Teacher print out the result writing on Facebook wall media and check writing errors in recount text in terms of content and mechanics

    c. Teacher share to result students work who has notes repair

    d. Teacher explain repeat again the material all about recount text so the students' more understand

    e. Given treatment by using Facebook wall media with the material recount text based on the events students and implements by writing students on the Facebook wall media of each student

    f. Teacher answers the students' questions process learning by Facebook .

    g. Students were taught to comment on each other's status for learning writing

    h. Teacher gave rewards to students who write recount text on Facebook well

6) Sixth meeting

    a. Teacher evaluation given treatment the yesterday

    b. Teacher print out the result writing on Facebook wall media and check writing errors in recount text in terms of content and mechanics

    c. Teacher share to result students work who has notes repair

    d. Teacher explain repeat again the material all about recount text so the students' more understand

e. Given treatment by using Facebook wall media with the material recount text based on the events students and implements by writing students on the Facebook wall media of each student

f. Teacher answers the students' questions process learning by Facebook.

g. Students were taught to comment on each other's status for learning writing

h. Teacher gave rewards to students who write recount text on Facebook well

7). Eighth meeting

a. Teacher print out the result writing on Facebook wall and check writing errors in recount text in terms of content and mechanics

b. Teacher share to result students work who has notes repair

c. Teacher explain repeat again the material all about recount text so the students' more understand

d. Teacher post test to student between experimental and control group. The post-test given to know the change of understood material about recount text after the treatment by using Facebook. This post-test used to know the significant difference between the experimental class which were used Facebook for the treatment and controlled class which were not used any treatment. In the post-test, the research gave the students a topic which were "My School Experience".

b. Control Class

    1). The first meeting

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

       b. Teacher explains all about material recount text and past test

       c. Make a group discussion and explain the group in class for 1one month

       2). Second, third, fourth, fifth, sixth, seventh meeting

    a. Make a group discussion.

    b. Students cooperate with the friends in one title .

    c. Students' presentation in front of class.

    d. Teacher asks the questions about their difficulties in recount text.

   3). Eight meeting : post test

c. post test

    Teacher post test to student between experimental and control group. The post-test given to know the change of understood material about recount text after the treatment by using Facebook. This post-test used to know the significant difference between the experimental class which were used Facebook for the treatment and controlled class which were not used any treatment. In the post-test, the research gave the students a topic which were "My School Experience".

d. Analyzing the result of test.

F. Data Analysis Technique

Test data were analyzed based on the following steps :

1. Calculating score pre test and post test of students follow :

Total score
_____

           Maximum score   x 100 =

(Nurgiyantoro, 2012 :393)

2. Classifying the score of the students' answer into the following measure.

Table 3.2 Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (good - adequate)	Essay addresses the issues but misses some points : ideas could be more fully developed, some extraneous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

(Brown, 2004 : 244-245)

Table 3.3 Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	ect use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors :

	left margin correct : paper is neat and legible
14-12 (adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas
11-6 (unacceptable)	Serious problems with format of paper: parts of essay not legible errors in sentence punctuation and final punctuation: unacceptable to educated readers
5-1 (College Level work)	Complete disregard for English writing conventions: paper illegible : obvious capitals missing, no margins, severe spelling problems

(Brown, 2004 : 244-245)

Table 3.4 Rubric of students score classifications

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

(Depdikbud, 2006 : 29)

3. The average score of post-test of content and mechanic of experiment class :

$$Mx: \frac{\sum x}{N1}$$

(Gay, 2006: 334)

Where:

MX : Mean of experimental class

$\sum Y$: Total of deviation of experimental class

N_1 : number students of experiment class

4. The average score of post-test of content and mechanic of control class:

The formula is as follow;

$$My = \frac{\sum y}{}$$

(Sugiono, 2012: 315)

Where:

MY : Mean of control class

$\sum y$: Total of deviation of control class

N_2 : Number students of experiment class

5.   Find the number of deviation values deviated to theexperimental class.

The formula is as follow;

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

(Arikunto,2010:355)

Where:

$\sum X^2$: Deviation of each post test score from pre test of experimental

class

N   : Number students of experiment class

6. Find the number of deviation values deviated to the control class. The

formula is as follow;

$$\sum Y^2 = \sum y^2 - \frac{(\sum y)^2}{N}$$

(Arikunto,2010:355)

Where:

$\sum Y^2$: Deviation of each pust test score from pre test of control class

N   : Number students of experiment class

7.   Calculates the difference of the mean value of the initial test (y) with the average value of the final test (x) using " t test" by the formula used

$$T - test = \frac{M_x - M_Y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_1 + N_2 - 2}\right]\left[\frac{1}{N_1} + \frac{1}{N_2}\right]}}$$

(Sugiono, 2012: 324)

Where:

Mx : Mean deviation of experimental class

My : Mean deviation of control class

$\sum Y^2$: Deviation of each post test score from pre test of experimental class

$\sum Y^2$: Deviation of each pust test score from pre test of control class

8. Calculation of learning outcomes through treatment

P = $\frac{X2 - X1}{X1}$ X 100 %

P   : Percentage

X^2 : Score post test

X^1 : Score pre test

(Gay, 1981 : 32)

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The research was aimed to describe to use of Facebook wall in improving students' ability in writing recount test of SMA N 1 Sungguminasa. Based on pre test and post test in experimental class and control class in writing recount text in terms of content and mechanics in eleventh grade IPS 2 and IPS 3. The researcher can concluded that :

a. Students` Writing Ability in Terms of Content Using Facebook Wall as Media

a). Experimental Class

1. The Result Writing Ability in Term of Content.

The following is the score of the result of learning English student IPS 2 in writing recount text in term of content through learning Facebook wall media before being given treatment and after given treatment:

Table 4.1 Statistics of Content in Writing Recount Text IPS 2

Content	Pre test	Post test	Range
	33	59. 2	26. 2

Table 4.1 shows that there were pre test 100 % students do not mastered on writing recount text in term of content, in pre test mean 33 in writing recount text in term of content from 20 students. The result of post test showed mean 59. 2 from 33 value pre test. The range between pre test and post was 26. 2.

Table 4.2 The Percentage of Students' Writing Result in term of Content

Category	Pre test Content		Post Test Content	
	frequency	Percentage	iency	Percentage
20-18 ellent to Good	0	0 %	2	10%
17-15 od to Adequate	0 0	0 %	9	45%
14-12 equate to Fair	0	0 %	9	45%
11-6 Unacceptable	20	100 %	0	0 %
5-1 ege Level Work	0	0 %	0	0 %
Total	20	100 %	20	100%

Table 4.2 showed there was 1 student got category excellent to good, 6 students got good to adequate, 4 students got adequate to fair, 9 students got unacceptable, 0 student college level work in post test . Total percentage 100 % from 20 students. The result of pre test 100 % students don't mastered on writing recount text in terms of content

2. The Result Writing Ability in Term of Mechanic

The following is the score of the result of learning English student IPS 2 in writing recount text in term of mechanics through learning Facebook wall media before being given treatment and after given treatment:

Table 4.3 Statistics of Mechanic in Writing Recount Text IPS 2

Mechanic	Pre test	Post test	Range
	40.75	69.6	28. 85

Table 4.3 shows that there were pre test 100 % students do not mastered on writing recount text in terms of mechanic. In pre test mean 40.75 in writing in term of mechanic from 20 students. The result of post test showed in mean 69. 6. The range between pre test and post test was 28.85.

Table 4.4 The Percentage of Students' Writing Result in term of Mechanic

Category	Pre test Mechanic		Post Test Mechanic	
	requency	Percentage	uency	Percentage
20-18 ellent to Good	0	0 %	3	15%
17-15 od to Adequate	0 0	0 %	9	45%
14-12 equate to Fair	8	40%	8	40%
11-6 Inacceptable	12	60%	0	0 %
5-1 ege Level Work	0	0 %	0	0 %
Total	20	100 %	20	100%

Table 4.4 showed there was 3 students got category excellent to good, 9 students got good to adequate, 8 students got adequate to fair, 0 student got unacceptable, 0 student college level work. Total percentage 100 % from 20 students and pre test, 8 students got adequate to fair, 12 students got unacceptable.

Table 4.5 Statistics Percentage of Content and Mechanic in Writing Recount Text IPS 2

Indicator	Pre test	Post test	Percentage improving
ent	33	59.2	79.39
anics	40.75	69.6	70.80

Data Descriptive Statistics percentage of content and mechanic in writing recount textshowed in content was 79.39 % improve from the post test score 59.2 and pre test was 33. The data in recount text interm of mechanics was 70.80 improve from the post test score was 69.6. Can concluded that learning by using Facebook wall to improve students ability in writing recount text in term of content and mechanics is significant improve.
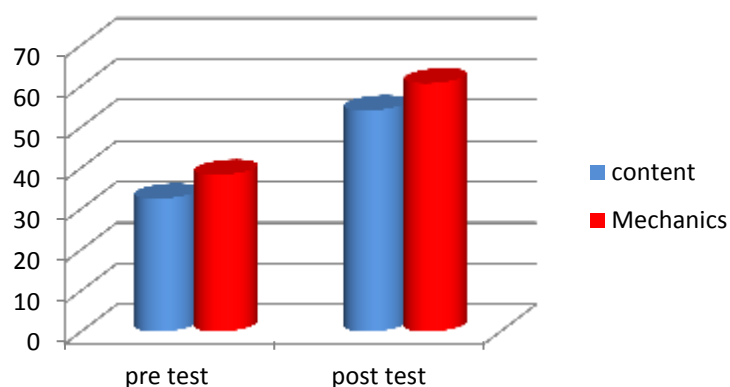
Chart 4.1 Percentage Pre Test and Post Test in Experimental Class

Based on Chart 4.1 in pre test mean 33 in term of content, 59.2 in post test from 20 students. Pre test mean 40.75 in term of mechanics, 69.6 in post test from 20 students. The percentage in content 79.39 % and mechanics 70.80 %.

b. Students` Writing Ability in Terms of Content Using Discussion Method

b). Control Class

1. The Result Writing Ability in Term of Content

The following is the score of the result of learning English student IPS 3 in writing recount text in term of content from data pre test and post test through learning to use discussion method through learning to use discussion method before and after learning through discussion method showed that:

Table 4.6 Statistics of Content in Writing Recount Text IPS 3

Content	Pre test	Post test	Range
	32.5	54.05	21.55

Based on Table 4.6 shows that there were pre test 100 % students do not mastered on writing recount text in terms of content. In pre test mean 32.5 which mean low category. Data post test showed mean 54. 05 which mean fair. The range between pre test and post test was 21.55.

Table 4.7 The Percentage of Students' Writing Result in term of Content

Category	Pre test		Post Test	
	Content		Content	
	requency	ercentage	iency	ercentage
20-18 ellent to Good	0	0 %	0	0%
17-15 od to Adequate	0	0 %	0	0%
14-12 equate to Fair	0	0 %	6	30%

11-6 Unacceptable	19	95%	13	65%
5-1 ege Level Work	1	5 %	1	5 %
Total	20	100 %	20	100%

Table 4.7 showed there was 0 student got category excellent to good, 0 students got good to adequate, 6 students got adequate to fair, 13 students got unacceptable, 1 student college level work. Total percentage 100 % from 20 students. The result of pre test 100 % students don't mastered on writing recount text in terms of content.

2. The Result Writing Ability in Term of Mechanic.

The following is the score of the result of learning English student IPS 3 in writing recount text in term of content from data pre test and post test through learning to use discussion method before and after learning through discussion method showed that:

Table 4.8 Statistics of Mechanic in Writing Recount Text IPS 3

Mechanic	Pre test	Post test	Range
	38.35	60.7	22.35

Based on Table 4.8 shows that there were pre test 100 % students do not mastered on writing recount text in terms of mechanic. The pre test mean 38.35which mean low category. Data post test showed in mean 60.7 which mean low fair. The range between pre test and post test was 22. 35.

Table 4.9 The Percentage of Students' Writing Result in term of Mechanic

Category	Pre test Mechanic		Post Test Mechanic	
	Frequency	Percentage	Frequency	Percentage
20-18 ellent to Good	0	0 %	2	10%
17-15 od to Adequate	0 0	0 %	3	15%
14-12 equate to Fair	0	0%	7	35%
11-6 Unacceptable	20	100%	7	35%
5-1 ege Level Work	0	0 %	1	5 %
Total	20	100 %	20	100%

Table 4.9 showed there was 2 students got category excellent to good, 3 students got good to adequate, 7 students got adequate to fair, 7 students got unacceptable, 0 student college level work in post test. Total percentage 100 % from 20 students and pre test and pre test. The result of pre test 100 % students don't mastered on writing recount text in terms of content.

Table 4.10 Statistics Percentage of Content and Mechanic in Writing Recount Text IPS 3.

Indicator	Pre test	Post test	Percentage improving
ent	32.5	54. 05	66.31 %
anics	38.35	60.7	58.28 %

Data Descriptive Statistics percentage of content and mechanic in writing recount textshowed in content was 66.31 % improving with the post test was 54. 05 and pre test was 33. The data in recount text

interm of mechanics was 58.28 % in percentage improving with the post test was 60.7

Based on the results of data percentage improving, it can be concluded that the experimental classes taught through facebook wall improve compared to control classes that teach through the method of discussion. this shows that significant improvisation by using Facebook wall different teaching by discussion method.
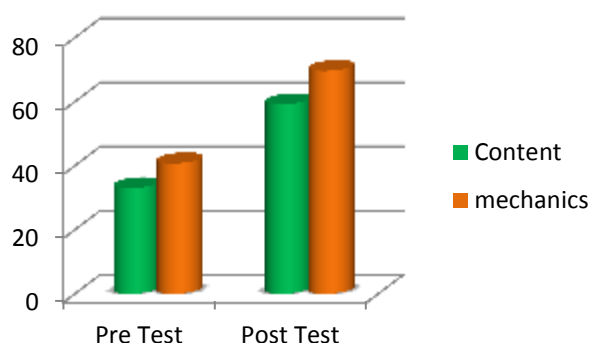
Chart 4.2 Percentage Pre Test and Post Test in Experimental Class

Based on Chart 4.2 in pre test mean 32.5 in term of content, 54.05 in post test from 20 students. Pre test mean 38. 35 in term of mechanics, 60.7 in post test from 20 students. The percentage in content 66. 31 %and mechanics 58.28 %.

c). **Hyphothesis Testing**

Variabel	T-test Value	T-table Value
	36. 53	1. 73

After calculation the t test value, then it is compared with the value of t-table with the level of significance $p = 0.05$ with the degree of freeedom (df

= 19), because the total number of the students 20 students (N-1 = 19) therefore (19) the value of t-test is greater than t-table value.

These findings are used to determine whether or not the hyphothesis stated in this research is statically. As being stated in previous chapter thar the null hypothesis (H0) is rejected when the value of t-test is greater than t-table and alternative hypothesis (H1) is accepted. Based on result can concluded (H1) is accepted an the null hypothesis (H0) is not significant.

The hypothesis criterion states that; if to >tt = Ha is accepted and Ho is rejected. In other condition, if to <tt = Ho is rejected and H1 is accepted. to is t- observation and tt ist-table. The result from calculating the data, is to = 36.35 and tt = 1. 73, it means to is higher than tt in significants, so the null hypothesis (Ho) is rejected, and the alternative hypothesis (H1) is accepted.

B. Disscussion

The research uses quantitative data and analyzing data using statistics. The data was the writing test score for the eleventh year students of SMA N 1 Sungguminasa in the academic year 2016/2017 The form of the test item was written test.

Based on previous research in the academic year 2015 by Giyanto"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. The stages are building knowledge of the field, modeling the text, joint construction of the text, independent construction of the text, improved their cooperative with their friends and

Facebook creativity. This improvement can be seen on students' pre-test and post-test. The average score of students in pre-test was 64, cycle 1 is 69 and cycle 2 is 79.

Many researchers found out how Facebook can be useful in improving students' language learning, in a conceptual paper, Blattner and Fiori examine how Facebook can provide opportunities to enhance the "development of socio-pragmatic competence in language learners" and "the sense of community in language classroom"

Comparison in this thesis is researcher used types of research quasi experimental and the researcher found average 79. 39 from 20 students and previous research 79.Using Facebook wall in content is 79. 39 and 70.80, in mechanics.

1. **Students` Writing Ability in Terms of Content and Mechanics by using Facebook wall**

   The result of pre test 100 % students do not mastered on writing recount text in term of content. In pre test mean 33 in writing in term of content. Data post test showed mean 59.2. The range between pre test and post was 26. 2. The result of mechanic in pre test mean 40.75in writing in term of mechanic. Data post test showed in mean 69.6. The range between pre test and post test was 28.85.

   The students` ability in writing by using Facebook wall was improvement. The result of percentage showed 79. 39 % in content and 70. 80 % in mechanic of post test, it can be known that there were pre test

100 % students do not mastered on writing recount text from 20 students very poor in terms of content and mechanics.

The students` ability taught by using Facebook wall is very good. It means that the Facebook wall arise the student` motivation to get ideas, taught, feeling, and express them into written. By Facebook wall, the students can express their idea freely. Facebook wall usually capture past events, and surely can help students remember details about people, places, and events. In short, they can be powerful sources of text. Besides, the Facebook wall is the worth a thousand words because one Facebook wall can tell students something, even have sequences of story behind it. It was appropriate to write recount text. Facebook wall also help to make the classroom more cheerful place. Through Facebook wall that the researcher used in experimental class, it can be known the score of each student in improving writing recount text by using

Facebook as a Medium of Language Learning There are many websites that demonstrate and guide teachers on how to use Facebook for classroom teaching and learning process. Facebook with its many unique features such as online games and chat room can encourage people to engage and interact with anyone all over the world. However, since most of features are in English, the users have to understand in order to be active in using all of the features. Using media such as Facebook, students can read and listen to a story before writing and recording their own version of similar story. This media provides the multiple modalities needed to meet

the needs of students with different learning styles and strategies. The aural, visual, tactile, and kinesthetic learners have access to a variety of computer-based activities that are well suited to their preferred learning style

Teaching Learning Process in Treatment in doing the treatment the researcher explained about the meaning of recount text, the language features and how to make a good story of recount text. The researcher also explains about how to arrange the sentence in simple past tense.

Teaching Recount Text through Facebook the researcher used some procedures in implementing Facebook in classroom. They are as following: a. the teacher created a separate group page. On this page students can find their classmates and can communicate with them as well as with the teacher. b. The teacher built knowledge of the topic. c. The teacher gave a sample of recount text. d. The teacher gave some questions to guide students to write recount text. e. The students wrote their recount text based on experience. f. students wrote in Facebook every time in English. g. The teacher control in class on process wrote of Facebook, h. teacher evaluatesthe student's writing on the wrong Facebook every week in wrong. i. The teacher gave the final score of students' writing.

When the teacher decides to use Facebook in classroom, some problems will come up when it is applied. 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 features of Facebook is Group, so the teacher can make students join the Facebook group. As a leading social network, Facebook is believed to be the most ideal social networks 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 teacher and student can also continue after the course. It creates a social bond between student and teacher by interaction on Facebook.

However, some students do not currently use Facebook today because there are many social networking sites around them. It is one of disadvantages of Facebook in teaching recount text. Social networking sites such as Blackberry Messanger, WhatApps, Twitter, Instagram, and Path are commonly used by students, it is hard for teacher to apply Facebook for teaching recount text even though 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 is always advantage and disadvantage if Facebook is applied in the classroom. Thus, the teacher should be able to overcome the problem as well.

2. Students` Writing Ability in Terms of Content and Mechanics by Using Discussion Method

The result of pre test 100 % students don't mastered on writing recount text in terms of content. In pre test mean 32.5which mean low category. Data post test showed mean 54. 05 which mean low fair. The range between pre test and post test was 21.55.The pre test of mean was 38.35which mean low category. Data post test showed in mean 60. 7. The range between pre test and post test was 22.35.

The students` ability in writing by using discussion method was not maximal. The result of percentageshowed 66. 31% in content and 58. 28 % in mechanic of post test. The result all the percentage was significant improvement by using Facebook wall.

Teaching writing recount text without using Facebook Wall has a different procedure in this class. The researcher (teacher) gave them some texts (story passages), they did not read the story but they just listened to the teacher who read it and explain it orally. They got the same thing, that was the story, but different in technique.

Although the teacher read the story carefully and clearly, they were still confused and got wrong perceptions of the meaning that they heard. They often asked the meaning of the words to the teacher, but some of them tried to look for the meaning in the dictionary. Sometimes, when the teacher asked the meaning of the new words, they did not answer what she

asked because they did not want to know and they prefer to be quiet. It means that they were.

Based on the theory Blattner, & Fiori, M (2009: 17-28) this media provides the multiple modalities needed to meet the needs of students with different learning styles and strategies. The aural, visual, tactile, and kinesthetic learners have access to a variety of computer-based activities that are well suited to their preferred learning style.

The researcher found that Facebook Wall improved student writing ability in terms of content and mechanics based on the data in the research. The research was 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.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data in pre test and post test in experimental class and control class in writing recount text in terms of content and mechanics in eleventh grade IPS 2 and IPS 3.The following is the score comparison of the result percentage of learning English students experimental class and control class.

1. Writing recount text on Facebook wall as media improve students' writing recount test interm of content in experimental was in pre test mean 33 in writing recount text in term of content from 20 students. The result of post test showed mean 59. 2 from 33 value pre test. The range between pre test and post was 26. 2. Percentage Improving between pre test and post test was 79. 39 %

   Students writing ability in term of mechanic pre test mean 40.75 in writing in term of mechanic from 20 students. The result of post test showed in mean 69. 6. The range between pre test and post test was 28.85.Percentage improving between pre test and post test was 70. 80 %

2. Writing recount text by using discussion method in writing recount test interm of content in control class was in pre test mean 32.5 which mean low category, post test showed mean 54. 05 which mean fair.

The range between pre test and post test was 21.55. Percentage improving 66. 31 %.

Students ability in term of mechanic in pre test mean 38.35which mean low category, post test 60.7 which mean low fair. The range between pre test and post test was 22. 35. Percentage improving 58. 28%.

B. Suggestions

Based on the result of the data analysis and conclusion, the researcher suggests as follow:

1. The teacher English is can used Facebook Wall as a media to improving students writing ability because media gave influence the result of students` achievement on learning. Based on the some research and in this research showed Facebook were give a positive influence

2. The students are more active during the teaching learning process, so it can make the students interested and motivated in learning English. Moreover, they will get a better result. Student felt free in learning process.

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A.1 Lesson Plan
A.2 List of attendees
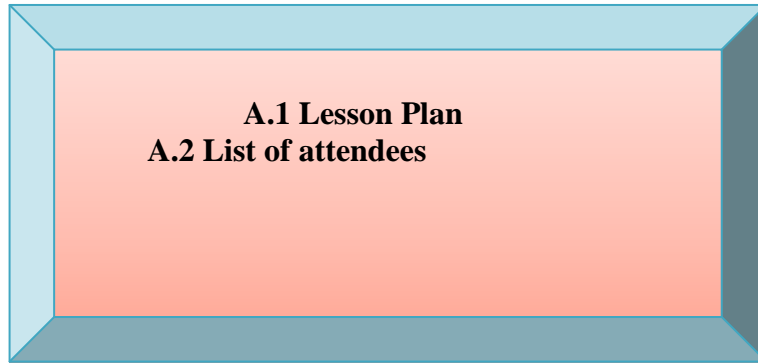
LESSON PLAN

EXPERIMENTAL CLASS

A. **Identitas**

Satuan Pendidikan   : SMA Negeri 1 Sungguminasa

Mata Pelajaran   : Bahasa Inggris

Kelas   : XI

Aspek/Skill   : Writing

Pertemuan   : 1 & 2

Alokasi Waktu   : 4 x 45 menit (4 jam pelajaran)

A. **Kompetensi Inti**

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Mengahargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. **Kompotensi Dasar**

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4.13. Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa

4.14. menyusun teks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial dengan unsur kebahasaan secara benar dan sesuai konteks.

D. Indikator

1. Mampu menyebutkan fungsi dari Facebook
2. Membuat akun facebook
3. Mampu memahami fungsi dari facebook
4. Mengaplikasikan facebook sebagai media pembelajaran
5. Mampu memahami dengan baik makna dalam test recount lisan maupun tulis
6. Mampu membuat kalimat dalam bentuk past tense dan memahami materi recount text dengan baik
7. Memahami aturan kepenulisan dari text recount
8. Mengevaluasi kesalahan pada teks recount

E. Materi Pembelajaran

Mengenal fungsi dan manfaat dari penggunaaan Facebook sebagai media pembelajaran

Materi   : Past tense dan Recount text

Kalimat positip   :   S + V2 + O + adv +

Kalimat Negatip :   S + did not(din't) + V1 + O + adj + …

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

1.   Recount text

Recount Text is one kind of text in English recounting of events or experiences in the past

2.   The purpose of recount text

The purpose of recount text is to entertain or inform the readers.

3.   Generic structure

1. Orientation : Namely the introduction of the form provide information on who, where and when the event or events that occurred in the past.

2. Events : a record of events that occurred, usually presented in chronological order, such as: "In the first day .And in the next day . And in the last day ...." In this section there are also personal comments about the event or events as told.

3. reorientation : Namely the introduction of repetition in orientation, repetition of the summary of the event or events recounted.

F. Model/Metode Pembelajaran

      1. Pendekatan : scientific

      2. Strategi : observe – practice.

G. Media, Alat, dan Sumber Pembelajaran:

  1. Media : *handphone*

  2. Alat :papan tulis, spidol, buku panduan guru

  3. sumber belajar : buku pegangan siswa SMA/SMK/MAK Kelas X semester 1 kemdikbud

H. Langkah-langkah pembelajaran

Pertemuan pertama : Pre test

Pertemuan kedua

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar

	• dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa • serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur) • Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. • Guru bertanya apakah mereka memiliki akun Facebook
INTI	**Observing** • Guru menampilkan group yang telah dibuat untuk siswa bergabung • Mengenal fugsi dan manfaat dari penggunaan Facebook sebagai media pembelajaran bahasa inggris • guru menjelaskan materi tentang past test dan cara menulis recount yang baik • Guru memberikan pemahaman siswa yang belum dipaham dalam pembelajaran yang menggunakan media Facebook **Questioning** • guru bertanya tentang pengalaman siswa menulis status pada Facebook menggunakan bahasa inggris • siswa diminta bertanya pada materi yang belum dipaham/ pembelajran menggunakan media Facebook wall • guru memberikan pemahaman tentang manfaat Facebook wall sebagai media pembelajarn **Experimenting** • guru meminta siswa untuk membuat akun facebook • guru mengundang siswa untuk join pada group pembelajaran • guru memberikan contoh recount text pada Facebook wall

	Explore • Siswa diminta untuk mengexpor kemampuan/ melatih dalam menulis • siswa diminta untuk tidak malu dalam menulis pengalamannya **Associating** • siswa diminta bekerjasama dalam proses pembelajaran dan saling membantu dalam proses pembelajarannya **Communicating** • Guru meminta siswa untuk saling memberikan pendapat tentang tulisan temannya difacebook • guru meminta siswa memberitahukan kesulitan dan ketidak pahaman tentang pembelajaran menggunakan media Facebook/ recount text
PENUTUP	• Guru merefleksikan apa yang mereka pelajari hari ini • Guru mengingatkan kembali bahwa pelajaran bahasa inggris akan menggunakan Facebook dalam beberapa pertemuan mendatang • Guru meminta siswa untuk berpartisipasi karena • Guru akan memberikan reward dalam setiap pertemuan bagi 3 komentar terbaik • Siswa diminta untuk memberikan tanggapan dari tulisan temannya pada dinding Facebook untuk melatih kemmpuan menulis • Guru menginformsikan akan mengoreksi tulisan pada setiap Facebook wall yang ditulis siswa pada setiap pertemuan • Guru memotivasi siswa

I.   **Penilaian**

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (good - adequate)	Essay addresses the issues but misses some points : ideas could be more fully developed, some extraneous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	ct use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible
14-12 (adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas
11-6 (unacceptable)	Serious problems with format of paper: parts of essay not legible errors in sentence punctuation and final punctuation: unacceptable to educated readers
5-1 (College Level work)	Complete disregard for English writing conventions: paper illegible : obvious capitals missing, no margins, severe spelling problems

Rubric of students score classifications

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

Goa   Agustus 2017

Mahasiswa

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LESSON PLAN

EXPERIMENTAL CLASS

C. Identitas

Satuan Pendidikan   : SMA Negeri 1 Sungguminasa

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/Ganjil

Aspek/Skill   : Writing

Pertemuan   : 3 & 4

Alokasi Waktu   : 4 x 45 menit (4 jam pelajaran)

D. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Mengahargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

E. Kompotensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4.13. Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa

4.14. menyusun teks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial dengan unsur kebahasaan secara benar dan sesuai konteks.

D. Indikator

1. Menyusun test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

2. Membuat test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya pada dinding Facebook

F.   Materi Pembelajaran

Memahami feature yang digunakan dalam past tense dan menerapkannya dalam pembelajaran baik tulisan terlebih dalam dinding Facebook

   a. Membuat list dalam bentuk past tense. Buatlah list tentang pengalaman kamu minimal 10 ?

   b.   List yang dibuat masing-masing 2 dari liburan, kejadian/peritiwa, dll

   c. Buatlah dalam bentuk recounttext

F. Model/Metode Pembelajaran

        1. Pendekatan   : scientific

        2. Strategi   : observe – practice.

G. Media, Alat, dan Sumber Pembelajaran:

   1. Media   : *handphone*

   2. Alat   :papan tulis, spidol, buku panduan guru

   3. sumber belajar   : buku pegangan siswa SMA/SMK/MAK Kelas X semester

              1 kemdikbud

H. Langkah-langkah pembelajaran
Pertemuan Ketiga :

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama.

	mengkondisikan kelas, mengawali proses belajar mengajar • dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa • serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur) • Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
INTI	**Observing** • Guru memberikan pemahaman tentang kesalahan dari penjelasan siswa • Siswa menulis pada buku catatan masing-masing • Guru mengontrol siswa dalam mengerjakan tugas diruangan kelas **Questioning** • guru bertanya kendala yang dialami siswa dalam menulis test recount **Explore** • Siswa diminta menerapkan pengetahuan yang telah diberikan tentang recount text pada dinding Facebook • Siswa diminta membuat recount test pada dinding facebook mereka sesuai pengalaman yang telah dilistkan pada buku catatan masing-masing siswa • siswa diminta menulis recount text dengan topic berbeda setiap pertemuan baik dari pengalaman/kejadian/peristiwa • siswa berbagi informasi rinci sera fungsi sosial dari teks recount text sederhana **Associating** • guru menyampaikan bahwa list yang telah dibuat sebanyak 10 akan

KEGIATAN	DESKRIPSI KEGIATAN
	digunakan sampai 7x pertemuan • siswa diminta displin dan bekerja sama dengan baik dalam pembelajaran **Communicating** • Guru meminta siswa untuk saling memberikan pendapat tentang tulisan temannya difacebook • Memberi pemahaman perjelas tentang hal yang belum dipaham terkait pembelajaran
PENUTUP	• Guru merefleksikan apa yang mereka pelajari hari ini • Guru mengingatkan kembali bahwa pelajaran bahasa inggris akan menggunakan Facebook dalam beberapa pertemuan mendatang • Guru meminta siswa untuk berpartisipasi karena • Guru akan memberikan reward dalam setiap pertemuan bagi 3 komentar terbaik • Guru menginformsikan akan mengoreksi tulisan pada setiap Facebook wall yang ditulis siswa pada setiap pertemuan • Guru memotivasi siswa

Pertemuan Keempat.

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar • dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa • serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur) • Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke

	beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
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PENUTUP	• Guru merefleksikan apa yang mereka pelajari hari ini • Guru mengingatkan kembali bahwa

	pelajaran bahasa inggris akan menggunakan Facebook dalam beberapa pertemuan mendatang
	• Guru meminta siswa untuk berpartisipasi karena
	• Guru akan memberikan reward dalam setiap pertemuan bagi 3 komentar terbaik
	• Guru menginformsikan akan mengoreksi tulisan pada setiap Facebook wall yang ditulis siswa pada setiap pertemuan
	• Guru memotivasi siswa

I. Penilaian

Rubric of content assessment in writing.

Category	Criteria
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Rubric assessment in mechanical

Category	Criteria
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	legible
14-12 (adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas
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Rubric of students score classifications

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

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Mahasiswa

Risnawati HM
105355639 13

LESSON PLAN

EXPERIMENTAL CLASS

G. Identitas

Satuan Pendidikan	: SMA Negeri 1 Sungguminasa
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/Ganjil
Aspek/Skill	: Writing
Pertemuan	: 5 & 6
Alokasi Waktu	: 4 x 45 menit (4 jam pelajaran)

H. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Mengahargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

I. Kompotensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4.13. Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa

4.14. menyusun teks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial dengan unsur kebahasaan secara benar dan sesuai konteks.

D. Indikator

3. Menyusun test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4. Membuat test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya pada dinding Facebook

J.   Materi Pembelajaran

Make a recount text based on your group .

F. Model/Metode Pembelajaran

1. Pendekatan   : scientific

2. Strategi   : observe – practice.

G. Media, Alat, dan Sumber Pembelajaran:

1. Media   : *handphone*

2. Alat   :papan tulis, spidol, buku panduan guru

3. sumber belajar   : buku pegangan siswa SMA/SMK/MAK Kelas X semester

1 kemdikbud

H. Langkah-langkah pembelajaran
Pertemuan Kelima :

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	- Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar - dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa - serta mengecek daftar hadir dan

	menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur) • Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
INTI	**Observing** • Guru bertanya pada siswa apa saja yang sudah mereka pelajari tentang recount teks • Guru memberikan pemahaman tentang kesalahan dari penjelasan siswa • Siswa mendiskusikan tugas yang diberikan oleh guru • Siswa menulis pada buku catatan masing-masing **Questioning** • siswa bertanya tentang tugas dalam kelas • Siswa diminta bertanya tersebut hal yang kurang dipahami • Guru bertanya dalam bahasa inggris kesulitan yang dialami **Explore** • Siswa diminta menjawab butir soal yang telah diberikan • Guru dan siswa bersama-sama menjawab butir soal kemudian • Siswa diminta menerapkan pengetahuan yang telah diberikan tentang recount text pada dinding Facebook • Siswa diminta membuat recount test pada dinding facebook mereka sesuai pengalaman kejadian sesuai dengan struktur test recount yang telah diajarkan • siswa diminta menulis recount text dengan topic berbeda setiap pertemuan baik dari pengalaman/kejadian/peristiwa

	• siswa berbagi informasi rinci sera fungsi sosial dari teks recount text sederhana **Associating** • siswa diminta displin dan bekerja sama dengan baik dalam pembelajaran **Communicating** • Guru meminta siswa untuk saling memberikan pendapat tentang tulisan temannya difacebook • Memberi pemahaman perjelas tentang hal yang belum dipaham terkait pembelajaran
PENUTUP	• Guru merefleksikan apa yang mereka pelajari hari ini • Guru mengingatkan kembali bahwa pelajaran bahasa inggris akan menggunakan Facebook dalam beberapa pertemuan mendatang • Guru meminta siswa untuk berpartisipasi karena • Guru akan memberikan reward dalam setiap pertemuan bagi 3 komentar terbaik • Guru menginformsikan akan mengoreksi tulisan pada setiap Facebook wall yang ditulis siswa pada setiap pertemuan • Guru memotivasi siswa

Pertemuan Keenam

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar • dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa • serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir.

	(melatih sikap peduli dan jujur)
	• Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
INTI	**Observing**
	• Guru bertanya pada siswa apa saja yang sudah mereka pelajari tentang recount teks
	• Guru meminta menentukan topic recount baik dari pengalaman/kejadian yang dialami siswa
	• Siswa diminta pendapat mereka tentang pembelajaran bahasa inggis dengan menggunakan Facebook
	Questioning
	• siswa diminta menyampaiakan kendala dan masalah yang dialami dalam pembelajaran
	• Siswa diminta bertanya hal yang tidak dipahami
	Explore
	• Siswa diminta menerapkan pengetahuan yang telah diberikan tentang recount text pada dinding Facebook
	• Siswa diminta membuat recount testpada dinding facebook mereka sesuai pengalaman kejadian sesuai dengan struktur test recount yang telah diajarkan
	• siswa diminta menulis recount text dengan topic berbeda setiap pertemuan baik dari pengalaman/kejadian/peristiwa
	• siswa berbagi informasi rinci sera fungsi sosial dari teks recount text sederhana
	Associating
	• guru memita siswa menyampaikan kesulitan dalam menulis recount text pada Facebook

	Communicating
	• Guru meminta siswa untuk saling memberikan pendapat tentang tulisan temannya difacebook
	• Memberi pemahaman perjelas tentang hal yang belum dipaham terkait pembelajaran
PENUTUP	• Guru merefleksikan apa yang mereka pelajari hari ini
	• Guru mengingatkan kembali bahwa pelajaran bahasa inggris akan menggunakan Facebook dalam beberapa pertemuan mendatang
	• Guru meminta siswa untuk berpartisipasi karena
	• Guru akan memberikan reward dalam setiap pertemuan bagi 3 komentar terbaik
	• Guru menginformsikan akan mengoreksi tulisan pada setiap Facebook wall yang ditulis siswa pada setiap pertemuan
	• Guru memotivasi siswa

I. Penilaian

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (good - adequate)	Essay addresses the issues but misses some points : ideas could be more fully developed, some extraneous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

work)	

Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	ct use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible
14-12 (adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas
11-6 (unacceptable)	Serious problems with format of paper: parts of essay not legible errors in sentence punctuation and final punctuation: unacceptable to educated readers
5-1 (College Level work)	Complete disregard for English writing conventions: paper illegible : obvious capitals missing, no margins, severe spelling problems

Rubric of students score classifications

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

Gowa   Agustus 2017

Mahasiswa

Risnawati HM
105355639 13

LESSON PLAN

EXPERIMENTAL CLASS

K. Identitas

Satuan Pendidikan   : SMA Negeri 1 Sungguminasa

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/Ganjil

Aspek/Skill   : Writing

Pertemuan   : 7 & 8

Alokasi Waktu   : 4 x 45 menit (4 jam pelajaran)

L. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Mengahargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

M.   Kompotensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4.13. Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa

4.14. menyusun teks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial dengan unsur kebahasaan secara benar dan sesuai konteks.

D. Indikator

5. Menyusun test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

6. Membuat test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya pada dinding Facebook

N. Materi Pembelajaran

Our trip to the Blue Mountain

On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court.

On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

In the afternoon we went home. That was very pleasant moment with my family that I ever got.

Questions   :

Determine the generic structure in paragraph the story above (explain)?

F. Model/Metode Pembelajaran

1. Pendekatan   : scientific

2. Strategi   : observe – practice.

G. Media, Alat, dan Sumber Pembelajaran:

1. Media   : *handphone*

2. Alat   :papan tulis, spidol, buku panduan guru

3. sumber belajar   : buku pegangan siswa SMA/SMK/MAK Kelas X semester

1 kemdikbud

H. Langkah-langkah pembelajaran

Pertemuan Ketujuh :

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar • dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa • serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur) • Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
INTI	**Observing** • Guru bertanya pada siswa apa saja yang sudah mereka pelajari tentang recount teks • Guru memberikan pemahaman tentang kesalahan dari penjelasan siswa • Siswa mendiskusikan tugas yang diberikan oleh guru • Siswa menulis pada buku catatan masing-masing **Questioning** • siswa bertanya tentang tugas dalam kelas • Siswa diminta bertanya tersebut hal yang kurang dipahami **Explore** • Siswa diminta menjawab butir soal yang telah diberikan • Guru dan siswa bersama-sama

	menjawab butir soal kemudian
	• Siswa diminta menerapkan pengetahuan yang telah diberikan tentang recount text pada dinding Facebook
	• Siswa diminta menulis recount test pada dinding facebook mereka sesuai pengalaman kejadian sesuai dengan struktur test recount yang telah diajarkan
	• siswa diminta menulis recount text dengan topic berbeda setiap pertemuan baik dari pengalaman/kejadian/peristiwa
	• siswa berbagi informasi rinci sera fungsi sosial dari teks recount text sederhana
	Associating
	• siswa diminta displin dan bekerja sama dengan baik dalam pembelajaran
	Communicating
	• Guru meminta siswa untuk saling memberikan pendapat tentang tulisan temannya difacebook
	• Memberi pemahaman perjelas tentang hal yang belum dipaham terkait pembelajaran
PENUTUP	• Guru merefleksikan apa yang mereka pelajari hari ini
	• Guru mengingatkan kembali bahwa pelajaran bahasa inggris akan menggunakan Facebook dalam beberapa pertemuan mendatang
	• Guru meminta siswa untuk berpartisipasi karena
	• Guru akan memberikan reward dalam setiap pertemuan bagi 3 komentar terbaik
	• Guru menginformsikan akan mengoreksi tulisan pada setiap Facebook wall yang ditulis siswa pada setiap pertemuan
	• Guru memotivasi siswa

Pertemuan Kedelapan : post test

I. Penilaian

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (good - adequate)	Essay addresses the issues but misses some points : ideas could be more fully developed, some extraneous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	ect use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible
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5-1 (College Level work)	Complete disregard for English writing conventions: paper illegible : obvious capitals missing, no margins, severe spelling problems

Rubric of students score classifications

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

Gowa,   September 2017

Mahasiswa

Risnawati HM
105355639 13

LESSON PLAN
CONTROL CLASS

A. Identitas

SatuanPendidikan : SMA Negeri 1 Sungguminasa

Mata Pelajaran : BahasaInggris

Kelas/Semester : X1

Aspek/Skill : Writing

Pertemuan : 1 & 2

AlokasiWaktu : 4 x 45 menit (4 jam pelajaran)

B. Kompetensi Inti

1. Menghargaidanmenghayatiajaran agama yang dianutnya.

2. Mengahargaidanmenghayatiperilakujujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun percayadiri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, danprosedural) berdasarkan rasa ingin tahun tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. mencoba, mengolah, danmenyajidalamranahkonkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) danranahabstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuaidengan yang di pelajari di sekolahdansumber lain yang samadalamsudutpandang/teori

C. KompotensiDasar

3.9. Menganalisisfungsisosial, strukturteks, danunsurkebahasaanpadateks recount sederhanatentangpengalaman/ kejadian/ peristiwa, sesuaidengankontekspenggunnya.

4.13. Menangkapmaknadalamteks recount lisandantulis, sederhana, tentangpengalaman, kegiatan, kejadian, danperistiwa

4.14. menyusunteks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi social dengan unsure kebahasaan secara benar dan sesuai konteks.

D. Indikator

1. Mengidentifikasigambaranumum, informasitertentudanrincidariteks recount sederhanatentangkegiatan/
kejadian/peristiwadenganpenuhpercayadiridanbertanggungjawab.
2. Mampumemahamidenganbaikmaknadalam test recount lisanmaupuntulis
3. Mampumembuatkalimatdalambentuk past tense danmemahamimateri recount text denganbaik
4. Memahamiaturankepenulisandari text recount

E. MateriPembelajaran

Mengenalfungsidanmanfaatdaripenggunaaan Facebook sebagai media pembelajaran

Materi : Past tense dan recount text

Kalimatpositip : S + V2 + O + adv +

KalimatNegatip : S + did not(din't) + V1 + O + adj + …

KalimatInterogatif/pertanyaan: Did + S + V1 + O + adv + …

4. Recount text

Recount Text is one kind of text in English recounting of events or experiences in the past

5. The purpose of recount text

The purpose of recount text is to entertain or inform the readers.

6. Generic structure

1. Orientation : Namely the introduction of the form provide information on who, where and when the event or events that occurred in the past.

2. Events : a record of events that occurred, usually presented in chronological order, such as: "In

the first day .And in the next day . And in the last day ...." In this section there are also personal comments about the event or events as told.

3. reorientation : Namely the introduction of repetition in orientation, repetition of the summary of the event or events recounted.

F. Model/MetodePembelajaran

    1. Pendekatan   : scientific

    2. Strategi   : observe – practice.

    3. Method   : Discussion method

G. Media, Alat, danSumberPembelajaran:

  1. Media   :Book

  2. Alat   :PapanTulis, Spidol, BukuPanduan Guru

  3. sumberbelajar   : bukupegangansiswa SMA/SMK/MAK Kelas X semester 1 kemdikbud

H. Langkah-langkahpembelajaran

Pertemuanpertama : Pre test

Pertemuankedua

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• MengucapkansalamdanlangsungmenyapamenggunakanbahasaInggris agar English Environment dapatlangsungtercipta di pertemuanpertama. mengkondisikankelas, mengawali proses belajarmengajar • denganmembacado'abersama-sama. (untukmelatihketaatandalamberibadah) Kemudiandilanjutkandenganmenanyakankabarsiswa •sertamengecekdaftarhadirdanmenanyakansiapa yang tidakhadir. (melatihsikappedulidanjujur) • Jikamemungkinkan, guru dapatbertanyatentangkabarmerekakebeberapaanaksecara

	individual untukmemastikanbahwapesertadidikdapatmeresponperkataan guru.
KEGIATAN INTI	**Observing** • Guru menjelaskanmateriterkaitdengan recount test dalammenulis • Guru membagikelompokdiskusi • Setiapkelompokmenentukan topic test recount yang akanmerekadiskusikan • Siswamendiskusiakantugas yang diberikandidalamkelas • Siswamenulis text recount text padabukucatatanmasing-masing • Setiapkelompokmembacakanhasildaridiskusikelompokmerekadalammembuat text recount text **ioning** • Siswadimintabertanyatersebuthal yang kurangdipahami. **re** • Guru memintasiswalatihanmenulis recount text dengantemankelompokdiskusinya • Guru memintasiswamenggunakanstrukturkepenulisan recount text sesuai yang diajarkan **iating** • Siswamengelompokkanteks recount sederhanasesuaidenganfungsisosialnya. • Siswamemperolehbalikan (*feedback*) dari gurudantemantentangsetiap yang diasampaikandalamkerjakelompok. **municating** • Siswamembuatlaporanevaluasidirisecaratertulistentangpengalamandalammenggambarkankegiatan/kejadian/peristiwa
PENUTUP	• memberikanumpakbalikterhadap proses pembelajaran • Menginformasikankegiatanbelajarberikutnya

I. Penilaian

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
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14-12 (adequate to	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't

fair)	divided exactly right
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

Rubric assessment in mechanical

Category	Criteria
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Rubric of students score classifications

No	Score	Score Classifications
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5	0-34	Very poor

Goa   Agustus 2017

Mahasiswa

Risnawati HM

LESSON PLAN
CONTROL CLASS

O. Identitas

SatuanPendidikan : SMA Negeri 1 Sungguminasa

Mata Pelajaran : BahasaInggris

Kelas/Semester : X1

Aspek/Skill : Writing

Pertemuan : 1 & 2

AlokasiWaktu : 4 x 45 menit (4 jam pelajaran)

P. KompetensiInti

1. Menghargaidanmenghayatiajaran agama yang dianutnya.

2. Mengahargaidanmenghayatiperilakujujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santunpercayadiri, dalamberinteraksisecaraefektifdenganlingkungan social danalamdalamjangkauanpergaulandankeberadaannya.

3. Memahamipengetahuan (factual, konseptual, danprosedural) berdasarkan rasa ingintahunyatentangilmupengetahuan, teknologi, seni, budayaterkaitfenomenadankejadiantampakmata.

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Q. KompotensiDasar

3.9. Menganalisisfungsisosial, strukturteks, danunsurkebahasaanpadateks recount sederhanatentangpengalaman/ kejadian/ peristiwa, sesuaidengankontekspenggunnya.

4.13. Menangkapmaknadalamteks recount lisandantulis, sederhana, tentangpengalaman, kegiatan, kejadian, danperistiwa

4.14. menyusunteks recount lisandansederhanatentangpengalaman, kegiatan, kejadian, danperistiwa, denganmemperhatikanfungsisosialdenganunsurkebahasaansecarabenard ansesuaikonteks.

D. Indikator

5. Mengidentifikasigambaranumum, informasitertentudanrincidariteks recount sederhanatentangkegiatan/
kejadian/peristiwadenganpenuhpercayadiridanbertanggungjawab.

6. Mampumemahamidenganbaikmaknadalam test recount lisanmaupuntulis

7. Mampumembuatkalimatdalambentuk past tense danmemahamimateri recount text denganbaik

8. Memahamiaturankepenulisandari text recount

E. MateriPembelajaran

Mengenalfungsidanmanfaatdaripenggunaaan Facebook sebagai media pembelajaran

Materi   : Past tense dan recount text

Kalimatpositip   :   S + V2 + O + adv +

KalimatNegatip   :   S + did not(din't) + V1 + O + adj + …

KalimatInterogatif/pertanyaan: Did + S + V1 + O + adv + …

7.   Recount text

Recount Text is one kind of text in English recounting of events or experiences in the past

8.   The purpose of recount text

The purpose of recount text is to entertain or inform the readers.

9.   Generic structure

1. Orientation   : Namely the introduction of the form provide

information on who, where and when the event or

events that occurred in the past.

2. Events   : a record of events that occurred, usually presented in chronological order, such as: "In the first day .And in the next day . And in the last day ...." In this section there are also personal comments about the event or events as told.

3. reorientation   : Namely the introduction of repetition in orientation, repetition of the summary of the event or events recounted.

F. Model/MetodePembelajaran

1. Pendekatan   : scientific
2. Strategi   : observe – practice.
3. Method   : Discussion method

G. Media, Alat, danSumberPembelajaran:

1. Media   :Book
2. Alat   :PapanTulis, Spidol, BukuPanduan Guru
3. sumberbelajar   : bukupegangansiswa SMA/SMK/MAK Kelas X semester 1 kemdikbud

H. Langkah-langkahpembelajaran

Pertemuanpertama : Pre test

Pertemuankedua

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• MengucapkansalamdanlangsungmenyapamenggunakanbahasaInggris agar English Environment dapatlangsungtercipta di pertemuanpertama. mengkondisikankelas, mengawali proses belajarmengajar • denganmembacado'abersama-sama. (untukmelatihketaatandalamberibadah)

	Kemudiandilanjutkandenganmenanyakankabarsiswa
	• sertamengecekdaftarhadirdanmenanyakansiapa yang tidakhadir. (melatihsikappedulidanjujur)
	• Jikamemungkinkan, guru dapatbertanyatentangkabarmerekakebeberapaanaksecara individual untukmemastikanbahwapesertadidikdapatmeresponperkataan guru.
KEGIATA N INTI	**Observing**
	• Guru menjelaskanmateriterkaitdengan recount test dalammenulis
	• Guru membagikelompokdiskusi
	• Setiapkelompokmenentukan topic test recount yang akanmerekadiskusikan
	• Siswamendiskusiakantugas yang diberikandidalamkelas
	• Siswamenulis text recount text padabukucatatanmasing-masing
	• Setiapkelompokmembacakanhasildaridiskusikelompokmerekadala mmembuat text recount text
	tioning
	• Siswadimintabertanyatersebuthal yang kurangdipahami.
	re
	• Guru memintasiswalatihanmenulis recount text dengantemankelompokdiskusinya
	• Guru memintasiswamenggunakanstrukturkepenulisan recount text sesuai yang diajarkan
	iating
	• Siswamengelompokkanteks recount sederhanasesuaidenganfungsisosialnya.
	• Siswamemperolehbalikan (*feedback*) dari gurudantemantentangsetiap yang diasampaikandalamkerjakelompok.
	municating
	• Siswamembuatlaporanevaluasidirisecaratertulistentangpengalama ndalammenggambarkankegiatan/kejadian/peristiwa
PENUTUP	• memberikanumpakbalikterhadap proses pembelajaran
	• Menginformasikankegiatanbelajarberikutnya

J. Penilaian

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (good -	Essay addresses the issues but misses some points : ideas could be more fully developed, some

adequate)	extraneous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	ct use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible
14-12 (adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas
11-6 (unacceptable)	Serious problems with format of paper: parts of essay not legible errors in sentence punctuation and final punctuation: unacceptable to educated readers
5-1 (College Level work)	Complete disregard for English writing conventions: paper illegible : obvious capitals missing, no margins, severe spelling problems

Rubric of students score classifications

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

Goa   Agustus 2017

Risnawati HM
105355639 13

LESSON PLAN

CONTROL CLASS

R. Identitas

Satuan Pendidikan : SMA Negeri 1 Sungguminasa

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/Ganjil

Aspek/Skill   : Writing

Pertemuan   : 3 & 4

Alokasi Waktu   : 4 x 45 menit (4 jam pelajaran)

S. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Mengahargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

T. Kompotensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4.13. Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa

4.14. menyusun teks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial dengan unsur kebahasaan secara benar dan sesuai konteks.

D. Indikator

7. Menyusun test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

8. Membuat test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

E. Materi Pembelajaran

Make a recount text based on event/experience you are group discussion

F. Model/Metode Pembelajaran

1. Pendekatan   : scientific

2. Strategi   : observe – practice.

3. Method   : Discussion method

G. Media, Alat, dan Sumber Pembelajaran:

1. Media   :Book

2. Alat   :Papan Tulis, Spidol, Buku Panduan Guru

3. sumber belajar   : buku pegangan siswa SMA/SMK/MAK Kelas X semester

1 kemdikbud

H. Langkah-langkah pembelajaran

Pertemuan Ketiga

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar • dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan

	dengan menanyakan kabar siswa
	• serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur)
	• Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
KEGIATAN INTI	**Observing**
	• Guru bertanya tentang pengertian dari recount text
	• Guru mengamati seberapa jauh pemahaman siswa
	• Siswa membaca materi yang diberikan oleh guru
	• Guru membagi siswa dalam kelompok diskusi
	• Siswa mendiskusikan tugas yang telah diberikan
	tioning
	• Siswa diminta bertanya tersebut hal yang kurang dipahami baik dari recount text maupun sioal yang diberikan oleh guru
	re
	• Guru meminta siswa mengerjakan tugas kelas materi recount text dengan teman kelompok diskusinya
	• Guru bersama-sama menjawab butir soal yang diberikan
	• Guru meminta siswa membuat recount test bersama teman diskusi
	• Guru meminta siswa menggunakan struktur kepenulisan recount text sesuai yang diajarkan
	iating
	• Siswa mengelompokkan teks recount sederhana sesuai dengan fungsi sosialnya.
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

	mmunicating
	• Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa
PENUTUP	• memberikan umpak balik terhadap proses pembelajaran • Menginformasikan kegiatan belajar berikutnya

Pertemuan keempat

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar • dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa • serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur) • Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
KEGIATAN INTI	**Observing** • Guru bertanya tentang pengertian dari recount text • Guru mengamati seberapa jauh pemahaman siswa • Guru meminta siswa duduk dengan teman kelompoknya • Siswa mendiskusikan tugas yang telah diberikan **tioning** • Siswa diminta bertanya tersebut hal yang kurang dipahami baik dari

	recount text maupun sioal yang diberikan oleh guru
	re
	• Guru meminta siswa membuat test recount setiap kelompok
	• Guru meminta setiap kelompok memperesentasikan hasil kerja kelompok dalam diskusi
	• Guru meminta siswa menggunakan struktur kepenulisan recount text sesuai yang diajarkan
	• Guru memperbaik kesalahan siswa
	iating
	• Siswa mengelompokkan teks recount sederhana sesuai dengan fungsi sosialnya.
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
	municating
	• Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa
PENUTUP	• memberikan umpak balik terhadap proses pembelajaran
	• Menginformasikan kegiatan belajar berikutnya

I. Penilaian

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (good - adequate e)	Essay addresses the issues but misses some points : ideas could be more fully developed, some extraneous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right

11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
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Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	...ect use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible
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Rubric of students score classifications

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

Gowa   Agustus 2017

Mahasiswa

Risnawati HM
105355639 13

LESSON PLAN
CONTROL CLASS

U. Identitas

Satuan Pendidikan   : SMA Negeri 1 Sungguminasa

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : X/Ganjil

Aspek/Skill   : Writing

Pertemuan   : 5 & 6

Alokasi Waktu   : 4 x 45 menit (4 jam pelajaran)

V. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Mengahargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

W.   Kompotensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4.13. Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa

4.14. menyusun teks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial dengan unsur kebahasaan secara benar dan sesuai konteks.

D. Indikator

9. Menyusun test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

10. Membuat test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

F.   Materi Pembelajaran

Make a recount text based on the event/experience your group

F. Model/Metode Pembelajaran

1. Pendekatan   : scientific

2. Strategi   : observe – practice.

3. Method   : Discussion method

G. Media, Alat, dan Sumber Pembelajaran:

1. Media   :Book

2. Alat   :Papan Tulis, Spidol, Buku Panduan Guru

3. sumber belajar   : buku pegangan siswa SMA/SMK/MAK Kelas X semester

1 kemdikbud

H. Langkah-langkah pembelajaran

Pertemuan Kelima

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar • dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan

	dengan menanyakan kabar siswa
	• serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur)
	• Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
KEGIATAN INTI	**Observing**
	• Guru bertanya tentang pengertian dari recount text
	• Guru mengamati seberapa jauh pemahaman siswa
	• Siswa membaca materi yang diberikan oleh guru
	• Siswa duduk bersama teman diskusinya
	• Siswa mendiskusikan tugas yang telah diberikan
	ioning
	• Siswa diminta bertanya tersebut hal yang kurang dipahami baik dari recount text maupun sioal yang diberikan oleh guru
	re
	• Guru meminta siswa bekerjasama dalam menyelesaikan tugas dalam kelas bersama teman kelompok masing-masing
	• Guru meminta siswa menggunakan struktur kepenulisan recount text sesuai yang diajarkan
	• Guru meminta siswa bekerjasama dengan displin
	• Guru meminta siswa membuat recount test dengan teman diskusi
	iating
	• Siswa mempresentasikan hasil kerja kelompok diskusi
	• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan

	dalam kerja kelompok.
	mmunicating
	• Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa
PENUTUP	• memberikan umpak balik terhadap proses pembelajaran
	• Menginformasikan kegiatan belajar berikutnya

Pertemuan keenam

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	• Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar
	• dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa
	• serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur)
	• Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
KEGIATAN INTI	**Observing**
	• Guru bertanya tentang pengertian dari recount text
	• Guru mengamati seberapa jauh pemahaman siswa
	• Siswa membaca materi yang diberikan oleh guru
	• Siswa duduk bersama teman diskusinya
	• Siswa mendiskusikan tugas yang telah diberikan

	ioning • Siswa diminta bertanya tersebut hal yang kurang dipahami baik dari recount text maupun sioal yang diberikan oleh guru **re** • Guru meminta siswa membuat recount text • Guru meminta siswa menggunakan struktur kepenulisan recount text sesuai yang diajarkan • Guru meminta siswa bekerjasama dengan displin **iating** • Siswa mempresentasikan hasil kerja kelompok diskusi • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **municating** • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa
PENUTUP	• memberikan umpak balik terhadap proses pembelajaran • Menginformasikan kegiatan belajar berikutnya

I. Penilaian

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
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14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right

Category	Criteria
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	ct use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible
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Rubric of students score classifications

No	Score	Score Classifications
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2	65-84	Good
3	55-64	Fair
4	35-54	Poor
5	0-34	Very poor

Gowa   Agustus 2017

Mahasiswa

Risnawati HM
105355639 13

LESSON PLAN

CONTROL CLASS

A. **Identitas**

Satuan Pendidikan : SMA Negeri 1 Sungguminasa

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/Ganjil

Aspek/Skill : Writing

Pertemuan : 7 & 8

Alokasi Waktu : 4 x 45 menit (4 jam pelajaran)

B. **Kompetensi Inti**

a. Menghargai dan menghayati ajaran agama yang dianutnya.

b. Mengahargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.

c. Memahami pengetahuan (factual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

d. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, mengarang) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

C. Kompotensi Dasar

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

4.13. Menangkap makna dalam teks recount lisan dan tulis, sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa

4.14. menyusun teks recount lisan dan sederhana tentang pengalaman, kegiatan, kejadian, dan peristiwa, dengan memperhatikan fungsi sosial dengan unsur kebahasaan secara benar dan sesuai konteks.

D. Indikator

11. Menyusun test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

12. Membuat test recount sederhana sesuai dengan struktur teks, dan unsur kebahasaan pada teks recount sederhana tentang pengalaman/ kejadian/ peristiwa, sesuai dengan konteks penggunnya.

G.   Materi Pembelajaran

Make a recount text based on event/experience in your group

F. Model/Metode Pembelajaran

1. Pendekatan   : scientific

2. Strategi   : observe – practice.

3. Method   : Discussion method

G. Media, Alat, dan Sumber Pembelajaran:

1. Media   :Book

2. Alat   :Papan Tulis, Spidol, Buku Panduan Guru

3. sumber belajar   : buku pegangan siswa SMA/SMK/MAK Kelas X semester 1 kemdikbud

H. Langkah-langkah pembelajaran

Pertemuan Kelima

KEGIATAN	DESKRIPSI KEGIATAN
PENDAHULUAN	- Mengucapkan salam dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama. mengkondisikan kelas, mengawali proses belajar mengajar - dengan membaca do'a bersama-sama. (untuk melatih ketaatan dalam

	beribadah) Kemudian dilanjutkan dengan menanyakan kabar siswa
	• serta mengecek daftar hadir dan menanyakan siapa yang tidak hadir. (melatih sikap peduli dan jujur)
	• Jika memungkinkan, guru dapat bertanya tentang kabar mereka ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.
KEGIATAN INTI	**Observing** • Guru bertanya tentang pengertian dari recount text • Guru mengamati seberapa jauh pemahaman siswa • Siswa membaca materi yang diberikan oleh guru • Siswa duduk bersama teman diskusinya • Siswa mendiskusikan tugas yang telah diberikan **ioning** • Siswa diminta bertanya tersebut hal yang kurang dipahami baik dari recount text maupun sioal yang diberikan oleh guru **re** • Guru meminta siswa bekerjasama dalam menyelesaikan tugas dalam kelas bersama teman kelompok masing-masing • Guru meminta siswa menggunakan struktur kepenulisan recount text sesuai yang diajarkan • Guru meminta siswa bekerjasama dengan displin • Guru meminta siswa membuat recount test dengan teman diskusi **iating** • Siswa mempresentasikan hasil kerja kelompok diskusi • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan

	dalam kerja kelompok.
	...municating
	• Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan kegiatan/kejadian/peristiwa
PENUTUP	• memberikan umpak balik terhadap proses pembelajaran
	• Menginformasikan kegiatan belajar berikutnya

Pertemuan kedelapan : post test

D. Penilaian

Rubric of content assessment in writing.

Category	Criteria
20-18 (excellent to good)	Essay addresses the assigned topic, the ideas are concrete and thoroughly development : no material, essay reflects through
17-15 (good - adequate)	Essay addresses the issues but misses some points : ideas could be more fully developed, some extraneous material in present
14-12 (adequate to fair)	Development of ideas not complete or essay is somewhat off the topic: paragraphs aren't divided exactly right
11-6 (unacceptable)	Ideas incomplete essay does not reflect careful thinking or was hurriedly written inadequate effort in area of content
5-1 (College Level work)	Essay is completely inadequate and does not reflect college level work : no apparent effort to consider the topic carefully

Rubric assessment in mechanical

Category	Criteria
20-18 (excellent to good)	...ect use of English writing conventions : left and right margins, all needed capitals, paragraphs indented punctuation and spelling very neat
17-15 (good - adequate)	Some problems with writing conventions or punctuation : occasional spelling errors : left margin correct : paper is neat and legible

14-12 (adequate to fair)	Uses general writing conventions but has errors: spelling problems distract reader: punctuation errors interfere with ideas
11-6 (unacceptable)	Serious problems with format of paper: parts of essay not legible errors in sentence punctuation and final punctuation: unacceptable to educated readers
5-1 (College Level work)	Complete disregard for English writing conventions: paper illegible : obvious capitals missing, no margins, severe spelling problems

Rubric of students score classifications

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

Goa   Agustus 2017

Mahasiswa

Risnawati HM
105355639 13

APPENDIX B

B.1 Score writing in term of content and mechanic (Experimental class)
B.2 Score writing in term of content mechanics (Control class)

SCORE VALUE OF PRE TEST AND POST TEST GRADE XI2
STUDENTS
IN TERMS OF CONTENT AND MECHANIS AT SMA NEGERI 1
SUNGGUMINASA ACADEMIC YEAR 2016/2017
(EXPERIMENTAL CLASS)

IN CONTENT

STUDENTS	X1	X2	X	X^2
1	45	78	33	1089
2	20	60	40	1600
3	35	45	10	100
4	40	70	30	900
5	40	70	20	400
6	35	45	10	100
7	30	40	10	100
8	35	48	13	169
9	35	62	27	729
10	30	50	20	400
11	30	75	45	2025
12	35	50	15	225
13	30	75	45	2025
14	30	78	48	2304
15	35	50	15	225
16	30	45	15	225

17	35	61	26	676
18	25	45	20	400
19	35	45	10	100
20	35	85	50	2500
	$\sum X1 : 660$	$\sum X2 : 1184$	$\sum X : 524$	$\sum X2 : 18562$
	33	59,2		

IN MECHANICS

STUDENTS	X1	X2	X	X^2
1	50	60	10	100
2	20	60	40	1600
3	45	64	19	361
4	45	87	42	1764
5	40	60	20	400
6	45	60	10	100
7	40	48	8	64
8	40	56	16	256
9	40	75	35	1225
10	35	70	35	1225
11	40	70	30	900
12	35	64	29	841
13	35	70	35	1225

14	35	55	20	400
15	40	77	37	1369
16	40	80	40	1600
17	40	85	45	2025
18	20	77	57	3249
19	45	77	32	1024
20	45	70	25	625
	$\sum X1 : 815$	$\sum X2 : 1392$	$\sum X : 577$	$\sum X2 : 19101$
	40,75	69,6		

SCORE VALUE OF PRE TEST AND POST TEST GRADE XI2 STUDENTSIN TERMS OF CONTENT AND MECHANIS AT SMA NEGERI 1 SUNGGUMINASA ACADEMIC YEAR 2016/2017 (CONTROL CLASS)

IN CONTENT

STUDENTS	X1	X2	X	X^2
1	40	70	30	900
2	35	70	35	1225
3	35	43	8	64
4	40	66	26	676
5	35	75	40	1600
6	35	60	25	625
7	30	39	9	81
8	35	67	32	1024
9	35	75	40	1600
10	35	43	8	64
11	35	43	8	64
12	35	48	13	169
13	25	45	20	400
14	20	60	40	1600
15	12	15	3	9
16	35	75	40	1600
17	35	61	26	676

18	30	49	19	361
19	35	42	7	49
20	35	50	15	225
	$\sum$X1 :650	$\sum$X2 :1081	$\sum$X :431	$\sum$X2: 11873
	32,5	54,05		

IN MECHANICS

STUDENTS	X1	X2	X	X^2
1	35	60	25	625
2	40	85	45	2025
3	40	52	12	144
4	42	70	28	784
5	30	43	13	169
6	40	52	12	144
7	40	72	32	1024
8	40	65	25	625
9	45	83	38	1444
10	35	60	25	625
11	35	60	25	625
12	35	58	23	529
13	35	62	27	729
14	20	46	26	672

15	10	15	5	25
16	40	65	25	625
17	40	79	39	1521
18	45	65	20	400
19	45	65	20	400
20	45	57	12	144
	$\sum$X1 :767	$\sum$X2 :1214	$\sum$X :447	$\sum$X2: 11933
	38,35	60,7		

B.2 THE RESULT OF STUDENTS' PRE TEST AND POST TEST IN EACH WRITING (CONTOL CLASS)

N	NAME	The score of Writing Element			
		Pre test		Post test	
		Content	Mechanics	Content	Mechanics
1	Muh Yusril Ananta	40	35	70	60
2	Muh suci Irwanda	35	40	70	85
3	Andi Malarangeng	35	40	43	52
4	Muh hepri dermawan	40	42	66	70
5	Neng Rosita	35	35	60	43
6	Alya Amelia	35	40	65	52
7	Alif Haryono	33	40	39	72
8	Tesa rahmawati	35	40	67	65
9	Nur zhafirah	35	45	75	83
10	Nur padillah azzahra	35	35	43	60
11	Nurlaila U. gadsar	35	35	43	60
12	Intan Amalia	35	35	48	58
13	Amira purwanti	25	35	45	62
14	Armita puspita	20	20	60	46
15	Rahdiyanti mutiara Suci	12	10	15	15
16	Karmila nur fajriah	35	40	70	65
17	Medya ananda R	35	40	61	79

18	Irsany fedria	30	45	49	65
19	Wulil albab najir	35	45	42	65
20	Muh kautsar maulana	35	45	50	57
		650	767	1081	1214
		32,5	38,35	54,05	60,7

B.1 THE RESULT OF STUDENTS' PRE TEST AND POST TEST IN EACH WRITING (EXPERIMENTAL RESEARCH)

| N | NAME | L/P | The Score of Writing Element | | | |
| | | | Pre test | | Post test | |
			Content	Mechanics	Content	Mechanics
1	AndiAuliyaValma B	p	45	50	78	60
2	A.Muh. ZakyFadlan	L	20	20	60	60
3	MuhTaufan B	P	35	45	67	64
4	RiskaAmalia	L	40	45	70	87
5	YasenRicco	L	35	40	60	70
6	Misbahyanti A	P	35	45	40	60
7	IfkiFadillah	P	30	40	40	56
8	FiraAulia	P	35	45	48	85
9	FadillahHidayani	P	35	40	62	75
10	Exakhair	P	30	35	50	70
11	IsrhaHandayani	P	30	40	75	70
12	Wawan	P	35	35	50	64
13	PutriUtami	P	30	40	75	77
14	Nanda	L	30	35	78	57
15	KhairunnisaFitria Ali	P	35	40	50	45
16	Syarif Tri Maulana	L	30	40	45	80
17	SazkiaKharisma	P	35	45	61	85

18	MuhAfiqRisaldy	L	25	20	40	77
19	NurindriWulanHijrah	P	35	45	40	77
20	WildahFitriNasir	P	35	45	85	70
			660	815	1184	1392
			33	40,75	59,2	69,6

APPENDIX C

C.1 Teaching using Facebook wall
C.2 Teaching using discussion method
C.3 Process Learning using Facebook wall
C.4 Process Learning using discussion method

C.4 THE RESULT LEARNING PROCESS WITHOUT DISCUSSION METHOD
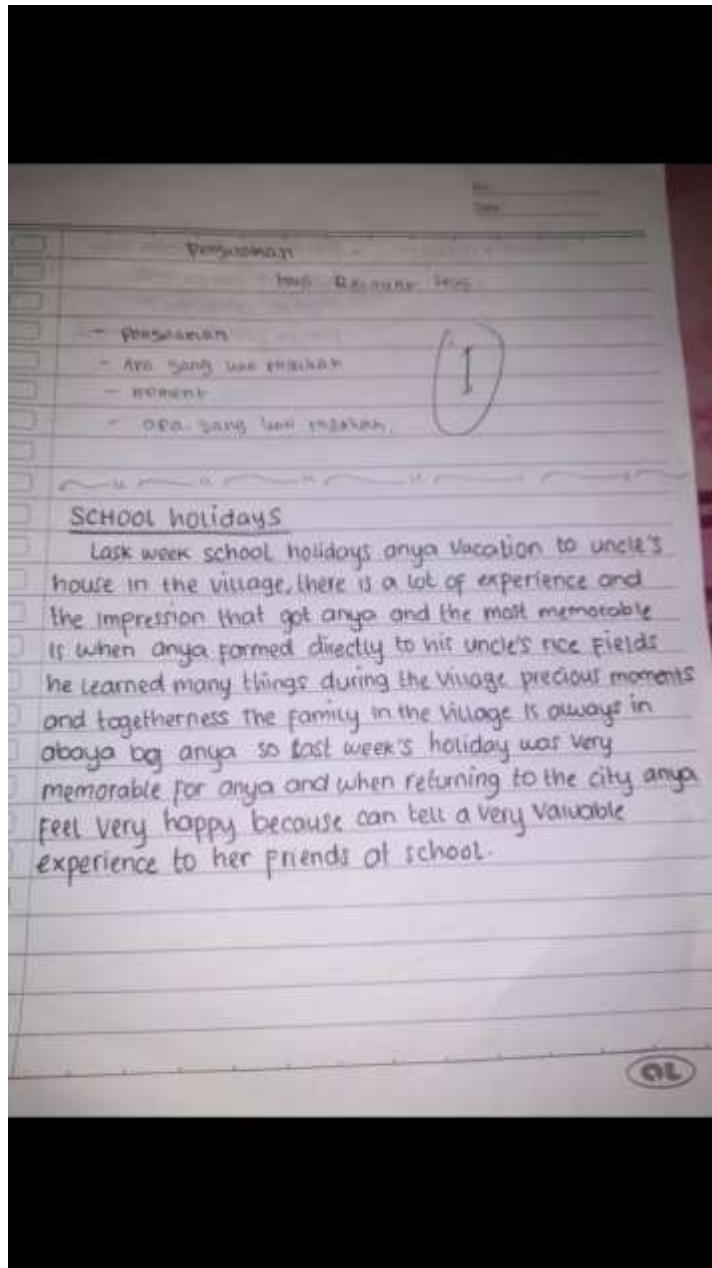
C.3 THE RESULT LEARNING PROCESS BY USING FACEBOOK

C. 1 TEACHING BY USING FACEBOOK WALLCLASS IPS 2

C.2 TEACHING WITHOUT FACEBOOK WALL CLASS IPS 3

APPENDIX D

D.1 Pre test

D.2 Post test

D.3 Students answer sheet (Experimental Class)

D.4 Students answer sheet (Control class)

PRE– TEST

SMA N 1 SUNGGUMINASA KAB. GOWA

Name :	
Class :	
Title :	**" My Vocation "**

Question

1. Where did you go last weekend? Give a reason

2. What was your special moment there? Give a reason

3. How did you fell there? Give a reason

4. How did you feel after the activities ended? Give a reason

Make a recount text by answering the guided question above

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THANKS

POST – TEST

EXPERIMENTAL CLASS

Name   :

Class:

Title :   My School experience

1. Where do you senior high school?

2. What were your experiences all this time in senior high school? Give

a reason

3. What was your special eventsthere all this time?Give a reason

Make a recount text by answering the guided question above

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THANKS

POST – TEST
EXPERIMENTAL CLASS

Name: Andi Auiya Valma Baryuni

Class : XI IPS II

Title : My School experience

1. Where do you senior high school?

2. What were your experiences all this time in senior high school? Give a reason

3. What was your special events there all this time? Give a reason

Make a recount text by answering the guided question above

Content

have a topic ← "BEGINNING to BECOME A NEW STUDENT"   *Mechanics*

have a reantitation

In the beginning I intered the designated class, I just stare ₇¹ ·
silently around the class and also the faces of new friend. I saw 20
them as strange because I had never seen them before, but
they were all very friendly. I am very happy to be placed in
the same class as them. ₂

have development

have events

At the moment. I was sitting on the fourth bench because
I was late coming, and that was very annoying because I 20
hate sitting at the very back. And I war greeted by my postmate
Misbahyanti Amir, she was very friendly and kind.

reontation

After the initial time of school coming home I feel like
I do not want to go home because I am comfortable with my 30
new friend. They are very friendly, though still early in the meeting
but they've been able to make me laugh together. *Mechanes*

30

78

60

POST – TEST
EXPERIMENTAL CLASS

Name: Khairunnisa Futria Ali

Class : XI IPS 2

Title : My School experience

1. Where do you senior high school?

2. What were your experiences all this time in senior high school? Give
   a reason

3. What was your special events there all this time? Give a reason

- Make a recount text by answering the guided question above

Content

    Come late to School

last wednesday, I came late to my school because
I watched korean dramas until 2 am at night. Because
I woke late.

    I wake up around 6.30 am and the class will start
at 07.00. I ran to the bathroom to take a shower. I
usually have breakfast after bathing, but on that day
I did not do that.

    I always go to school on foot. but on that day, I
forgot where I put the key. So, I went to school by public
transportation. It took me longer. I got to school at
7:15 am, I ran to my class but I saw my teacher
standing in front of the class to teach.

    It was my bad experience and I hope
I will not do it again.

PRE – TEST
(EXPERIMENTAL CLASS)
SMA N I SUNGGUMINASA KAB. GOWA

Name	: Wawan
Class	: XI IPS 2
Title	: " My Vocation "

Question

1. Where did you go last weekend? Give a reason

2. What was your special moment there? Give a reason

3. How did you fell there? Give a reason

4. How did you feel after the activities ended? Give a reason

Make a recount text by answering the guided question above

Content .

Came Late To School

Last Wednesday, I came late to my school because I
Played Playstation until 2.00 am in the night.
Because that I woke up late.

I woke up about 6.30 am and the class would be
began at 7.00 am. I ran to bathroom to take a bath.
I usually had a breakfast after took a bath, but in
that day I did not do that.

I always went to school by my motorcycle, but in
that day, I forgot where I put the key. So, I went

Mechanic.

don't know
Punctuatio

dont clear .

15

15

5

30

20

capital

3

325.

THANKS

PRE – TEST
(EXPERIMENTAL CLASS)
SMA N I SUNGGUMINASA KAB. GOWA

Name	: A. mun zaki fahian
Class	: XI IIS 2
Title	: " My Vocation "

Question

1. Where did you go last weekend? Give a reason

2. What was your special moment there? Give a reason

3. How did you fell there? Give a reason

4. How did you feel after the activities ended? Give a reason

Make a recount text by answering the guided question above

One month ago, I'm going with my Junior high School Mechanis

friend, Akbar aabi In Grana's Swimming Pool on 8:30

Am I was don't know how to swim, but, In one   20

moment, wee were studies how to swim. how Style

of Swim etc. I'm fell happy because after

that I'm know how to Swim know, I'm

Holiday And Studying. on the 11:00 Pm I'm

Come home with him

THANKS

PRE – TEST
(EXPERIMENTAL CLASS)
SMA N I SUNGGUMINASA KAB. GOWA

Name	: A. munzaki Fazian
Class	: XI IIS 2
Title	: " My Vocation "

Question

1. Where did you go last weekend? Give a reason

2. What was your special moment there? Give a reason

3. How did you fell there? Give a reason

4. How did you feel after the activities ended? Give a reason

Make a recount text by answering the guided question above

One month ago. I'm going with my Junior high School Friend, Akbar Qadri In Grana's Swimming Pool on 8:30 Am I was don't know how to swim, but in one moment, we were studies how to Swim, how Style of Swim etc. I'm fell happy because after that I'm know how to swim know, I'm Holiday And Stuyting. on the 11:00 Pm I'm Come home with him

Mechanis

20

THANKS

APPENDIX E

E.1 Analysis Data

1. The average score of post-test of content and mechanic of experiment class :

EXPERIMENTAL CLASS	
CONTENT PRE TEST	MECHANICS PRE TEST
$AVERAGE = \dfrac{\sum X1}{N1}$ $AVERAGE = \dfrac{660}{20}$ $= 33$	$AVERAGE = \dfrac{\sum X2}{N1}$ $AVERAGE = \dfrac{815}{20}$ $= 40{,}75$
CONTENT POST TEST	MECHANICS POST TEST
$AVERAGE = \dfrac{\sum X1}{N1}$ $AVERAGE = \dfrac{1184}{20}$ $= 59{,}2$	$AVERAGE = \dfrac{\sum X2}{N1}$ $AVERAGE = \dfrac{1392}{20}$ $= 69{,}6$
CONTROL CLASS	
CONTENT PRE TEST	MECHANICS PRE TEST
$AVERAGE = \dfrac{\sum Y1}{N2}$ $AVERAGE = \dfrac{650}{20}$ $= 32{,}5$	$AVERAGE = \dfrac{\sum Y2}{N2}$ $AVERAGE = \dfrac{767}{20}$ $= 38{,}35$
CONTENT POST TEST	MECHANICS POST TEST

$$AVERAGE = \frac{\sum Y1}{N2}$$

$$AVERAGE = \frac{1081}{20}$$

$$= 54,5$$

$$AVERAGE = \frac{\sum Y2}{N2}$$

$$AVERAGE = \frac{1214}{20}$$

$$= 60,7$$

EXPERIMENTAL CLASS	
CONTENT PRE TEST	MECHANICS PRE TEST
$$M_{X1} = \frac{\sum X1}{N1}$$ $$M_{X1} = \frac{524}{20}$$ $$= 26,2$$	$$M_{X2} = \frac{\sum X2}{N1}$$ $$M_{X2} = \frac{577}{20}$$ $$= 28,85$$
CONTROL CLASS	
CONTENT POST TEST	MECHANICS POST TEST
$$M_{Y1} = \frac{\sum Y1}{N2}$$ $$M_{Y1} = \frac{431}{20}$$ $$= 21,55$$	$$M_{Y2} = \frac{\sum Y2}{N2}$$ $$M_{Y2} = \frac{447}{20}$$ $$= 23,85$$

2. Find the number of deviation values deviated to the experimental class.

    The formula is as follow;

EXPERIMENTAL CLASS	
CONTENT PRE TEST	MEC HANICS PRE TEST
$\sum X1^2 = \sum X^2 - \frac{(\sum X)^2}{N}$ $= 18562 - \frac{(524)^2}{20}$ $= 4833{,}2$	$\sum X2^2 = \sum X^2 - \frac{(\sum X)^2}{N}$ $= 19101 - \frac{(577)^2}{20}$ $= 2454{,}55$
CONTROL CLASS	
CONTENT POST TEST	MECHANICS POST TEST
$\sum Y1^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$ $= 11873 - \frac{(431)^2}{20}$ $= 2584{,}95$	$\sum Y2^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$ $= 11933 - \frac{(447)^2}{20}$ $= 1942{,}55$

3. Calculation of learning outcomes through treatment

EXPERIMENTAL CLASS	
CONTENT PRE TEST	MECHANICS PRE TEST
$P = \frac{X2 - X1}{X1} \, X \, 100 \, \%$ $P = \frac{59{,}2 - 33}{33} \, X \, 100 \, \%$ $= 79{,}39\%$	$P = \frac{X2 - X1}{X1} \, X \, 100 \, \%$ $P = \frac{69{,}6 - 40{,}75}{40{,}75} \, X \, 100 \, \%$ $= 70{,}80\%$

CONTROL CLASS	
CONTENT POST TEST	MECHANICS POST TEST
$P = \frac{X2 - X1}{X1} X\ 100\ \%$ $P = \frac{54{,}05 - 32{,}5}{32{,}5} X\ 100\ \%$ $= 66{,}31\%$	$P = \frac{X2 - X1}{X1} X\ 100\ \%$ $P = \frac{60{,}7 - 38{,}35}{38{,}35} X\ 100\ \%$ $= 58{,}28\%$

4. Calculates the difference of the mean value of the initial test (y) with the average value of the final test (x) using " t test" by the formula used

$$T - test = \frac{(M_{X1} + M_{X2}) - (M_{Y1} + M_{Y2})}{\sqrt{\left[\frac{(\sum X1^2 + \sum X2^{2)} + + (\sum Y1^2 + \sum Y2^2)}{((N_{1.1} + N_{1.2}) + (N_{2.1} + N_{2.2})) - 2}\right]\left[\frac{1}{(N_{1.1} + N_{1.2})} + \frac{1}{(N_{2.1} + N_{2.2})}\right]}}$$

$$= \frac{(26{,}2 + 28{,}85) - (21{,}55 + 23{,}85)}{\sqrt{\left[\frac{(4833{,}2 + 2454{,}55) + (2584{,}95 + 1942{,}55)}{((20 + 20) + (20 + 20)) - 2}\right]\left[\frac{1}{20 + 20} + \frac{1}{20 + 20}\right]}}$$

$$= \frac{(55{,}05) - (45{,}4)}{\sqrt{\left[\frac{(7287{,}75) + (4527{,}5)}{78}\right]\left[\frac{1}{40} + \frac{1}{40}\right]}}$$

$$= \frac{100{,}45}{\sqrt{\left[\frac{11815{,}25}{78}\right]\left[\frac{2}{40}\right]}}$$

$$= \frac{100{,}45}{\sqrt{\left[\frac{23630{,}5}{3120}\right]}}$$

$$= \frac{100{,}45}{\sqrt{7{,}57}}$$

$$= \frac{100{,}45}{2{,}75}$$
$$= 36{,}53$$

CURRICULUM VITAE
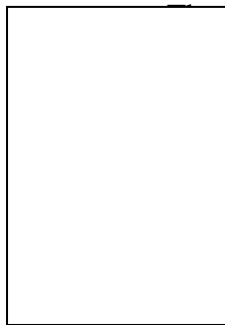
researcher, **RISNAWATI HM** was born on January1[st],1996 in Labakkang, The researcher is the second child from the marriage of her parents H. Mustari HB andHj. Rosdiana.In 2002 the researcher registered as student Elementary School in SD N 4 Kabirisi and graduated in 2007.

Then researcher continued study at SMP N 3 Labakkang and graduated 2010. Thenin 2010 continuedstudy at SMA N 1 Labakkang and graduated 2013 . Then, in 2013the researcher continued study at English Education study program at State University Muhammadiyah Makassar in Strata One (S1) Program.

Blessing of **ALLAH** *SubbhanaWata'ala* and Prophet *Muhammad Sallallahu 'AlaihimWasallam* as well as thanks to *Parent* prayer and research work in 2017 the research completed her study in undergraduate program of English Department, Teacher Training and Education Faculty, Muhammadiyah University.