

**USING FACEBOOK GROUP COMMENT AS A REINFORCEMENT
ACTIVITY IN TEACHING WRITING TO SENIOR HIGH SCHOOL
STUDENTS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements
to Obtain Strata One (S1) Degree*



**ALMER SAFERO VON DANTES
NIM 1305348/ 2013**

Advisor:

**Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003**

**ENGLISH DEPARTMENT
THE FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG
2017**

HALAMAN PERSETUJUAN MAKALAH

Judul : Using Facebook Group Comment as a Reinforcement Activity in Teaching Writing to Senior High School Students

Nama : Almer Safero Von Dantes

Nim/ BP : 1305348/2013

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Agustus 2017

Disetujui oleh:

Ketua Jurusan,

Dosen Pembimbing,



Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003



Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301 199403 1 003

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

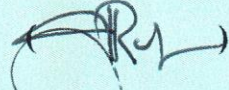


**Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji
Makalah Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**Using Facebook Group Comment as a Reinforcement Activity in
Teaching Writing to Senior High School Students**

Nama : Almer Safero Von Dantes
NIM/BP : 1305348/2013
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 26 Juli 2017

Tim Penguji

Nama		Tanda Tangan
1. Ketua	: Dr. Refnaldi, S.Pd., M.Litt.	
2. Anggota	: Prof. Dra. Yenni Rozimela, M.Ed., Ph.D.	
3. Anggota	: Desvalini Anwar, S.S., M.Hum., Ph.D.	



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Almer Safero Von Dantes
NIM/TM : 1305348/2013
Prodi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Makalah/Tugas Akhir saya dengan judul *Using Facebook Group Comment as a Reinforcement Activity in Teaching Writing to Senior High School Students*

Adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti bahwa saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris,

Dr. Refnaldi, S.Pd., M.Litt.
NIP. 19680301.199403.1.003

Saya yang menyatakan,



Almer Safero Von Dantes
NIM. 1305348

ABSTRAK

Dantes, Almer Safero Von. 2017. *Using Facebook Group Comment as a Reinforcement activity in Teaching Writing to Senior High School Students. Paper*. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Makalah ini bertujuan untuk menjelaskan prosedur penggunaan Facebook Group Comment dalam pengajaran menulis kepada siswa Sekolah Menengah Atas (SMA). Tujuan dari penggunaan Facebook Group Comment ini adalah untuk mengajarkan siswa untuk menulis dan membantu mereka untuk meningkatkan kualitas teks yang mereka buat sesuai dengan tahapan-tahapan menulis. Teks yang dipilih adalah teks deskriptif. Kegiatan yang dikedepankan dalam menggunakan Facebook Group Comment ini adalah kegiatan pada tahapan *Revising* dan *Editing*. Siswa akan menggunakan Facebook Group sebagai tempat berbagi teks yang mereka tulis, dan kolom komentar digunakan sebagai tempat siswa memberikan masukan dan kritikan terhadap teks siswa lainnya. Dari komentar-komentar tersebut, siswa akan memperbaiki teks yang mereka buat. Kemudian, setelah melakukan perbaikan, siswa akan memasukkan kembali teks yang sudah diperbaiki. Pada kegiatan akhir, siswa menampilkan teksnya di depan kelas.

Kata kunci: *Facebook Group Comment*, Pengajaran Menulis, Teks Deskriptif

ACKNOWLEDGEMENTS



Alhamdulillah the greatest gratitude to Allah SWT, for the guidance, blessing so that the writer is finally able to write the paper entitled “Using Facebook Group Comment in Teaching Writing Descriptive Texts to Senior High School Students”. Without blessing and guidance from God, it is impossible for the writer to complete this paper. Also, without the assistance of the following number of people who have a great contribution and influences on the writing of this paper, it seems it is very difficult for the writer to finish this paper.

In this precious occasion, the writer would like to express the great appreciation and gratitude to his advisor, Dr. Refnaldi, S.Pd., M.Litt. who has already supervised and supported him in order to finish this paper. The writer is very grateful for his suggestions and guidance from the earliest to the final stages of this paper accomplishment. Besides, the writer would like to express another great gratitude to the writer’s academic advisor, Prof. Dr. Mukhaiyar, M.Pd. who has assisted the writer from the very beginning of initiating the title of this paper as well as suggesting ideas and guidance during the process of its accomplishment.

Also, the writer would like to express his gratitude to his examiners, Prof. Dra. Yenni Rozimela, M.Ed., Ph.D. and Desvalini Anwar, S.S., M.Hum., Ph.D. for their positive suggestions, comments, and ideas which are very beneficial in the development of the writer’s paper. In addition, the next sincere

acknowledgment goes to Dr. Refnaldi, S.Pd., M.Litt., Fitrawati, S.S., M.Pd. and Dra. Aryuliva Adnan, M.Pd as the head, the secretary of the English Department and the head of English Teaching Program in English Department. Furthermore, the writer would also like to address the great gratitude to the English Department lecturers that have given valuable knowledge to all the English Department students and particularly who have shared inspirational ideas and experiences with the writer.

Great thanks are also addressed to parents and family who have given such an effusive welcome to encourage the writer during the process of the accomplishment of this paper. Also, special thanks to writers' friend #Kitabersebelas. Finally, it has to be admitted that nobody is perfect and the writer also realized that there still some lacking in his paper, because of his limitation knowledge and ability. Therefore, the writer receives criticism and suggestions to improve this paper.

Padang, Juli 2017

The writer

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENT	iv
LIST OF FIGURES	vi
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem	5
C. Formulation of the Problem	5
D. Purpose of the Paper.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Nature of Writing	7
1. Definition of Writing.....	7
2. Process of Writing.....	9
B. Descriptive Text.....	12
C. Using Facebook Group in Teaching Writing.....	14
CHAPTER III DISCUSSION	
A. Preparation	16
B. Procedure of teaching writing descriptive text by using Facebook Group Comment.....	18
1. Pre-Writing.....	19
2. Drafting & Writing.....	22
3. Sharing & Responding	26
4. Revising & Editing.....	27
5. Publishing.....	33

C. Advantages and Disadvantages of Using Facebook Group in Teaching Writing	35
1. Advantages	35
2. Disadvantages	35

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion.....	37
B. Suggestion	38

REFERENCES

APPENDIX

LIST OF FIGURES

Figure 1	The Writing Process	9
Figure 2	Descriptive Paragraph Example 1	13
Figure 3	Descriptive Paragraph Example 2	13
Figure 4	Structure and Linguistic Features of Descriptive Text.....	22
Figure 5	Brainstorming Technique	24
Figure 6	Uploaded Student's Work	26
Figure 7	Responded Student's Work.....	27
Figure 8	Displayed Student's Work by the Teacher.....	28
Figure 9	Highlighted First Sentence by the Teacher	29
Figure 10	Highlighted Student's Comment by the Teacher (1)	30
Figure 11	Highlighted Third Sentence by the Teacher.....	31
Figure 12	Highlighted Students Comment by the Teacher (2).....	32
Figure 13	Revised and Edited Work by the Student.....	33
Figure 14	Final Form after Revising and Editing	34

CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the skills that need to be mastered in learning English. In essence, writing is an activity that transfers the idea of the writer who then poured into the form of writing both on paper and using electronic devices. By writing, the information that is created or gathered by the author can be immortalized so it will not disappear in author's memory by the time. The information can be re-accessed or re-read by whom who needed it. Afterward, it can enrich reader's acquaintance which was previously obtained from the information that is generated from writing. Therefore, writing is a substantial and necessary skill in academic scope.

In Indonesia itself, writing in English is a skill that must be mastered by the students from Elementary School to Senior High School. In this paper, the paper will be focused on teaching writing to Senior High School students. Senior High School students are taught to be able to understand and arrange text which is in the accommodation by the teacher. The specification of the text that will be discussed is descriptive text. That is because it is commonly perceived that descriptive text will be easier and interesting for students to learn. In the 2013 curriculum on the *Kompetensi Inti* (KI) and *Kompetensi Dasar* (KD), students are required to prepare simple descriptive text orally and in written form. The text texts that must be mastered are descriptive text about people, tourist attractions, and famous historical buildings. In its practice,

students are asked to pay attention to social functions, text structures, and linguistic elements that are true and contextual.

However, writing is an inevitable subject and it is not as easy as turning a palm. There will always be obstacles and problems experienced by the students. There are wide varieties of problems in writing faced by Senior High School students whenever they are asked to create a hand-writing by their teacher such as: grammar, vocabulary and sentence order. The similar statement also stated by Siswita and Al Hafizh (2014: 63) "...writing is a hard work because the writer has to concern about the content, the organization, the purpose, the audience, the vocabulary, and the mechanics". However, the problems spread among the students can be said to be not much difference. In the academic sphere of Senior High School Students, the problems experienced by the students also vary but remain in the same core. These problems can also be seen in Huy (2015) which are: poor basic in writing, lack of knowledge about writing principles, lack of student's motivation and limited time for teaching writing. Moreover, teacher's roles and strategies have a strong impact on addressing those issues. Although some teaching writing techniques have been developed, those techniques should adapt well to the state of the current era. Adjustment of those approaches may be appropriate provision for students in their writing skills.

Writing is included as a key requirement in the sustainability of the science and information. In the development of the era, writing is still maintaining its existence. As stated in Liza and Refnaldi (2013: 436), "in this

modern era, most people use writing to communicate by using modern technology, for example, e-mail, short text message in handphone, and chatting in social media”. However, writing is not an easy task. Therefore, the use of information and communication technologies (hereafter will be abbreviated into ICT) played an important contribution as a digital learning medium. The last statement is in line with Bani-Hani et al (2014: 27),

Ever since the beginning of human-recorded history, no invention existed that brought about enormous changes in human life the way the computer did. The ramifications of computer applications and the multidimensionality of language competence make it hard to establish a rapport between them. Some practitioners believe that technological innovation is the single-most important source of educational change.

These days, ICT has contributed much to the development of teaching methods which are attractive to the students especially Senior High School students. With the use of ICT as a medium of learning, teachers can find ways and techniques in teaching the four basic skills in English language teaching subjects including writing. The touch of technology is needed in order to make students more interested in studying the writing subject. The use of ICT can be an effective way to re-gained Senior High School students' attention in writing.

One of the products from the ICT that can be accessed by many people especially by the students is Facebook. Facebook is a kind of social media where the users can share photos, texts, videos, files, and many more. With those things that people can share on Facebook, then the teacher can also use Facebook for educational purposes. The reason for the use of this social media

is because Facebook has the most complete features if it is compared to the other social media such as Twitter, Instagram, Snapchat, BBM, Line, Whatsapp, and Bigo Live. Another reason why the author choose Facebook is the students will find Facebook interesting if it is engaged in their learning process. Therefore, the learning process can be transferred or added to Facebook.

In this paper, the use of Facebook is focused on the use of one of the Facebook's features, Facebook Group as a media to accommodate the Senior High School students' subsequent writings which can be revised by all members of the group concerned. The reason why using Facebook Group feature is that content created and distributed either by teacher or students can be maintained and monitored properly. In the Facebook Group, students can write or share photos, texts, files, or videos with only chosen people can see their post. In other words, only the member of the group will have the capability to do something useful in that group. It can preserve the privacy of the virtual classroom that will be molded. Therefore, the smoothness of the learning activities can be well controlled. In addition, currently, Facebook Group is also presented in the form of applications, namely Facebook Groups application. With Facebook Groups application, it provides easy access and a smoother experience for its users. Therefore, it can be predicted with all the ease in accessing Facebook Group, then students can contribute fully to participate in the process of learning to write descriptive paragraphs.

In its use, Facebook is a medium that can help students to enhance their writing products. The way to enhance the students' writing is the comments or feedbacks from their classmates and the teacher. Although many students and teachers who can join in a group, but is limited only by the teachers and students of the class. The reason is that the formulation of the problem can be seen clearly. Teacher and other students can criticize and give suggestions in order to make the students improve their paper. The corrective feedback from student's classmates and teacher will help the students to know which parts of his/her paper that need to be changed or improved. With a plenty of corrective comments that were received by that students, the final result of the paper will get better and more acceptable than before.

B. Limitation of the Problem

Based on the problem's identification above, the writer limits the discussion to how to use of Facebook Group Comment in teaching writing descriptive texts to Senior High School students. The author emphasizes the impact of feedbacks or reviews provided by the class reviewers which are the members of the group. The responses provided using the comment field is available on each post that is in the group.

C. Formulation of the Problem

The Problem of this paper is formulated as follow: "How is Facebook Group Comment used in teaching writing descriptive texts to Senior High School students?"

D. Purpose of the Paper

This paper explains the use of Facebook Group and how it can be implemented in EFL class. With the help of this media, it is expected that it can be helpful for the teacher in providing interesting writing descriptive text lesson for Senior High School students. In addition, this paper is helped teacher to adjust technology development into their teaching process. Then, for students, Facebook group can be used as their place to share comments, and they can practice to critics someone's writing.

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

The use of Facebook Group comment for Senior High School students goes into one of the five stages of writing. While the scientific approach used is the approach that is in the curriculum 2013. In the implementation, teacher must make preparations first. Preparation is done in the form of media preparation, Facebook Group, and materials. All these things are needed so that the learning process can run smoothly.

In the use of Facebook Group itself, the first starts from the pre-writing stage. At this stage, the teacher facilitates students with examples of text and explanations. Then, students learn the brainstorming technique that comes from their notebook and then applies the technique. Second, the steps that need to be done is drafting and writing. This stage requires students to pour their previous ideas on brainstorming into full sentences. Third, the next stage is sharing and responding. Students perform this stage outside the lesson. The form of activity that is done is the students upload their writing. Then, students give each other feedback that can help improve their writing errors later. Fourth, the next stage is revising and editing. Master previewed first how to revise their writing using one of the students work. Then the students revise and edit their respective tasks as the teacher has modeled. Students are also asked to consider whether they will follow feedback from their classmates or not. Fifth, in closing all these stages, the stage of publishing is

done. Students display improved writing in front of the class. As a conclusion, the use of Facebook Group is very helpful for the teacher in the efficiency of the assessing time of students' tasks.

B. Suggestion

This paper suggests Facebook Group as the media to teach descriptive text to Senior High School students. It is very recommended for teacher because fourth reasons. First, this Facebook Group helps teacher to adjust the development of technology in their teaching process. Second, this reason link to the first reason, because of that, teacher can attract students' attention. Third, teacher can help students to understand the writing process, specifically revising, editing and publishing process. Fourth, this Facebook Group can be used not only for teaching descriptive text but also other types of texts. Fifth, despite all of those suggestions, the author suggests that the teacher do not use the Facebook Group for many classes in once. That is because it takes extra time to implement the use of Facebook Group in learning and teaching writing process. In addition, this paper also suggests to the next researcher that this Facebook Group can become the research subject especially if the next researcher want to find about how students comment others text on Facebook group.

REFERENCES

- Annisa, Meutiah and Marlina Leni. 2014. "Teaching Writing Descriptive Text by Using Crossword Puzzle for Second Grade of Junior High School Students". *JELT* Vol. 2 No.2. Padang: Universitas Negeri Padang.
- Boardman, Cynthia A and Frydenberg Jia. 2002. *Writing to Communication: Second Edition*. New York: Pearson Longman.
- Brown, H. D. 2001. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. New York: Addison Wesley Longman.
- Farris, Pamela J. 2005. *Language Arts: Process, Product, and Assessment*. Long Grove: Waveland Press Inc.
- Harmer, Jeremy. 2004. *How to Teach English: An Introduction to the Practice of English Language Teaching*. Edinburgh: Addison Wesley Longman.
- Himstad, Torild and Thorson Helga. 1994. *Writing Theory and Practice in the Second Language Classroom: A Selected Annotated Bibliography*. Minneapolis: University of Minnesota.
- Huy, Nguyen Thanh. 2015. "Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School". *Asian Journal of Educational Research*, Vol 3 No 2. Vietnam: Dong Thap University.
- Jufri. 2012. *Reading II*. Padang: Jurusan Bahasa dan Sastra Inggris FBS UNP.
- Kamehameha School. 2007. *The Writing Process: An Overview of Research on Teaching Writing as a Process*. Honolulu: Research and Evaluation Department of Kamehameha School Hawaa'i.
- Kemdikbud. 2016. *Buku Guru Bahasa Inggris*. Jakarta: Pusat Kurikulum dan Perbukuan Balitbang.
- Kemdikbud. 2016. *Buku Siswa Bahasa Inggris*. Jakarta: Pusat Kurikulum dan Perbukuan Balitbang.
- Kirszner, Laurie G. and Stephen R. Mandell. 2011. *Focus on Writing: Paragraphs and Essays*. Boston: Bedford/St. Martin's.
- Liza, Mona and Refnaldi. 2013. "Using Please Strategy in Teaching Writing Descriptive Text". *JELT* Vol. 1 No. 2. Padang: Universitas Negeri Padang.
- Murray, D.H. 1982. *Learning by teaching*. Montclair, NJ: Boynton/Cook.