

**TEACHING WRITING RECOUNT TEXT TO JUNIOR HIGH-SCHOOL  
STUDENTS BY USING FACEBOOK PEER-COMMENT**

**PAPER**

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



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2013**

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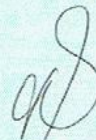
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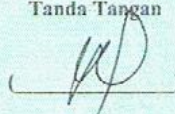
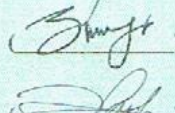

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

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## ABSTRAK

**Marza, Lina.** 2012. "Teaching Writing Recount Text to Junior High School Students by Using Facebook Peer-comments." Makalah. English Department, FBS UNP. Padang

Media merupakan salah satu hal yang menentukan tingkat kemampuan menulis siswa. Guru seringkali menggunakan cara konvensional dalam mengajarkan berbagai jenis text, seperti dengan menyuruh siswa menulis teks di selembar kertas sehingga siswa seringkali tidak tertarik untuk menulis. Siswa juga tidak banyak memiliki kesempatan untuk berlatih menulis, mengetahui kesalahannya dalam menulis dan memperbaiki tulisannya. Guru perlu menyediakan media yang dapat membuat mengajar dan belajar menulis teks menjadi lebih menyenangkan dan memberi siswa kesempatan untuk banyak berlatih menulis. Salah satunya dengan memanfaatkan situs jejaring sosial internet. Dengan *Facebook*, guru dapat membuka sebuah halaman kelompok dimana anggota kelasnya dapat berdiskusi secara online. Melalui facebook, guru dapat menerapkan *peer-assessment* dengan lebih mudah. Untuk meningkatkan kemampuan menulis, guru dapat memberi siswa tugas untuk mengunggah tulisannya di Facebook, dan tulisan tersebut akan dikomentari atau diperbaiki oleh siswa lainnya. Terakhir, menulis di facebook akan membuat kegiatan belajar menulis menjadi menyenangkan karena facebook adalah situs yang mereka akses hampir setiap hari.

## ACKNOWLEDGMENTS

Bismillaahirrahmaanirrahiim. In the name of Allah SWT, the most Gracious and most Merciful. Praise to Allah SWT who has given the writer knowledge and strength in completing the paper entitled **“Teaching Writing Recount Text to Junior High-school Students by Using Facebook Peer-comments.”**. Sholawat and Salam to Prophet Muhammad SAW, may Allah SWT blesses him and given him peace.

In this occasion, the writer would like to express her sincere gratitude to her honorable advisor, Mr. Muhd. Al Hafizh, S.S., who has kindly and patiently given me his much attention, supports, suggestion, and advice throughout the process of writing this paper.

She really appreciates to Dr. Kurnia Ningsih, M.A. the chairwoman of English Department and Dra. An Fauzia Rozani Syafei, M.A. the secretary of English Department. Additionally, her sincere gratitude is also given to all lecturers involved in her examination, Drs. Sunaryo and Havid Ardi, S. Pd, M. Hum for the improvement suggestions and comments. Furthermore, she also expresses her gratitude to Dra. Yenni Rozimela, M.Ed, Ph.D as her academic advisor for her support, attention, and care during her study, and also to all lecturers of English Department who had taught her during her study in this Department. Besides that, she is also great full to employee and librarians in English Department State University of Padang for their valuable help.

Next, the writer's deeply appreciation and gratitude are expressed to her beloved parents for their continuous prayer, love, support advice, sacrifice, care, hope, and understanding. Besides that, she also expressed her gratitude to her beloved sister and brother who always stay around her with their great love, care and encouragement over the time.

Then, the writer also express her gratitude to all of her friends in English Department especially KP1-2008 students for sharing ideas, happiness, and motivation. Finally, the writer realizes that this paper is still having some weaknesses. Therefore, the writer hopefully needs constructivism critics and suggestions that can make this paper become much better.

Padang, Januari 2013

The Writer

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

English is an international language. Writing is one of the basic skills that should be mastered in learning English. Writing in language classroom is needed for learning and for testing their ability of the language itself. However, writing is not a simple skill. There are several stages that should be passed to achieve a good writing.

Many students find it is hard to write a text. Writing is considered the most complex skill because it goes through different stages i.e., planning, drafting, reviewing and editing, to reach its final product (Harmer, 2004). Additionally, writing involves different aspects such as grammar, spelling, punctuation, cohesion, organization etc.

Beside of those cognitive barriers, students often get difficulties in writing due to affective factors. For instance, many students are not accustomed to write in their mother language and writing has few roles in their daily life, so they find writing in a foreign language much more difficult. Others fear of making errors and of teacher's views on their writing.

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. Smit (2010) states that the most obvious



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.

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. Assessing writing can not be done slightly.

Moreover, motivation problem can be the reason of students' low ability writing. Many students either think or say that they cannot, or do not want to write. This may be because they lack confidence, think it's boring or believe they have 'nothing to say'. The teacher needs to make sure first that the students interested in writing. Students need to find writing enjoyable so that they want to write and learn to improve their writing.

The teacher can improve the students' writing ability by increasing their motivation in writing. However, writing materials taught by the teacher in schools are academic writing. Academic writing has many rules. Students are afraid of beginning to write because they fear of making errors. Teachers can actually motivate students through creative writing. Making the students write freely can

make students practice writing more. If the students accustomed to write in English, at least they will write without fears. Their errors will get less by time. The problem is that there is not enough chance for the students to write freely. Teachers need to provide media that can motivate the students to write.

There are some solutions of this problem. Improving the activity can be an effective way to help both of the teacher and the student. The teacher should provide an activity that can motivate students to write. One of them is by doing peer-comment. Peer-comment, as it involves discussion of success criteria, enables the student better to understand how to complete tasks successfully. It is also valuable as the student may value criticism of their work from peers more highly than that of their teacher. Peer-comment is much more than checking for errors and giving marks out of ten. It involves making learning processes explicit and requires the student to be active in their learning.

There are some media can be used to apply peer-comment. Ferris (2003) recommend some peer-comment forms to make students give feedback to the other students' writing easier. Other media that can be used is social network sites on internet. Technology of internet is not something that can be separated from life nowadays. People now use internet in almost every aspect of life. Teachers now can use the social network sites as a media to teach writing. By using internet, the teacher can create an online group where the students and the teacher can have discussions out of classroom. Facebook, the most popular social network nowadays can be the media where the teacher and the students communicate online (Crawford, 2011). Through this online group, the student can post their

writing homework, review each other's works, and improve their writing. Moreover, the teacher can teach and assign the students to write more efficiently.

Facebook has been used by students from junior high school to university level (Hamid, Ayub and Abiddin, 2011). Students express themselves through facebook by writing about what happened at school, at home, their friends, their moods, etc. Their friends then will comment about the posting, give their thought or just show that they like the post. This interaction can be used by the teacher to teach writing.

#### **B. Limitation of the Problem**

Based on the problems above, there are some factors that cause students' ability in writing is low; students' low motivation, less instruction in writing, unsupported media, unattractive writing activity, and others. The problem in this paper is limited on improving writing activity and media to teach writing. the activity used to teach writing is peer-comment and the media used is the social network Facebook.

#### **C. Formulation of the Problem**

The problem of this paper is "How is the procedure of teaching junior high-school students to write recount texts by using facebook peer-comments?"

#### **D. Purposes of the Paper**

The purpose of this writing is to explain the procedure of using facebook peer-comments to teach writing recount text to junior high-school students. Moreover, this paper can be a model for teachers to apply facebook as a media for teaching writing.