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THE EFFECTIVENESS OF FACEBOOK TOWARDS STUDENT'S WRITING RECOUNT TEXT AND VOCABULARY MASTERY

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Abstract

This study aims to investigate the effectiveness of facebook towards students' writing recount text and vocabulary mastery. This paper used a true experimental research. Two classes of eighth grade from SMP Negeri 1 Labuan were selected as the experimental group and control group. Both are consisted 60 students. In the process of experiment, one class has been taught by using facebook, meanwhile the other taught by using conventional media. The research method used the true experimental, technique sampling is random, data collection techniques uses abilities test writing skill and abilities test vocabulary mastery, data analysis is done by statistics MANOVA (Multivariate analysis of variants). The results concluded that: 1) there is a significant effect of facebook towards students' writing skill and vocabulary mastery multivariate; 2) there is a significant effect of facebook towards students' writing skill; and 3) there is a significant effect of facebook towards vocabulary mastery. The results of the study imply that there are significant differences between students' Writing recount text and vocabulary mastery, students group use facebook media with capabilities students' writing skill and vocabulary mastery group of students who were given conventional learning media.

Keywords: facebook, writing recount text, vocabulary mastery

INTRODUCTION

English in indonesia is considered as a foreign language and not normally used as a medium of instruction, however it is only used in certain activity, such as in the class due to English becomes a subject amongst many subjects at school. In capable in english, students have to able to master four skills of english namely listening, speaking, reading and writing. One of the aims of teaching english is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. Based on the recent curriculum of junior secondary school, as stated in permendikbud No.81A in 2013 curriculum, students of junior secondary school must expect to be able to understand the purpose, text sructure, and language element of write recount text about event the past or experience.

Those standard competences become big challenge whereas English as a foreign language which is studied after their mother tongue as first language and Bahasa Indonesia as official language. Further, the students only meet English 4X40 minutes per week or about 1 hour

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and half per week. Meanwhile, the students must achieve their writing skill.

Based on interview with English teacher who teaches of SMP Negeri 1 Labuan, there are some problems are caused by several factors. The students of SMP Negeri 1 Labuan in writing paragraphs is not satisfied yet. This happens because most of the students face some difficulties in composing sentences into good paragraphs and they could not arrange the structure of sentence well. The difficulties are students were not brave to express their idea and start writing. Almost the students difficult in writing procedures.The classified into four categories; the difficulty in term of content, organization, grammar and vocabulary. Beside that they face difficulty to find the right word because of their limited vocabulary. In fact, there are not computer used in teaching learning process. The teacher who teach in SMP Negeri 1 Labuan said that the ICT lesson are not in curriculum. Therefore the teacher did not teach the students using ICT method. The teachers never used Facebook in English learning in improving writing skill.

In education, facebook can be used to the students. Because of facebook is popular online media, so it can make easy the students to increase their skill. It will give motivation to the students to learn or study. Furthermore, a number of studies have shown benefits of using of technology or online media in education. Barokat (2012), Hikmah (2012), and Pujianto (2011) have corroborated that facebook can support the students in improving their English in term of grammar and writing.

In fact, the researcher is also facebook user, so the researcher knows how many activities which can be done and who are facebook user in facebook. Facebook users are not only the same age but also the different age, such as children, teenager, adult and old. One of the facebook users is the students at junior high school. The researcher found him always use facebook almost every time. He made update status and also his friends. The researcher is sure that almost students have facebook. Then the facebook user can make a group as a media or way which there is in facebook, and then the students join to group. The students make a note about something in group note, and they can share in group.

Considering the statement above, the researcher wanted to focus on the research about "The Effectiveness of Facebook towards Students' Writing recount text and Vocabulary mastery a true

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experimental study at eighth grade of SMP Negeri 1 Labuan".

The Definition of Facebook

Facebook is one of the kinds of learning media. Before going to discuss the definition of facebook, we must know about the definition of social network firstly. "a social network is a large website that hosts a community of users, and makes it easy for those users to communicate with one another. Social networks enable users to share experiences and opinions with one another via *status updates,* short text messages that are posted for public viewing by all of that person's friends on the site" (Miller, 2011, p. 8). It means that social network is the media which can connect to another and also social is a mediator to share about anything which happened.

Moreover, there are lots of social networks out there on the Web. Such as Linkedln or flixter, are devoted to a particular topic or community. The others, such as Facebook and Myspace are broader based. These general social networks make it easy for communities devoted to specific topics to develop within the overall site. It means that facebook is a social network on web which use to communication with the other people.

According to Crystal David (2001: 129) that e-mailing is possible for pairs of chatgroup members to arrange to communicate privately by email or using some other messaging facility.

Chatgroup messages are contributions to an ongoing discussion. The aim is to influence the discussion, to correct a misapprehension, to express agreement, to remind people that you exist, to sound off, to have your say (Crystal David, 2001: 139). The Researcher concludes the definition based on the statement above, facebook is one of social utility that have chatgroup, and facebook can connects people with friends and other who work, study and live around them.

Facebook is popular in our daily life. Facebook user is not only adult but also the young, almost people use or have this media for many difference reasons why they use it depend to their benefit. According to Miller (2011:12-13) it goes without saying that your kids and their friends are all facebook user; it is rare a youngster, indeed, who does not have facebook as his or her browser home page. But it is not just the younger generations; you will also find neighbors, coworkers, friends and older family members using the site. For instance, there are just to have a fun, to business, to get or give information, and also to communication.

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The History of Facebook

Mark Elliot Zuckerberg is the founder of facebook. He has been good at programming since he was in elementary school. While he was studying in harvard, his talent on programming was outstanding other than his friends. Mark had made *coursematch.com* once in harvard for the students to register their courses through online.

Facebook was launced in february, 2004 by mark zuckerberg as a media to connect and interact among harvard university students. Two weks after it was launched, half of harvard university students have registered and owned an account in facebook. At first, mark wanted to make facebook as a social networking among harvard students, so only harvard students could join and access it through their harvard email id. However, mark and the other founders changed their mind. They thought it was good to make facebook widespread. Now, facebook can be accessed by many people who have an email id.

Facebook Group

The students use facebook usually just for pleasure and to communication with their family and friends, but they can use facebook to increase their ability or skill in education especially subject of English. They can be used the features with available in facebook. The students probably use facebook just to write about something or status update in wall and to upload the pictures in photos. Almost of the status updates are about their daily activities which happened, but they use *bahasa Indonesia*. In contrast, they can write status update in English to order to increase their English skill.

To improve students' English skill especially writing skill, it will be better if they create a group and write in group wall, because group is the feature of facebook which can invite another facebook user to join to be member. So, they can give or get response from the other because group has automatically notifications. The experts define the definition of group of facebook, according to Veer (2010, p. 108) a facebook group is a handful (or more) of members who share a passion: knitting, parenting, coding facebook applications, collecting Beanie Babies, whatever. Groups help people share information, tips, and advices. And they are not just virtual: lots of groups that meet in person use facebook groups to keep in touch between meetings.

In addition, Awl (2011, p. 10) states that groups are like a little club on facebook, where members can talk and post information related to have in something common. Facebook groups are

also useful for enabling communications among subsets old your friends list, or tacking down old friends you have not yet connected with on facebook. In facebook group, they can do anything. Such as they can read the latest news, get new information, view photos and movies, exchange messages with other group members, and engaged in online discussion about the topic at hand. As you might suspect, each activity has its own tab on group page.

According to Miller (2011, p. 223) the most common group tabs include the following: 1) Wall: This is the same wall you find on regular profile pages, full of status updates from the groups' leaders and posts from members; 2) Info: This tab displays all the pertinent information about the group-category, description, contact info, and the like; 3) Discussions: this is the place where the real talk takes place. Group member start topic-based discussion; other users reply to create messages threads; 4) Photos: this is where group leaders and members post their photos about the topic at hand; 5) Video: just like the photos tab, except for video uploaded by group members; and 6) Events: open this tab to view upcoming group events-online chats, physical meet – up, members reunion, and the like.

In conclusion, the group tab can be use by the member who they want. They can update status and post on wall, share about something, and upload the photos or videos, etc.

The Implementation of Facebook as Media

1). The researcher taught experimental and control class by giving the material which is taught as usual based on the syllabus.

2). Asking about facebook, to know the students have had account or not, in order to students to create or join the group which is made by the writer.

3). After the writer finished give the material, in the last section the writer gave the assignment in the last section.

4). Giving the assignment on facebook as media in experimental class. They would write on wall of facebook group and the assignment as usual on book task in control class, they wrote on wall or document of facebook group. In facebook group, their friends make a comment and teacher was given feedback to correct the written.

5) Especially for control class, they collected the assignment in book task. The writer would correct manually.

6). After the writer finished the research, the writer corrected to know the effect of facebook in improving students' writing skill.

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The Research Method

This study aimed to examine and verify the effectiveness of students' curriculum recount and vocabulary mastery. This research conducted with a quantitative approach, using experimental research methods. This study places recount text (Y1) and vocabulary mastery (Y2) as criteria / bound variables. Learning media (A) as an independent treatment variable consists of two media, namely facebook learning media (A1) and Conventional (A2) This experiment uses a factorial 1×2 Multivariate Analysis of Variance (MANOVA) design which can be seen in the following table this:

Table 3.1 Research Design

A			
A_1		A_2	
Y_1	Y_2	Y_1	Y_2
Y_1A_1	Y_2A_1	Y_1A_2	Y_2A_2

Information:

A   : Learning Media

A_1 : Facebook media

A_2 : Conventional media

Y_1 : students' recount text

Y_2 : vocabulary mastery

Y_1A_1 : students' recount text who were given learning using Facebook media.

Y_1A_2 : students' recount text who were given learning using conventional media.

Y_2A_1 : vocabulary mastery given by learning using Facebook learning media.

Y_2A_2 : vocabulary mastery given by learning using conventional learning media.

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RESULT AND DISCUSSION

The overall data analyzed in the study is the recapitulation of Students 'data' Writing Recount text and Vocabulary Mastery in the Learning media group. Furthermore, the recapitulation data are grouped into four groups by dividing learning media into learning media using Facebook and conventional learning media 1) Facebook media for Students' Writing Recount text (A1Y1) 2) Facebook media against Vocabulary Mastery (A1Y2) 3) Conventional media towards Students 'Writing Recount text (A2Y1); 4) conventional media on Vocabulary Mastery (A2Y2).

Based on the factorial design of the research and the data collected, the research data can be presented and seen in the following table:

Based on the data in the table above it can be concluded that learning with Facebook media and conventional media in this study as a whole can be described as follows:

1) Media Facebook values of Students 'average' Writing Recount text of 17.20 with a standard deviation of 1.495 and counts of data as many as 30 students.

2) Facebook media has an average value of Vocabulary Mastery of 71.00 with a standard deviation of 1.576 and counts of data as many as 30 students.

3) Conventional media are Students 'average values' Writing Recount text is 15.77 with a standard deviation of 1.591 and data counts of 30 students.

4) Conventional media average Vocabulary Mastery value of 15.73 with a standard deviation of 1.574 and data count of 30 students.

Table 4.1
Students 'Descriptive Statistics Data' Writing Recount text and Vocabulary Mastery Based on Learning Media

Descriptive Statistics

	INSTRUCTIONAL MEDIA	Mean	Std. Deviation	N
WRITING RECOUNT TEXT	FACEBOOK	17,20	1,495	30
	CONVENTIONAL	15,77	1,591	30
	Total	16,48	1,692	60
VOCABULARY	FACEBOOK	17,00	1,576	30

| MASTERY | CONVENTIONAL | 15,73 | 1,574 | 30 |
| | Total | 16,37 | 1,687 | 60 |

Source: analysis of data processed with SPSS version 20.

Description of Students' Writing Recount Text Data

Students Data 'Writing Recount text for students who use Facebook media that has been tested for Validity and Reliability. Students' Writing Skill data are obtained by (n) = 30 with the lowest data = 14; highest data = 20; average = 17.20; standard deviation (SD) = 1.495. Presentation of data classically into interval classes with range (R) = 6, many classes (k) = 1+ 3.3 log n = 6 and class width (i) = R / k = 1.02 rounded to 1.

In the Students' Writing Recount text variable that uses Facebook media, on a score of 14 the number of students is 1 person (3.3%), on a score of 15 the number of students is 3 people (10%), on a score of 16 the number of students is 5 (16 , 7%), in the score of 17 the number of students was 9 people (30%), in the score of 18 the number of students was 6 people (20%), in the score of 19 the number of students was 4 people (13%) and in scores 20 were as many 2 people (6.7%).

It means that the highest score is at 17 (30%) and score 18 (20%). From the data in the frequency distribution table above, it can be

Descriptions of Students' Writing Recount Text Data on Conventional Media (A2Y1)

Students Data 'Writing Recount text for students using conventional media that has been tested for Validity and Reliability. Student Data 'Writing Recount text is obtained by (n) = 30 with the lowest data = 13; highest data = 19; average = 15.77; standard deviation (SD) = 1,591. Presentation of data classically into interval classes with range (R) = 6, many classes (k) = 1+ 3.3 log n = 6 and class width (i) = R / k = 1.02 rounded to 1.

In the Students' Writing Recount text variable that uses Facebook media, on a score of 13 the number of students is 3 people (10%), on a score of 14 the number of students is 4 people (13.3%), on a score of 15 the number of students is 5 (16 , 7%), in the score of 16 the number of students was 8 people (26.7%), in the score of 17 the number of students was 6 people (20%), in the score of 18 the number of students was 3 people (10%) and the score of 19 was 1 student (3.3%).

It means that the highest score is at 16 (26.7%) and a score of 17 (20%). From the data in the frequency distribution table above, it can be presented in a bar graph as shown below:

Description of Vocabulary Mastery Data

Vocabulary Mastery data for students using Facebook media that have been tested for validity and reliability. Vocabulary Mastery data obtained as much as (n) = 30 with the lowest data = 14; highest data = 20; average = 17.00; standard deviation (SD) = 1.576. Presentation of data classically into interval classes with range (R) = 6, many classes (k) = 1+ 3.3 log n = 6 and class width (i) = R / k = 1.02 rounded to 1.

In the Vocabulary Mastery variable that uses Facebook media, on a score of 14 the number of students is 2 people (6.7%), on a score of 15 the number of students is 3 people (10%), on a score of 16 the number of students is 6 (20%), in the score of 17 the number of students was 8 people (26.7%), in the score of 18 the number of students was 6 people (20%), in the score of 19 the number of students was 3 (10%) and in the score of 20 the number of students was 2 (6.7%).

It means that the highest score of 17 is in (26.7%).

Description of Vocabulary Mastery Data on Conventional Media

Vocabulary Mastery data for students using conventional media that has been tested for validity and reliability. Vocabulary Mastery data obtained as much as (n) = 30 with the lowest data = 13; highest data = 19; average = 15.73 standard deviation (SD) = 1.574. Presentation of data classically into interval classes with range (R) = 6, many classes (k) = 1+ 3.3 log n = 6 and class width (i) = R / k = 1.02 rounded to 1.

In the Vocabulary Mastery variable that uses conventional media, in the score of 13 the number of students is 3 people (10%), in the score of 14 the number of students is 4 people (13.3%), in the score of 15 the number of students is 5 (16.7%), in the score of 16 the number of students is 9 people (30%), in the score of 17 the number of students is 5 people (16.7%), in the score of 18 the number of students is 3 people (10%) and the score of 19 the number of students is 1 people (3.3%).

Test of Research Hypothesis

Hypothesis testing of this research was carried out by MANOVA (*Multivariate of Varians*) analysis technique with the help of *IBM SPSS*

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Statistics 20. Hypothesis test results are presented in the following table:

Table 4.8
Multivariate Test

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,992	3623,554[b]	2,000	57,000	,000
	Wilks' Lambda	,008	3623,554[b]	2,000	57,000	,000
	Hotelling's Trace	127,142	3623,554[b]	2,000	57,000	,000
	Roy's Largest Root	127,142	3623,554[b]	2,000	57,000	,000
A	Pillai's Trace	,184	6,416[b]	2,000	57,000	,003
	Wilks' Lambda	,816	6,416[b]	2,000	57,000	,003
	Hotelling's Trace	,225	6,416[b]	2,000	57,000	,003
	Roy's Largest Root	,225	6,416[b]	2,000	57,000	,003

a. Design: Intercept + A

b. Exact statistic

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	WRITING RECOUNT TEXT	30,817[a]	1	30,817	12,936	,001
	VOCABULARY MASTERY	24,067[b]	1	24,067	9,703	,003
Intercept	WRITING RECOUNT TEXT	16302,017	1	16302,017	6843,307	,000
	VOCABULARY MASTERY	16072,067	1	16072,067	6479,471	,000
A	WRITING RECOUNT TEXT	30,817	1	30,817	12,936	,001
	VOCABULARY MASTERY	24,067	1	24,067	9,703	,003

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Error	WRITING RECOUNT TEXT	138,167	58	2,382			
	VOCABULARY MASTERY	143,867	58	2,480			
Total	WRITING RECOUNT TEXT	16471,000	60				
	VOCABULARY MASTERY	16240,000	60				
Corrected Total	WRITING RECOUNT TEXT	168,983	59				
	VOCABULARY MASTERY	167,933	59				

a. R Squared = ,182 (Adjusted R Squared = ,168)

b. R Squared = ,143 (Adjusted R Squared = ,129)

CONCLUSION

Based on the results of analysis and testing of hypotheses on the results of research on the effect of using Facebook on students' multivariate Writing Skill And Vocabulary Mastery conclusions were obtained as follows: 1) there is a significant effect of facebook towards students' writing skill and vocabulary mastery multivariate. This is proved by the value Fcount=6,416 and sig.=0,003 < 0,05. (2) there is a significant effect of facebook towards students' writing skill. This is proved by the value Fcount =12,936 and sig.= 0,001 < 0,05. (3) there is a significant effect of facebook towards vocabulary mastery. This is proved by the value Fcount = 9,703 sig.=0,003 < 0,05. The implications of this research where the null hypothesis is rejected or there are significant differences between students'

Writing recount text and vocabulary mastery, students group use facebook media with capabilities students' writing skill and vocabulary mastery group of students who were given conventional learning media.

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