

Optimizing Students' Ability in Writing Recount Text through Shared Writing Strategy Using Social Media "Facebook" in the Eleventh Grade

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Abstract- *In the Era of technology, social media is the most popular one. There are a lot of social media but Facebook has more users than others. Almost all students have Facebook and interested in learning using technology in the class, especially writing recount text. So that, the teacher chose a strategy was combined with the use of technology in teaching and learning process. Shared writing strategy was chosen as the strategy which can combine with social media "Facebook". Therefore, this strategy is aimed at describing the implementation of shared writing strategy using social media "Facebook", the students' working writing recount text, and the students' response to the use of shared writing strategy using social media "Facebook". The design of this study was a descriptive qualitative. Field notes, checklist, students' shared writing strategy using social media "Facebook", students' task, and interview were used as instruments of collecting data. To analyze the data, the researcher used data reduction, data display, and drawing conclusion. Some findings obtained from this study indicated that the media is very useful and helpful. The students were interested in shared writing strategy using social media "Facebook". The finding showed that the ability of the students was varied. Not all students reached the writing criteria from O'Malley and Pierce's scoring rubric.*

Keywords- *Writing Recount Text; Shared Writing Strategy; Social Media "Facebook"*

1. INTRODUCTION

The typical characteristics of written language are more perplex than spoken language so that writing is said that it is more problematic than speaking. Heaton (1991)[7] stated that writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

In the global era, internet is the best way to facilitate teaching learning process. Walton (2011)[18] states that using technology such as an email, a blog, or a wiki, on which the stories can be shared is the best way of creative writing. Volery & Lord (2000)[17] also stated that there is an increasing trend that online learning platforms are becoming important in teaching and learning. It shows that in education, technology is recognized as an instructional tool because it a form of media to facilitate instructional activities. Using technology in the classroom is a good way for the teachers to teach the students.

Technology was created to facilitate everyone's activities; one of the activities is able to communicate with others. Social Networks which is an evidence that everyone's can communicate with others without meeting but they do it using technology. There are some social networks but Facebook is the one which has a lot of users. Facebook has a variety of interactive features and it attracts the users to play and enjoy it (Boyd & Ellison, 2007)[3]. It is so clear that it makes Facebook so popular, it also allows registered

users to create profiles, upload photos and video, send messages and communicate with friends, family and colleagues although they do not have to meet each other.

When teaching writing to the students, there is also a good strategy that can be used by teacher to help students to write in a good way, it is shared writing strategy. It is a joint writing strategy in which teacher and learners contribute to the plan, the ideas, and the language of the text that they will construct together (Tertiary Education Commission, 2009)[14]. This strategy can be implemented in the classroom to teach writing a recount text to Senior High School students. Graves (1994)[5] stated that a shared writing strategy is a strategy that enables teachers to make the writing process concrete and visible to students. That is so clear that this strategy will be very interesting for the students because they can compose text together with their friend or the teacher on their activity. Thus, the study focusing on the implementation of shared writing strategy using social media "Facebook" in optimizing student ability in writing recount text to the eleventh grade.

2. LITERATURE REVIEW

The way of sharing personal meanings and emphasizing the power of the personality to construct somebody's view based on a particular topic is called writing (Hyland, 2003)[8]. Ploeger (2000) stated that writing is the way to express the ideas fully and clearly in an effective form. In

teaching writing, sometimes the teacher do not use a good strategy in modeling how to write well. Some teachers still use conventional strategy which they only give the example of a text without modelling it. Actually the students has to know the process of writing. So that the teacher has to use good strategy to help students in understanding the lesson.

Technology is so useful tool in the classroom, as said by Prihatiningsih (2011)[11] technology has become an amazing and useful tool in the classroom. Information and communication technologies (henceforth ICT's) contribute greatly to today's education setting. Such technologies enhance teaching methods by providing students with an intellectually sound environment that caters to students' need.

The development of social media and technology has changed the way the teacher teach, the students learn, and the way teachers and students communicate. It also make the teacher has more time to achieve classroom objectives. One of social media that has a lot of user is Facebook.

The education foundation of UK's Education Think Tank (2013)[16] said that Facebook is not only connect people to people, but it also be able to be the way to share the feeling, product, brands, and organization. The education foundation of the UK's Education Think Tank (2013) also explore about the usefulness of Facebook for digital learning as a result, it can be said that Facebook is used for many reason, it also can be a good way for teaching and learning.

In learning writing, the main problem that is always found by the students is how to develop the ideas from their experience to be written. The solutions that can solve this problem is using shared writing strategy. Gibson (2015)[4] said that shared writing is a strategy in which the teacher transcribes the entire text while engaging students in a rich discussion about how the text should be composed. It also can motivate the students to write and express their ideas and share it in a group. In shared writing, the teacher and students construct the text together, both of them contribute their thoughts and ideas to the process of writing. By using shared writing strategy, the students will know well about the process of writing (Routman, 1994)[12].

3. METHODOLOGY

In conducting this study, a descriptive qualitative research design was used. It describes the situation that happening in the process of teaching and learning writing recount text in the classroom by doing shared writing strategy using social media "Facebook". According to Ary et al. (2010)[1], qualitative research is designed to obtain information concerning about human behavior.

Shared writing strategy and social media "Facebook" was applied in order to find out whether this media could be used as a mean of learning written recount text, and encourage the students to write or not.

In this study, the researcher observed the teaching and learning process in the class, described, and reported everything happening in the class. She evaluated and formulated the students' responses and the teacher's role when shared writing strategy using social media "Facebook" was applied after several meetings. In addition, the students' works in doing shared writing strategy using social media "Facebook" were evaluated to know the ability of the students in writing.

The subject of the study was English teacher and the students of SMAN 1 Cerme Gresik. The researcher chose eleventh grade students as subject of the study because they had applied shared writing strategy using social media "Facebook" as a media in teaching and learning process of written recount text.

Some techniques used to collect the data were observation, observation checklist, students' task, and interview. Analysis techniques used in this research was the analysis of qualitative data following the concept of Miles and Huberman (1994)[9]. Activities in data analysis were data reduction, data display, and drawing conclusion, these steps should be conducted systematically.

4. RESULT AND DISCUSSIONS

Teaching and learning process was mainly about writing activity especially in writing recount text. The teacher was quite good when helping the students to construct a text. She had used a helpful media such as shared writing strategy using social media "Facebook" to engage the students. If the teacher could set the activity properly, they would participate fully and get tremendous satisfaction from it (Harmer, 2007)[6]. They were able to create the text easier together. Whenever they created the text with their ideas there, automatically they understood how the story would run. In this activity, the students constructed the text together with their friends and teacher, so that they knew where the story runs.

In this study, the researcher used field note as the instrument in conducting the classroom observation. The observation was done three times according to the use of shared writing strategy using social media "Facebook" in writing recount text. The researcher also used observation checklist as her instrument to observe the teacher when doing shared writing strategy using social media "Facebook". Observation checklist showed that the teacher and the students did the activities based on Routman's procedure.

The teacher also monitored the progress of the students' assignment. It was very important to know the progress of each student to ease student's difficulty during the learning process. Since the ability to write well in a target language was an important goal for many learners, here an important role of the teacher was to find ways to provide support (especially for reserved students) so that learners had the motivation to practice, and they were confident to face interactive opportunities, free of anxiety which might otherwise inhibit their endeavor (Griffiths, 2008).

The students had done a good shared writing strategy work using social media "Facebook" with the teacher. Sometimes the students felt confused in choosing vocabulary that they had used to make a sentence, but other students cared about it. They helped their friends who found some difficulties in choosing a good vocabulary. Vocabulary was important in learning English. It was the most important language component in learning English. According to Taylor (1990)[16] vocabulary may have importance for adult learners, since it was an area of language learning which did not appear to be showed by ages. Nunan (2003)[10] added that vocabulary was needed to express feelings and ideas in writing because writing is the physical act of committing words or ideas.

The mistake was not only about a vocabulary, but also it was about grammar. Some students did not use a good grammar, sometimes they used verb 1 although they actually had to use verb 2 at that time. They also made a mistake in using pronoun. One of the reasons to teach grammar was its capacity to make students understand the existence of language, which intends to make linguistic production more practical (Azar, 2007)[2]. Grammar helped the students to develop reading, writing, communication, and other skills. Without understanding the correct grammatical structures, the students were unable to communicate, convey meaning or understand through the pieces that they write, read, speak or listen (Savage, 2010)[13].

From the first meeting until the last meeting, the students showed a good progress. The students who gave their ideas toward the title can be described as follow, 31 commentars, 37 commentars, and 40 commentars. The students showed their good progress because in doing shared writing strategy using social media "Facebook" was very interesting. It also made them got a lot of advantages during doing it. They did not only improve their vocabulary and grammar, but they also knew how to make a good sentence and text together. From the content of the text, they could tell the events in chronological order. They mentioned the orientation, events and reorientation accurately, it showed that they had understood the generic structures of the text. Based on all the students shared writing strategy using social media "Facebook" work, almost all the students gave their part to this strategy. It showed that shared writing strategy using social media "Facebook" was a good strategy to make the students interested in writing especially written recount text.

The students' score was taken from the students' writing task which had been done in the end of the learning process. The task was in a piece of paper. The assessment was based on three aspects which became the teacher's focus during teaching and learning process. They were the students' understanding about the generic structure of recount text in the implementation of shared writing strategy using social media "Facebook", the students' organization of their text, the style, the grammar and the mechanic.

Based on the scoring instrument of writing task, the ability of the students was varied. The process of doing shared writing strategy using social media "Facebook" proved that this media provided a good atmosphere where the students could participate in the teaching and learning process actively.

In interview result, the students had positive opinions on using shared writing strategy using social media "Facebook" to improve their English writing skills. Most of them enjoyed using shared writing strategy using social media "Facebook". From the semi-structured interview, they agreed that shared writing strategy using social media "Facebook" was a very useful tool for education. It can be said that shared writing strategy using social media "Facebook" was a suitable tool for developing the English writing skills of eleventh grade students of SMAN 1 Cerme Gresik. It trained the students to develop effective English writing skills and their creativity.

5. CONCLUSION

The conclusion was gained from the result of observation in doing shared writing strategy using social media "Facebook", students' writing assessment task and interview.

In doing shared writing strategy using social media "Facebook". The teacher and the students worked together to construct the text. The process was began from the teacher who post a title in facebook group then she asked the students in the class to rewrite and add some ideas toward it. It was not be a problem if the students gave their ideas more than one in coloum comment. The students and the teacher work not only to construct the text but also to correct some errors that happened during doing shared writing strategy using social media "Facebook".

From the discussion on the students' response stated in previous chapter, it could be seen that the students were interested when doing shared writing strategy using social media "Facebook. The activity of doing this strategy was very challenging and gave more chance for them to practice writing. They also enjoyed doing shared writing strategy using social media "Facebook" with the role of the teacher who supports them. They also expected that doing shared writing strategy using social media "Facebook" would be able to enhance their ability in writing.

The result of students' writing assessment test showed that the ability of the students was varied. Not all students reached the writing criteria from O'Malley and Pierce's scoring rubric. Some students were able to make a recount text with almost no mistake in organization, style, grammar, and mechanic. It meant that they understood the generic structure appropriately, no mistake in accuracy and pronunciation, and used a variety of vocabulary. And some other students had good ability in writing the text with few mistakes in content and generic structures. In addition, there were some students who were able to write the text with many mistakes in chosing the words. The words were unclear and sometimes difficult to understand.

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