



**ENHANCING THE EIGHTH GRADE STUDENTS' ACHIEVEMENT
IN WRITING A RECOUNT TEXT BY USING FACEBOOK AT SMP
NEGERI 9 JEMBER IN THE 2016/2017 ACADEMIC YEAR**

THESIS

By:

Glory Marchiano Andromeda

NIM. 110210401034

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY**

JEMBER UNIVERSITY

2017



**ENHANCING THE EIGHTH GRADE STUDENTS' ACHIEVEMENT
IN WRITING A RECOUNT TEXT BY USING FACEBOOK AT SMP
NEGERI 9 JEMBER IN THE 2016/2017 ACADEMIC YEAR**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English Education
Program of the Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

By:

Glory Marchiano Andromeda

NIM. 110210401034

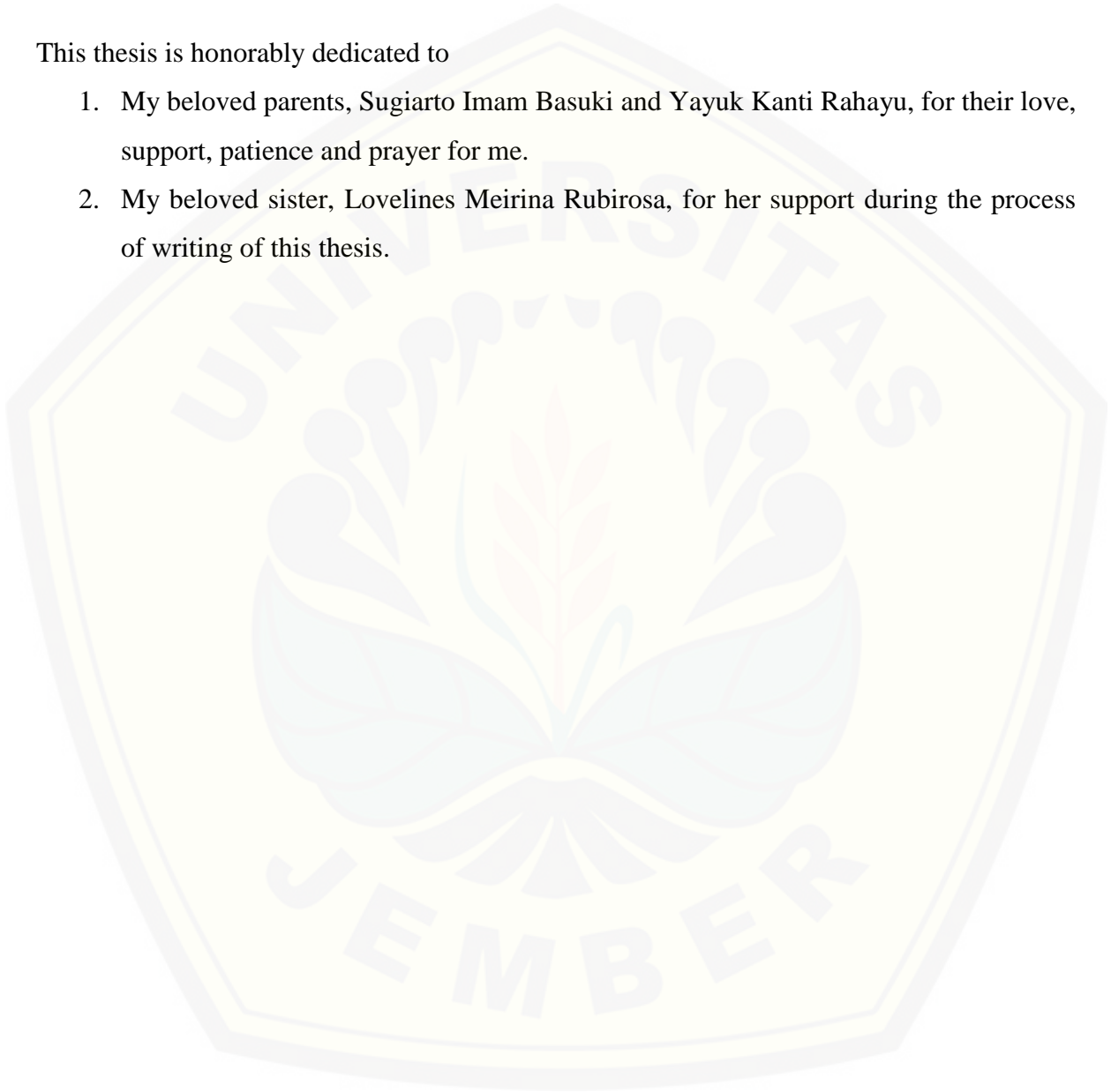
**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
JEMBER UNIVERSITY**

2017

DEDICATION

This thesis is honorably dedicated to

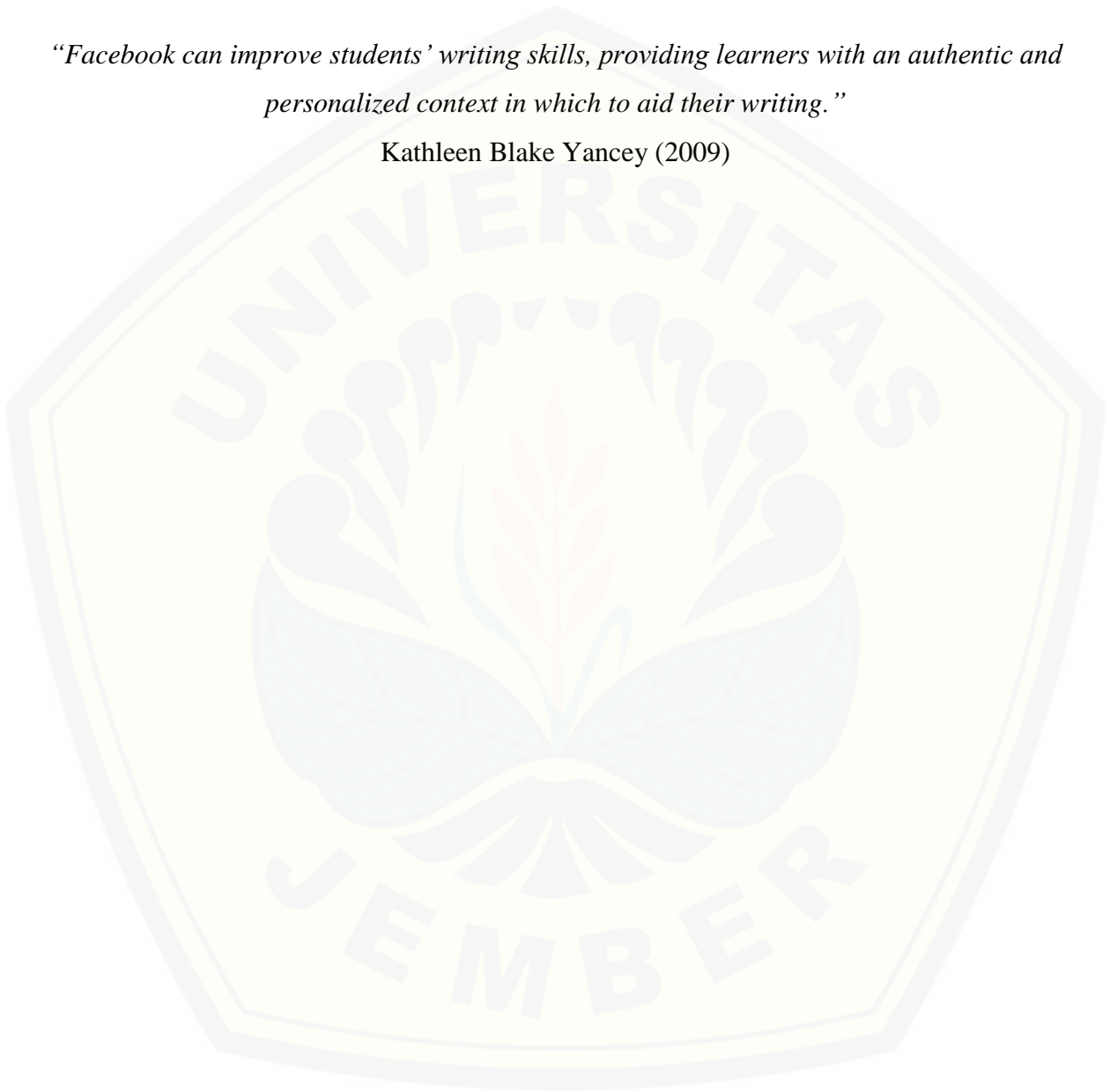
1. My beloved parents, Sugiarto Imam Basuki and Yayuk Kanti Rahayu, for their love, support, patience and prayer for me.
2. My beloved sister, Lovelines Meirina Rubirosa, for her support during the process of writing of this thesis.



MOTTO

“Facebook can improve students’ writing skills, providing learners with an authentic and personalized context in which to aid their writing.”

Kathleen Blake Yancey (2009)



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the wish to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, September 2017

The Writer

Glory Marchiano Andromeda

110210401034

CONSULTANT APPROVAL

**ENHANCING THE EIGHTH GRADE STUDENTS' ACHIEVEMENT IN WRITING
A RECOUNT TEXT BY USING FACEBOOK AT SMP NEGERI 9 JEMBER IN
THE 2016/2017 ACADEMIC YEAR**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English Education
Program of the Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

Name : Glory Marchiano Andromeda
Identification Number : 110210401034
Class : 2011
Place and Date of Birth : Jember, 11th March 1993
Department : Language and Arts Education
Program : English Education

Approved by:

Consultant 1

Consultant 2

Dra. Wiwiek Eko Bindarti, M.Pd.

NIP. 19561214 198503 2 001

Eka Wahyuningsih, S.Pd., M.Pd.

NIP. 19700612 199512 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “Enhancing the Eighth Grade Students' Achievement in Writing A Recount Text by Using Facebook at SMP Negeri 9 Jember in the 2016/2017 Academic Year” is approved and accepted by the examination committee of the Faculty of Teacher Training and Education, Jember University on:

Day :

Date :

Place :

The Committee

Chairperson

Dr. Budi Setyono, M.A.

NIP. 19630717 199002 1 001

The Secretary

Eka Wahyuningsih, S.Pd., M.Pd.

NIP. 19700612 199512 2 001

Members,

Member 1

Dra. Wiwiek Eko Bindarti, M.Pd.

NIP. 19561214 198503 2 001

Member 2

Bambang Suharjito, M.Ed.

NIP. 19611025 198902 1 004

The Dean,

Faculty of Teacher Training and Education

Prof. Drs. Dafik, M.Sc., Ph.D.

19680802 199303 1 004

ACKNOWLEDGEMENT

First and foremost, I would like to express my gratitude to Allah SWT for His blessing, so that I can finish writing my thesis entitled “Enhancing the Eighth Grade Students’ Achievement in Writing a Recount Text by Using Facebook at SMP Negeri 9 Jember In The 2016/2017 Academic Year” to fulfill one of the requirements to obtain S1 degree at the Faculty of Teacher Training and Education, Jember University.

In relation to the writing and finishing this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of The Language & Arts Department,
3. The Chairperson of English Education Study Programs,
4. My first consultant, Dra. Wiwiek Eko Bindarti, M.Pd. for her great patience, support and suggestions,
5. My second consultant and Academic Supervisor, Eka Wahyuningsih, S.Pd., M.Pd.
6. The principal and the English teachers of MTs Negeri 2 Jember for giving me an opportunity, help, and support to conduct this research,
7. The eighth grade students of SMP Negeri 9 Jember in 2016/2017 academic year, especially class VIII B.

Finally, I hope that this thesis will be useful, not only for me but also for the readers. Any constructive and valuable suggestions will be fully appreciated.

Jember, September 2017

The Writer

SUMMARY

Enhancing the Eighth Grade Students' Achievement in Writing a Recount Text by Using Facebook at SMP Negeri 9 Jember In The 2016/2017 Academic Year; Glory Marchiano Andromeda, 110210401034; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was conducted to to enhance the eighth grade students' recount text writing achievement by using Facebook at SMP Negeri 9 Jember in the 2016/2017 academic year. Based on the preliminary study, it was found out that the majority of the eighth grade students had problems in writing in English. Out of six classes, only two classes could achieve the average score 75, which is the standard minimum score of the school. They had several mistakes, especially in the aspects of organization, grammar and mechanic. From the preliminary study, it was also found out that the students were less interested in English subject due to the lack of variety of media being used in the classroom. To overcome these problems, the researcher applied Facebook as a teaching media in the teaching process of writing.

The data collection methods used was writing test and observation in the form of checklist to get the primary data. The data were analyzed statistically. The action had been implemented in two cycles in order to achieve the criteria of success of this classroom action research. The first cycle was done in three meetings, twice for the teaching and once the test. The result of the classroom observation showed that 58,3% (Meeting 1) and 72,3% (Meeting 2) of the students were active during the teaching and learning process. In other words, there were some promising progress regarding the students' active participation. However, it had not achieved the target criteria of success of the research, since the average of the students who were "active" during the teaching and learning process in both

meetings were only 65,3%, while the target was 70%. In addition, the result of writing achievement test in Meeting 3 was not satisfying as well. Only 63,8% of the students who could achieve the minimum score (75), while the target was 70%.

Based on the result of Cycle 1, Cycle 2 was conducted with some revision to solve the problems occurred in Cycle 1. Those problems were: the students were not accustomed with the teacher; the students were directly asked to do the task after getting a brief explanation from the teacher, which made them easily bored; some students still use two-finger typing technique, which consumed a lot of time; some students were confused to choose the topic for their writing test; and some students still found difficulties in using grammar correctly.

The result of observation and writing test in Cycle 2, however, showed an amazing progress. 77,8% (Meeting 1) and 88,8% (Meeting 2) of the students were active during the teaching learning process, while 80,5% of the students could achieve the minimum score.

Based on the result above, it can be concluded that the actions in Cycle 2 had achieved the criteria of success of the research. The result of Cycle 1 to the Cycle 2 showed an improvement as well as achieved the criteria of success. Finally, it can be summarized that the use of Facebook could enhance the eighth grade students' active participation and writing achievement in the teaching learning process of writing at SMP Negeri 9 Jember in the 2016/2017 academic year.

TABLE OF CONTENT

COVER	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENT	x
LIST OF APPENDICES	xiii
LIST OF TABLE	xv
LIST OF CHART	xvi
 CHAPTER 1 INTRODUCTION	
1.1 Background of the Research	1
1.2 Problems of the Research	5
1.3 Objectives of the Research	5
1.4 Scope of the Research	6
1.5 Significance of the Research	6
 CHAPTER 2 REVIEW OF RELATED LITERATURE	
2.1 Writing Skill	7
2.1.1 The Definition of Writing	7
2.1.2 The Aspects of Writing	9
2.2 Recount Text	17

2.2.1 Definition of Recount Text	18
2.2.2 Types of Recount Text	18
2.2.3 Generic Structure of Recount Text	23
2.2.4 The Language Features of Recount Text	23
2.2.5 The Examples of Recount Text	23
2.3 Facebook	26
2.3.1 Facebook Features	26
2.3.2 Facebook Group Discussion	27
2.4 Advantages and Disadvantages of Using Facebook in the Teaching Learning Process	27
2.4.1. The Advantages of Using Facebook	27
2.4.2. The Disadvantages of Using Facebook	28
2.5 The Procedure of Teaching Writing Using Facebook	30
2.6 The Students' Participation in The Writing Teaching and Learning Process	30
 CHAPTER 3. RESEARCH METHOD	
3.1. Research Design	32
3.2 Area Determination Method	34
3.3 Research Subject Determination Method	35
3.4 Operational Definition of the Terms	35
3.4.1 Writing Achievement	35
3.4.2 Recount Text	35
3.4.3 Facebook	36
3.4.4 Students' Participation	36
3.5 Data Collection Methods	36
3.5.1 Writing Test and Observation	36
3.5.2 Interview and Documentation	42
3.6 Research Procedures	43

3.6.1 Planning the Action	43
3.6.2 Implementing the Action	44
3.6.3 Observing and Evaluating the Action	45
3.6.4 Reflecting the Action	45
3.7 Data Analysis Method	46
 CHAPTER 4. RESEARCH RESULT AND DISCUSSION	
4.1 Facebook Group Discussion	47
4.2 The Results of Actions in Cycle 1	47
4.2.1 The Results of Observation in Cycle 1	49
4.2.2 The Results of Writing Achievement Test in Cycle 1	59
4.2.3 The Results of the Reflection in Cycle 1	63
4.3 The Results of Actions in Cycle 2	65
4.3.1 The Results of Observation in Cycle 2	66
4.3.2 The Results of Writing Achievement Test in Cycle 2	77
4.3.3 The Results of Reflection in Cycle 2	80
4.4 Discussion	81
 CHAPTER 5. CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	83
5.2 Suggestions	83
 REFERENCES	 85
APPENDICES	88

LIST OF APPENDICES

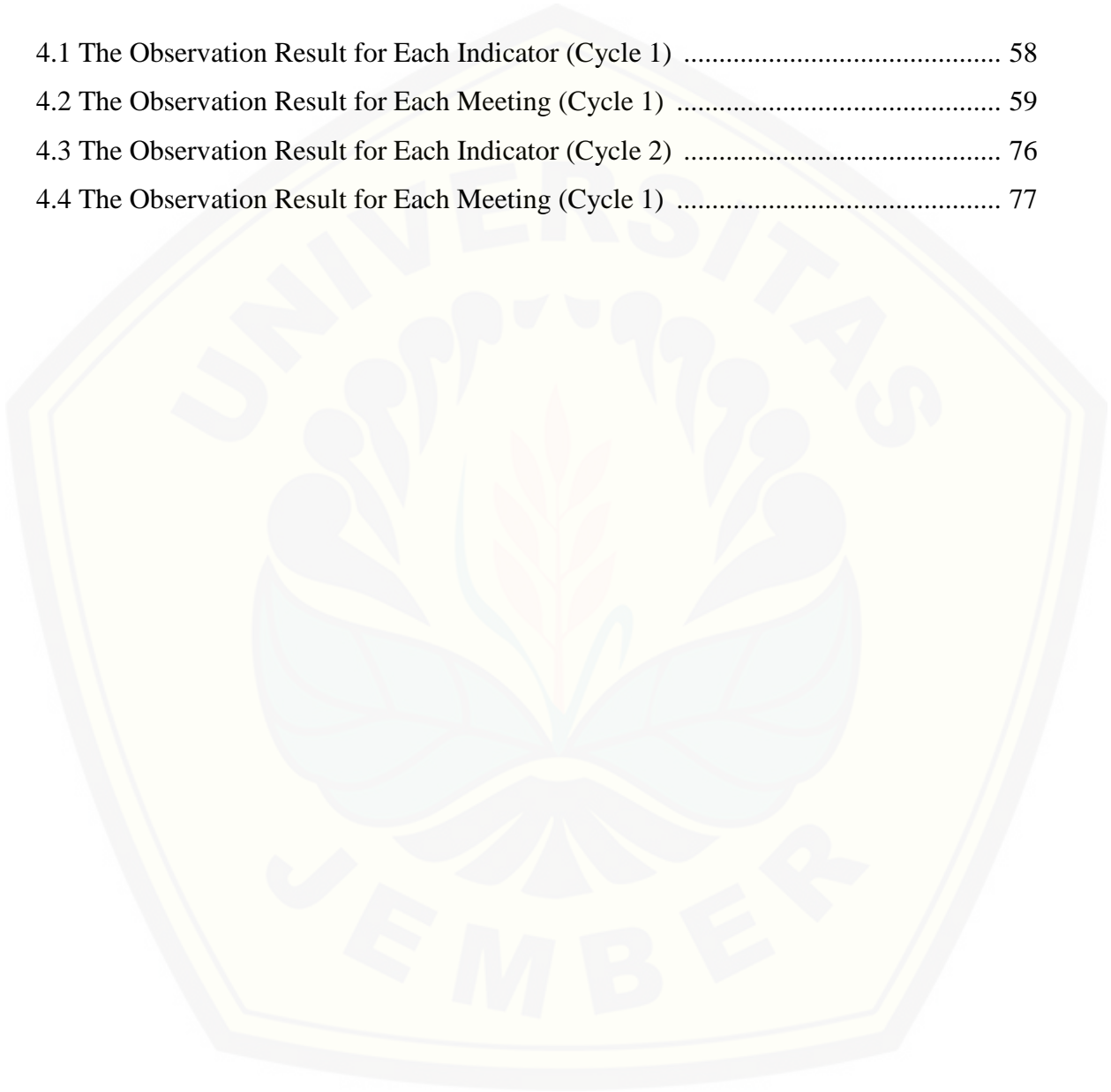
Appendix 1 : Research Matrix	88
Appendix 2 : Interview Guide	91
Appendix 3 : The Previous Score of Writing	92
Appendix 4 : Lesson Plan Cycle 1 Meeting 1	94
Appendix 5 : Lesson Plan Cycle 1 Meeting 2	105
Appendix 6 : Writing Test Cycle 1	116
Appendix 7 : Lesson Plan Cycle 2 Meeting 1	117
Appendix 8 : Lesson Plan Cycle 2 Meeting 2	128
Appendix 9 : Writing Test Cycle 2	139
Appendix 10 : The Result of Observation Checklist in Cycle 1 Meeting 1	140
Appendix 11 : The Result of Observation Checklist in Cycle 1 Meeting 2	142
Appendix 12 : The Result of Observation Checklist in Cycle 2 Meeting 1	144
Appendix 13 : The Result of Observation Checklist in Cycle 2 Meeting 2	146
Appendix 14 : The Result of Writing Achievement Test in Cycle 1	148
Appendix 15 : The Result of Writing Achievement Test in Cycle 2	150
Appendix 16 : The Samples of the Students' Worksheets in Writing Test Cycle 1.....	152
Appendix 17 : The Samples of the Students' Worksheets in Writing Test Cycle 1.....	153
Appendix 18 : Research Permission from the Dean of the Faculty of Teacher Training and Education	154
Appendix 19 : Statement Letter of Accomplishing the Research from the Principal of SMP Negeri 9 Jember.....	155

THE LIST OF TABLES

2.1 Differences Between Writing and Speaking	8
3.1 The Scoring Guide of Recount Text	39
4.1 The Observation Checklist (Meeting 1 in Cycle 1)	50
4.2 The Observation Checklist (Meeting 2 in Cycle 1)	54
4.3 The Result of Writing Achievement Test (Cycle 1)	61
4.4 Revision of Action Implementing	65
4.5 The Observation Checklist (Meeting 1 in Cycle 2)	67
4.6 The Observation Checklist (Meeting 2 in Cycle 2).....	72
4.7 The Result of Writing Achievement Test (Cycle 2)	78

THE LIST OF CHARTS

4.1 The Observation Result for Each Indicator (Cycle 1)	58
4.2 The Observation Result for Each Meeting (Cycle 1)	59
4.3 The Observation Result for Each Indicator (Cycle 2)	76
4.4 The Observation Result for Each Meeting (Cycle 1)	77



CHAPTER 1. INTRODUCTION

This chapter gives attention to some aspects related to the topic of the research, those are: background of the research, research problems, research objectives, scope of the research, and the significance of the research.

1.1 Background of the Research

Technology is literally everywhere. From the time we wake up until we go to sleep again, technology takes a center stage in almost every single activity we do in our daily basis. When we go to school or work, we need transportation. When we work or do our homework, we need a computer. Even when we want to eat, we need a rice cooker to cook it.

With each passing day, more and more our lives have been slowly taken by technology, especially if we are millennial generation. Take a moment to look at our smartphone. Can we even imagine to “survive” without it just for a single day?

According to Goodwyn (2000:1), we are moving away from literature book-based culture toward technology-based culture. And it’s a general move. Just look around us. Can we find tools that are very “important” in our life? Television, computer, smartphone, you mention it. Most of them, if not all, are the results of technology innovation.

Over the last three decades, English has been acknowledged as an international language. It is technically the *lingua franca* of international trade, diplomatic relation and technology. In Indonesia, English is regarded as a foreign language (EFL). However, it has a special role in our educational system.

The first regulation regarding English in Indonesia is the Decree of the Ministry of Education and Culture No. 096/1967, making it the first foreign language to be officially taught in Indonesia after its independence.

Since that time, English continues to color Indonesia's national education although the curriculum constantly changes from time to time. Although it was initially taught in High School, nowadays English has been taught even at the level of pre-school education, or the so called *PAUD* (*Pendidikan Anak Usia Dini*, lit. Early Age Education). English is also considered as the main subject and becomes one of the subjects that is always tested in the national examination at all levels. All of these prove how English has been acknowledged due to its role in the national and international areas.

English has four main skills that need to be mastered, they are listening, reading, speaking, and writing; and has three language components, they are grammar, pronunciation and vocabulary. Ideally, every learner has to master those skills and components, but the reality shows that it does not always work that way. Each student usually has his/her own difficulties while dealing with them.

According to experts' estimation stated by Hegarty (2000:5), people generally spend 42 percent of their time in a day by practicing listening, 32 percent for speaking, 15 percent for reading, and 11 percent for writing. Despite spending the least of our time, writing still has important roles in our life. Richards (1990:101) defines writing as the complex process of moving from concepts, thoughts, and ideas to written texts.

Writing has a unique characteristic. It is a "permanent record", which is able to transcend the time and space (White and Arndt, 1995:1). In delivering messages through speaking, for instance, the speaker can only deliver it to certain people (the addressees) and specific time (when the messages are delivered). It is because speaking is "time-bound, dynamic, transient" (Crystal, 2005). However, through writing, even the messages from centuries ago can still be received at this moment without any other processes such as reproduction (just like recording in speaking) and so on. It is also the main reason why the literary source is one of the most important and credible sources in historical study.

But the problem is, writing is not just about arranging the alphabets. A good writing needs to be easy to read and communicate clearly. Unfortunately, only very few people

who can do such a thing (Fairbairn and Winch, 2011:71). Many people still find it difficult to transfer their thoughts, ideas and feelings in a written form. It takes a long time to fully master this skill, even for the native speakers. Therefore, there are so many learners who feel anxious and frustrated while dealing with writing (Richard, 1990:100). Of course, this is very ironic to see the fact that this skill is very important in our life.

A preliminary study was conducted by the researcher on 18th July 2016 by using an informal interview with the eighth grade English teacher at SMP Negeri 9 Jember. It was found out that the majority of the eighth grade students had problems in writing in English. Out of six classes, only two classes could achieve the average score 75, which is the standard minimum score of the school. The teacher personally believed that there were several factors that led to it. First, her students found it difficult to develop and organize the main ideas in their writing. As a result, their writings did not make any sense. Second, their grammar skills were very poor. Once again, out of six classes, only two classes could achieve the average score 75. This made them incapable of applying tenses correctly and consistently (for example, when writing a recount text, sometimes they still used the simple present tense instead of using past tenses). The third, they had no interest in writing.

Another thing that made the students' writing achievements very low was the lack of variety of media used. The teacher only gave the students a model to imitate then directly asked them to write based on the topic without any further guidance. Obviously this was distracting to the goal of the lesson, because as Haycraft (1987:8) says, monotonous teaching produces sleepiness.

The combination of all these things caused the eighth grade students' participation in teaching learning process and their average scores in English writing were very low. From the standard minimum score 75, most of the students only got 60 (only 58,3% of the students who could achieve the target). This was a very big gap, and would be very fatal if the teacher did not enhance her teaching strategies to overcome this problem as soon as possible.

All these things can actually be overcome through the use of interesting and creative media. Bowker in Goodwyn (1992:12) argues that the instructional media aim at developing students' critical and creative power systematically through analysis and production of media artifacts. One of the media that is considered feasible and meets these requirements is social media.

Today's fact shows that young generation use ICT (Information and Communications Technology) such as the Internet more than any other media through which to communicate and socialize. (Drussel, 2012; Mishna, McLuckie, & Saini, 2009; Kaynay & Yelsma, 2000; Nie & Hillygus, 2002). That is why, Prensky (2001) defines today's students as "digital natives", who turn out to be the "native speakers" of the digital language of computers, video games, and Internet.

Social media, as part of ICT environment, are believed to support the teaching and learning process of writing because they are fun and enjoyable. Instead of writing traditionally in a piece of paper, writing in social media will be much more challenging for the students because it accommodates their interest and "nature" as "digital natives".

This study tried to offer social media, that is, Facebook, as the main medium to teach writing in the classroom. It was based on the fact that Facebook has several facilities that are potential for teaching writing, such as "status update", Note, and "group". However in this study the researcher particularly used Facebook group.

There were many researchers who already conducted a research using Facebook and Facebook group. One of them is Srirat (2014). She applied Facebook group in teaching an EFL communication course to Thai students at Chiang Mai Rajabhat University, Thailand. She found out that the respondents made quite outstanding participations-sharings, discussing, and arguing in English successfully. The other study was done by Suthiwartnarueput and Wasanasomsithi (2012) who applied their researches for teaching grammar and writing in a university at Nakhon Pathom Province, Thailand. They found out that the participants gained higher scores in the post-test at a significant level after the

media were applied. Another previous study supporting the use Facebook was conducted by Yunus *et al.* (2011) who applied the media for writing achievement at the University of Kebangsaan Malaysia, Malaysia. It was revealed that the participants found it easier to complete their essays using Facebook group because the spell-check feature helped them to avoid spelling errors and reading the comments also made them learn new vocabulary.

Based on the explanation above, a study on "**Enhancing the Eighth Grade Students' Achievement in Writing a Recount Text by Using Facebook at SMP Negeri 9 Jember In The 2016/2017 Academic Year**" was conducted.

1.2 Research Problems

Based on the background of the study, the research problems were formulated as follows.

1. Can the use of Facebook enhance the eighth grade students' writing achievement at SMP Negeri 9 Jember in the 2016/2017 academic year?
2. Can the use of Facebook enhance the eighth grade students' participation in the teaching learning process of writing at SMP Negeri 9 Jember in the 2016/2017 academic year?

1.3 Objectives of the Research

In line with the research problems, the objectives of the research were formulated as follows:

1. to enhance the eighth grade students' writing achievement at SMP Negeri 9 Jember in the 2016/2017 academic year.
2. to enhance the eighth grade students' participation in the teaching learning process of writing at SMP Negeri 9 Jember in the 2016/2017 academic year.

1.4 Scope of the Research

This research was conducted to the students of VIII B at SMP Negeri 9 Jember. They were chosen purposively. Facebooks was used as media to improve students' writing achievement, especially in recount text. This type of text was chosen since it was taught to the eighth grade students.

1.5 Significance of the Research

It was expected that the result of this research will be valuable for the following people.

1.5.1. The researcher

This research results hopefully can give valuable experience for the researcher in conducting a classroom action research and valuable input to use Facebook as a teaching media in the future.

1.5.2. The English teacher

The result of the study is expected to be taken into consideration by any English teacher who reads this research result to use Facebook as an instructional medium in teaching writing in the classroom because it can enhance students' writing achievement and active participation.

1.5.3. The students

The finding of this research is expected to minimize the students' problem in English writing so that they will be more active and motivated in the class, and finally enhance their writing achievement through the use of Facebook.

1.5.4. Future researchers

It is hoped that the result of this research will give contribution to any researchers who want to conduct another research using the same design by applying different skill, for example speaking, with social media (especially Facebook) in the future.

CHAPTER 2. REVIEW OF THE RELATED LITERATURE

This chapter highlights the discussion of some literature related to the research. It covers the definition of writing, the aspects of writing, the recount text, the use of Facebook in the teaching learning process, the advantages and disadvantages of using Facebook, the procedures of using Facebook and action hypothesis.

2.1 Writing Skill

As one of the four skills, writing has an important role in English. Despite the fact that we ideally should master all of them, writing has some uniqueness that is not owned by three other skills.

2.1.1 The Definition of Writing

According to Byrne (1984:1), writing is an act of using graphic symbols which are arranged in particular order and linked together in particular ways. It may sounds easy, but arranging those “graphic symbols” is not that simple. First, we have to know that what Byrne means by “graphic symbols” are letters or combination of letters. And to make a good writing, those letters and combination of letters need context. To whom is it addressed, for what purpose is it written, these two things have to be clear first before anything else.

Heaton (1991:135) states that writing not only requires us to master grammatical and rhetorical devices, but also conceptual and judgemental elements. It is so complex that even some native speakers also find it as a tricky problem. This is somehow understandable, given the fact that writing is the process of communication between two parties who are connected to each other, the writer and the reader. A good writer is supposed to be able to express what he thinks, feels, and believes in a paper, and to deliver

the writing properly and fully to the readers. If there is something wrong with the transfer process, the reader may fail to understand the author's intended meaning.

Many people consider that writing is related to another skill, and that is speaking. Hegarty (2000:5), for instance, describes writing as a "talk written down." Although they are historically connected to each other, writing and speaking are still two independent methods of communication. The differences between the two skills are explained in the following table.

Table 2.1 Differences Between Writing and Speaking

No	Writing	Speaking
1	Writing is space-bound, static, permanent; the writer is usually distant from the readers.	Speaking is time-bound, dynamic, transient; both participants usually present.
2	Writing allows repeated reading and close analysis.	The spontaneity and speed of most speech exchanges does not allow complex advance planning.
3	Lack of visual contact means that participants cannot rely on context to make their meaning clear.	Because participants are typically in face-to-face interaction, they can rely on such extra linguistic clues as facial expression and gesture to aid feedback.
4	Unique features of writing include pages, lines, capitalization, spatial organization and several aspects of punctuation; only a few graphic conventions relate to prosody, such as question marks and underlining for emphasis.	Unique features of speech include most of the prosody; many nuances of intonation, loudness, tempo, rhythm, and other tones of voice cannot be written down with much efficiency.
5	Some words and constructions are characteristic of writing, such as multiple instances of subordination in the same sentence.	Many words and constructions are characteristic of (especially informal) speech; lengthy coordinate sentences are normal.
6	Writing is very suited to the recording of facts and the communication of ideas, and to tasks of memory and learning.	Speech is very suited to social or 'phatic' functions, such as passing the time of day, or any situation where casual and unplanned discourse is desirable.
7	Errors and other perceived	Errors, once spoken, cannot be withdrawn;

inadequacies in our writing can be eliminated in later drafts..	the speaker must live with the consequences.
-----------------------------------------------------------------	----------------------------------------------

(Crystal, 2005)

2.1.2 The Aspects of Writing

Writing is not an easy work. It is a process that involves many aspects, which makes it a very complex process. If there is one aspect of writing that is wrong or failed to be implemented, then the whole process will be affected, and of course, the result will fail as well. Because of that, it is essential for all writers to understand every aspect of writing.

According to Hughes (2003:100), there are five aspects in writing, including grammar, organization, vocabulary, mechanics and content. These aspects are so important that do not only help us to make a good writing, but also help us to evaluate our writing result as a whole.

a. Grammar

Fairbairn and Winch (2011:109) state that grammar is a set of rules that governs the way our language works and help a writer to make an “acceptable” sentence in Standard English. Unfortunately, not all writers, even the native speakers, have sufficient knowledge of grammar.

To avoid grammatical errors that we commonly face when constructing a sentence, Fairbairn and Winch (2011:110) suggest some ways below.

1. Make sure that all sentences contain a main verb. The sentence “*John home tomorrow*”. for example, is “unacceptable” in Standard English as it omits the verb. Compare the above sentence with the following ones.

John comes home tomorrow.

John is coming home tomorrow.

John will come home tomorrow.

The thing that distinguishes the first sentence from other sentences is the different use of verb (which, in case, is *come*), which is very essential in determining whether a sentence makes sense or not.

2. Make sure that the verbs and nouns or pronouns agree. A verb must agree with the nouns or pronouns of the sentence. Singular nouns should go with singular verbs, and plural nouns or pronouns should go with plural verbs. Example:

They all runs to school.

John walk to the park.

In the first sentence, the subject is a plural noun (*they*), but the verb indicates a singular (*runs*, because we put affix *-s* on it). Meanwhile, in the second sentence, a singular noun (*John*) goes with the plural verb (*walk*). Both sentences are not “acceptable” in Standard English and should be changed into:

They all run to school.

John walks to the park.

3. Tenses of verbs can inform the readers when an action takes place, whether it is in the past, present or future. Therefore, they must be consistent to avoid making the readers get confused.

We came home and then we have our tea.

In this sentence, the verb used is *came*, meaning that the action took place in the past. However, in the subordinate clause, the writer uses the word *have*, which indicates that the action happens in the present time. This ambiguity of the time makes the readers confused, and to avoid that, there are two possible ways in changing the sentence. We can either use past or present time.

We came home and then we had our tea (past time)

We come home and then we have our tea (present time)

4. Do not omit important words.

Many writers, especially the non-native ones, tend to inadvertently omit important words in their writing. And in many cases, some of them even do not realize that it can change the meaning, since English is not their primary language. Example.

- a) *Bernstein's theory of codes unpopular nowadays.*
- b) *Manhattan Project scientists relieved to discover after first nuclear bomb test that only 1 in 3 million chance of igniting atmosphere.*
- c) *Wiacek argues narrative research methods more ethical in research with deaf blind people, because more respectful.*
- d) *Wittgenstein says meaning of word in use.*

Although the intended meaning of these sentences are still understandable, yet they are meaningless since no verbs or other important words are inserted.

Those sentences should be as follows:

- a) *Bernstein's theory of codes is unpopular nowadays.*
- b) *Manhattan Project scientists were relieved to discover after the first nuclear bomb test that it had only a 1 in 3 million chance of igniting the atmosphere.*
- c) *Wiacek argues that narrative research methods are more ethical than others in research with deaf blind people, because they are more respectful.*
- d) *Wittgenstein says that the meaning of a word is in its use.*

b. Organization

Organization is one of the most crucial aspects in writing. Tredinnick (2008:8) emphasizes that good writing can only be realized if the writers are careful in choosing the words, sentence structures and organization. Although a writer puts so many words in his writing, if he cannot “organize” them, they will be nothing but meaningless graphic symbols.

Dealing with organization, Bram (2002:21) states that a paragraph is said to read well if it has two aspects, unity and coherence.

1. Unity means that all sentences in the paragraph should be about main idea of the topic sentences. Thus, a paragraph is not only a group of sentences, but one unified element bringing one main idea.
2. If those sentences has already unified by one main idea, then the next step is to make sure that every sentence of the paragraph is smoothly-connected to each other. This is where coherence plays an important role. As Carino (1991:161) states, coherence occurs in a paragraph when each sentence follows logically and clearly from one sentence to the following sentence. In doing so, Bram (1995:22) suggests to use transitions such as however, although, finally and nevertheless.

c. Vocabulary

According to Hatch and Brown (1995:1), vocabulary is a list of a words for a particular language or individual speaker of a language might use. Choosing the right words is not as simple as it looks like. Not only affect the success of delivering messages to the readers, at some points, the choice of words also affect the aesthetics of the writing. Even some native speakers also find it difficult to master.

To overcome this problem, Fairbairn and Winch (2011:191-193) offer some useful tips below.

1. Use familiar words. Sometimes, just because they want to look knowledgeable in front of their readers, some writers use unfamiliar words that they couldn't really understand. Even when you really know the meaning of the words, you also have to consider the context in question and your readers' competency, because writing is a communication tool between the writer and the readers. If the writer just write whatever he/she wants, his/her writing will be meaningless.
2. Use the right synonyms to avoid using the same words repeatedly, yet it should be done carefully in order to maintain the meaning. Example:

An Englishman's residence is his castle.

The word *home* and *residence* have similar meaning, but *residence* cannot be simply substituted with *home* in this sentence, because *residence* does not have the same cozy feeling as *home*.

3. Avoid using the words that the readers may not understand. Again, writing is a communication tool between the writer and the readers, so choosing the words that will be understood by both parties is very essential. Our job as a writer is to convey the meaning, not to impress the readers.
4. Avoid using jargons and any technical language whenever possible. Jargons are special vocabulary for specific fields of work and study, such as politics, economics, sociology and law. They should be avoided to be used especially if the writing is not intended for the readers of those field.

d. Mechanics

Heaton (1991:135) describes mechanical skill as students' ability to use conventions of the written language. In terms of mechanics, Bos and Vaughn (1991:191) state that spelling, capitalization and punctuation are some aspects of mechanics.

According to Fairbairn and Winch (2011:38), good spelling create good impression among the readers and help them to read clearly.

Capitalization is the basic rule of writing in which the first letter of particular words is written in capital letter. This rule applies both in written and printed form (Wishon and Burks, 1980:A-32). Capitalization should be applied for the following things.

1. The name of living things

This includes the names of person, animal or plant.

Example: The boy who smiles at me is Tom and he has a lovely dog named Black.

2. Names of Places and Institutions

Example: I never went to Bali until I got a job with Baliwood Company.

3. Names of Days of the Week, Months and Holidays

Example: Last Sunday was the best Christmas ever.

4. Names of Nationality

Example: I am an Indonesian.

5. First Word in a Sentence or Direct Quotation

She hit Jamie's face and said, "He is not only your King. He is your son, so protect him well."

6. Interjection Used Independently

Example: Really? No!

Punctuation is a set of devices that helps the readers "..... to understand meanings in written texts that in speech would be conveyed by tone of voice, by gesture, by pausing or by stressing particular words or syllables....." (Fairbairn and Winch, 2011:83). In other words, it helps the writer to provide a more accurate information to the readers. Examples:

1. *She likes me*
2. *She likes me?*

Although these two sentences basically carry the same meaning, the first sentence has no punctuation mark, so we are not so sure how to express it. However, in the second sentence, we can easily say that this is an imperative sentence since there is a question mark [?] on it.

1. Full stop or period [.]

It is to mark the end of a sentence. In some cases, it is also used as an abbreviation. Example:

Prof. Wahlberg was expected to come here at 11 a.m., but he came here at 1 p.m.

2. Question mark [?]

It is to signal the end of a direct imperative sentence. Example:

Do you love me?

3. Exclamation mark [!]

The exclamation mark is used to emphasize a point or command.

Example:

What a beautiful beach! Come here boys!

4. Comma [,]

It is most often used to separate distinct parts of a sentence, elements of a list, and sometimes mark a pause in a sentence.

Example:

Presidents, judges, lawyers, or farmers are all the same before the law.

5. Semi-colon [;]

Its function is quite similar to comma, which is to separate the elements of a list in several conditions, particularly an occasion when the use of comma might cause confusion.

Example:

The modern symphony orchestra consists of several groups of related instruments, including violins, violas, cellos and basses in the strings; flutes, clarinets, oboes and bassoons in the woodwind; and trumpets, horns, trombones and tubas in the brass.

6. Colon [:]

It is often used to introduce something that is blocked from the rest of the text.

Example:

There are many things that you need to bring when you want to go camping: tents, sleeping bags, sheets or blanket, utility bags for storage, coolers or ice, thermos, fire starters and many more.

7. Apostrophe [']

It is either to indicate possession or to denote contractions (where two words are collapsed into one).

Example:

Amanda's boyfriend said to her that he's hers and she's his.

8. Inverted commas [“”] and [‘’]

The most important function of this punctuation is to indicate direct speech or quotation.

Example:

“The moment I saw you for the first time is the most important time in my life”
said Mark to his wife.

9. Hyphen [-]

It is very useful to link together the elements of compound words. However, some of them have been accepted as one word, such as: haystack and nightdress.

Example:

My son-in-law is now a best-seller author in the world, and I am so proud of him.

10. Parenthesis [()]

The parenthesis or the bracket is used to interject an aside from the main train of thought. Sometimes, some writers use brackets to inject a humorous remark in their writings. Although this is not wrong in non academic essays, it is better to not do this, especially when you try to write an undergraduate essay.

Example:

This alternative would have the benefit over the last, that doctors would not put (and could not be accused of putting) ideas into the heads of those who were satisfied with their lives.

11. Dash [-]

Dash is mainly used to mark an aside, although parentheses tend to interject a separate idea and dashes tend to emphasize a point.

Example:

There are so many flowers in this garden – sunflowers, tulips, roses, and more.

e. Content

The content of a writing is basically depend on the writers' ability to write appropriately, effectively and creatively. Hartfiel *et al.* (1985:102) believe that content of writing deals with knowledgeable, substantive, thorough development, and relevant to assigned topic.

2.2 Recount Text

There are nine different genres of text that we usually learn at schools, those are: narrative, recount, discussion, procedure, report, response, explanation, description, and exposition. In this research, recount text was chosen because based on the curriculum and school syllabus, this text was taught to the eighth grade students of SMP Negeri 9 Jember.

2.2.1. The Definition of Recount Text

Goatly (2000:30) states that recount text is a text to construct past experience by retelling events and incidents in the order in which they occurred.

2.2.2. Types of Recount Text

There are at least three types of recount, which will be explained as follows.

a. Personal Recount

It retells an event where the writer was personally involved in, such as: biography or autobiography.

Example:

STEP OUT OF MY COMFORT ZONE

While waiting for my turn, I tried to calm my nerves by doing mental sums. Nonetheless, instead of helping me to relax, it only contributed generously to my great height of anxiety. I was out of my comfort zone and was a nervous wreck.

“The next contestant is Annette Lim from 3B. Please give her a big round of

applause!”

My heart skipped a beat when I heard my name being called. Biting my lip nervously, I strode onto the stage gingerly, my hands clammy from perspiration.

“God, please help me!” I prayed desperately.

However, when I saw the countless pairs of eyes staring at me, the rubber band of stress in me snapped.

It all happened about two months ago. I was in the girls’ changing room belting out my favourite song when my music teacher walked in. She commented that I had a mellifluous voice but I did not think much about it. The next thing I knew, she had signed me up for the Teachers’ Day Singing Contest. When I first learnt about it, I was flabbergasted and protested immediately.

I had always been an awfully shy person who disliked any form of attention. I hardly spoke up in class or participated in group activities. Thus, it was not surprising that my history teacher of two years did not even know my name. Being in the limelight stressed me out, so asking me to perform on stage in front of the whole school was as good as telling me to jump off a plane without a parachute. The thought of it caused me severe emotional distress. I refused to come out of my cocoon and began to conceive a believable excuse to wriggle my way out.

“I can’t do this. I have a throat infection”. I floundered in a trembling, almost stricken voice.

“Stop giving excuses, my dear. When was the last time you stepped out of your comfort zone to complete a task? You have the talent. You just need to have faith in yourself”. my teacher said in her usual affirmative voice.

She then showered me with many words of encouragement. Eventually, I decided to give the contest a shot as I did not want to let her down.

Standing on the stage, I looked at the audience with mute horror. The music had started playing but I could not utter a single word. An irrational fear overwhelmed me,

causing my heart to palpitate so fast that it might just leap out from my mouth. I had never felt more nervous and embarrassed in my life before. How I wished the ground would open up and swallow me.

“Calm down! There’s nothing to be afraid of!” I psyched myself as beads of perspiration trickled down my forehead.

I took a deep breath and asked the judges if I could start again. Perhaps out of pity, they agreed readily. The familiar music played once more. Shutting my eyes, I blocked out all negative thoughts in my mind and sang my heart out. To my surprise, the audience were so blown away that they gave me a rapturous ovation. Happiness bubbled up inside me as I walked off the stage. Although I could not see my own face, I knew I was glowing in delight.

In the end, I came in first for the contest. Frankly, winning was not that important to me as I was just glad that I had listened to my teacher and stepped out of my comfort zone. That said the prize was definitely an added bonus.

(Written by Tey Yuanting, taken from: <http://www.sponge-me.com/english-language/personal-recount-model-essay-1/>)

b. Factual Recount

Factual recounts usually record true events or incidents, such as news report, police report, historical accounts, and many more.

Example:

SINGAPORE DOES NOT LAY CLAIM TO PULAU MANIS: MFA

SINGAPORE: The Ministry of Foreign Affairs (MFA) said on Tuesday (May 31) that Singapore "has never disputed Indonesia's sovereignty over Pulau Manis". a cluster of

islands north of Batam.

In a statement issued on Tuesday evening, the ministry said it was "deeply puzzled" by Indonesian reports claiming as such, adding that Singapore "does not lay claim to the island".

Earlier that day, Indonesian media outlets such as Metrotvnews.com reported that Singapore had "claimed" Pulau Manis as part of its territory and that parties such as head of the People's Representative Council Ade Komarudin were urging the government to protect its sovereignty over the island.

The reports were in apparent response to a map uploaded to the website of Funtasy Island, a 30-hectare Singapore-owned eco-resort located at Pulau Manis. The map had highlighted the island in the same colour as Singapore, suggesting that it was part of the Republic. It has since been edited to show Pulau Manis in a different colour.

(Taken from: <http://www.channelnewsasia.com/news/asiapacific/singapore-does-not-lay/2834048.html>)

c. Imaginative Recount

In this type of recount, the event does not actually occur. The writer is just writing an imaginary role and putting the details of events which the role is involved in.

Example:

REDBEARD'S TREASURE

Redbeard was the fiercest, most terrifying pirate on the seven seas. They said his attacks and boardings throughout the World had amassed him a fabulous amount of treasure, the greatest ever known. Like any good pirate, Redbeard trusted no one, and always kept his treasure right under his feet, in the enormous hold of his ship.

One day, he heard talk of a magnificent treasure that was to cross the sea in one of the World's most powerful ships. It was a tremendously big galleon, and it was very well armed, but no one enjoyed stealing treasure from big ships and then sinking them more than Redbeard, even though he was already so rich that he would have needed many lifetimes simply to spend the gold and jewels he had amassed.

So, the pirate carefully prepared an attack on the open sea. As ever, the boarding was a success, and they were soon busy moving the fabulous treasure from the galleon over to Redbeard's ship. Without doubt, this was a formidable haul of treasure, almost as big as what Redbeard already had. He rubbed his hands, thinking about continuing to multiply his riches.

When they had loaded all the treasure, they sank the galleon, and the pirates prepared a great feast to celebrate the deed. As drunk as they became, they didn't realise that their own ship was gradually sinking, since the treasure haul had been so big and heavy that the boat could not stay afloat.

By the time they realized, there was nothing that could be done. The ship went to the bottom of the sea with all its wicked pirates, led by Redbeard himself. And there they remain to this day, with the treasure trove that had become so huge... but that never quite managed to equal Redbeard's greed and stupidity.

(Taken from: <http://freestoriesforkids.com/children/stories-and-tales/redbeard's-treasure>)

In this research, the type of recount that was applied was personal recount text, thus the students had to write a recount text based on their own personal experiences.

2.2.3. Generic Structure of Recount Text

The generic structures of recount text are explained as follows.

a. Orientation

This very first part of the text provides basic information of the event, such as: the characters involved, when and where the event occurs.

b. Events

This part basically tells the readers how the event occurs in sequence.

c. Reorientation

This is the last part of the text, where the end of the event will be revealed.

2.2.4. The Language Features of Recount Text

a. Written in the past tense.

Example: Yesterday, I went to Surabaya.

b. Using action verbs

Example: went, ran, walked, sang, took.

c. Using adverbs and adverbial phrases.

Example: Yesterday, at my house, slowly, two days ago.

d. Using personal pronouns, especially in personal recount.

Example: I, we.

e. Using passive sentences, particularly in factual recount.

Example: The books were sold three millions of copies in just two months.

f. Using transition words of time (chronological connection).

Example: last Friday night, later, when, then, before, etc.

2.2.5. The Examples of Recount Text

In this research, personal recount text was chosen because it was based on the curriculum and the school syllabus. Here are some of the examples.

a. Personal recount with two events.

Title: Family Vacation in Bali	
Structures	Text
ORIENTATION	Last week, I went to Bali with my family. My father drove the car. My mother sat beside him, while my sister and I sat in the back seats.
EVENT 1	We woke up so early in the morning. After we had our breakfast and prepared everything, we left the house around 4 a.m. We crossed Bali Strait by ferry and arrived at 9 a.m.
EVENT 2	My father drove the car to Denpasar, in my uncle's house. We stayed there for an hour before we traveled around the island. For almost a week, we visited so many places, from Ubud Monkey Forest, Ubud Palace, Uluwatu Temple, Agung Rai Museum of Art, Bali Safari Manine and Park, to Puri Lukisan Museum and Mount Batur. Plus, we visited so many famous beaches to watch sunrise and sunset.
REORIENTATION	We drove back to Jember a week later. We were so tired, but so happy as well.

b. Personal recount with more than two events.

Title: A Very Busy Day	
Structures	Text
ORIENTATION	Last Monday was a very busy day for me. I spent my entire time on that day to did lots of activities, from taking care of my son to do my daily job.
EVENT 1	Early in the morning, I started my activities as soon as I woke up. I prepared my son's breakfast because my wife was still in Yogyakarta to take care of my father-in-law who was sick. I also

	had to prepare my own breakfast before going to work.
EVENT 2	After helping my son to prepare everything he needed in his bag, we had a breakfast together. Then, I took him to school by car and directly went to my office.
EVENT 3	It was very frustrating to see that I was stuck in traffic for more than one hour. My boss was ready to scold me, but he let me for a moment because we had another important thing to do. A presentation to the clients.
EVENT 4	I thought my presentation would be a disaster because I only had one night to prepare everything, but things went very well. Our clients seem to be very satisfied and my boss looked so happy. But it did not stop him from scolding me for being late. But the day was so far from over.
EVENT 5	I had to pick up my son from his school and took him to a daycare. And again, I was stuck in traffic for more than one hour. And my boss scolded me for being late, again.
REORIENTATION	I went home around 5 p.m. and picked my son up from the daycare. I was very tired to make something so I decided to had a dinner with my son in a restaurant. It was a very busy day and made me so frustrated, but my son's laugh magically lightened me up.

2.3 Facebook

According to Stelter (2008), Facebook is one of the most popular social networking sites which allow users to post information, chat with others and collaborate within the system. With an estimation of 82 million monthly Indonesian active users on Facebook as of March 2016 and there are total 88 million Indonesian internet users (Kompas, 2014), it can be said that almost all of internet users in Indonesia use Facebook.

As the time changes, today's students have also changed radically (Prensky, 2001:1). They are no longer the people our educational system was designed to teach (Generation X or Y). Instead, these are the Generation Z who are so connected to the digital world so that Prensky defines them as the "digital natives", the people who turn to be the "native speakers" of the digital language of computers, video games, and the internet.

In term of writing, the materials provided by schools are also unsatisfactory. As Yancey (2009) says, students often find that school writing is not writing for other human beings who respond, but rather an exercise in test taking. At the same time, they consider what they write on social media as a form of communication.

Based on those facts, this study tries to offer social media in the teaching learning process to increase students' motivation. And Facebook, as one of the most popular digital platform, has so many potential as a teaching media. Aside from the advantage mentioned earlier, Facebook can also improve students' writing skill and providing an authentic and personalized context in which to aid their writing (Yancey, 2009).

2.3.1 Facebook Features

Since its first launching on February 4, 2004, Facebook continues to develop its features to this day. These are some features that can be found on the Facebook website.

a. Uploading photos and videos

After creating their profiles, registered users can upload photos and videos as many as possible in their account. There are two main photos on Facebook, they are profile picture (the image that represents users' account in all its interactions across the Facebook, and sometimes, other platforms that are connected to Facebook) and cover photo (the large image at the top of users' profile).

b. Adding friends

“Friending” is one of the core features of Facebook, which makes this platform is considered as a “social networking” website. The procedure is also very simple. The user just needs to send a friend request to another user by pressing the “Add” button, and wait until the user accepts the request. Once the request is accepted, both will be “friends”.

c. Sending messages

There are two ways in sending messages through Facebook. The users can either send the message through inbox or they can post the message in the wall. If their friends are online, the message will automatically be a chat, and if they are offline, the message will be saved in their inbox.

d. Posting status updates

In Facebook, status is an update feature that allows users to share what they think, where they are, or even important information to other users.

e. Giving comments

The “Comment” section is a feature that lets other users to give responses, either in words (comments) or emojis, on our posts.

f. Creating pages and groups

Facebook pages and groups can be created by any users to share the same interests with other users.

“Facebook group” was selected to use in this study because as Yancey (2009) states, it provides ample opportunities for students to practice and improve their writing skills. Moreover, “Facebook group” can be used as an “online classroom” where the teacher, as the administrator, can control the activities of members in the group, and students, as the members, can share anything related to the topic of the lesson to other members with just one click.

2.3.2 Facebook Group Discussion

Facebook group discussion is basically an activity within the group where the students conduct a relatively short discussion using the “Comment” feature about their friends’ works. There are four steps of conducting Facebook group discussion, they are:

1. The students post their works in the group’s Wall.
2. Their friends give feedback (correction or suggestions) using the “Comment” feature.
3. The posters defend their works by giving arguments.
4. The teacher end the discussion by giving the correct answers to them.

2.4 Advantages and Disadvantages of Using Facebook in the Teaching Learning Process

As with other teaching media, Facebook has both positive and negative sides, and here are some advantages and disadvantages of using Facebook in the language teaching and learning process.

2.4.1. The Advantages of Using Facebook

a. Facebook is Authentic

Since Facebook is not created for academic purposes, the learners will constantly be exposed to native-speakers’ language used to communicate with other native speakers. And this phenomenon will be helpful for the learners to prepare for the “real world” communication.

b. Facebook Represents Current Technology

As “digital natives”. today’s students love technology so much, and the presence of Facebook in the teaching learning process will enhance their curiosity as well as their motivation to get involved (active participation) in the teaching learning process.

c. Facebook Group can be Exploited as an Online Classroom

Whether we realize it or not, the relation between the administrator and the members in a Facebook group is like the relations between teacher and students in a classroom. The teacher and the administrator have a power to control the activity in the classroom/group, while the students and the members can share anything in the classroom/group. If the teacher can exploit this “group” as an online classroom, the students will be more interested and challenged to take part in the classroom activities.

d. Facebook Encourages Shy Students to be More Active

According to Barseghian (2011) in Srirat (2014), shy students can feel more comfortable to discuss and give their opinion on Facebook, because the interaction is not face-to-face, and this can lead them to feel less anxiety (Murphy, 2009, in Srirat, 2014).

2.4.2. The Disadvantages of Using Facebook

a. Facebook is Authentic

There will always be two sides when we are dealing with authentic materials as our teaching materials. Although authentic materials do have advantages, we need to remember that they are not actually created for teaching and learning process. That is why, we tend to find unfamiliar language that our learners cannot possibly cope with. Often, they are too long and complex for their level.

To overcome this problem, the researcher did the following steps.

1. Preparing the topic wisely.

2. Strictly focusing to the topic during the lesson.
 3. Helping the students whenever they found difficulties.
- b. Students Can Secretly Use Other Features in Facebook

Facebook has a lot of features, such as Facebook chat, games and many more. These features can easily distract the students.

To overcome this problem, the researcher did the following steps.

1. Constantly checked the students' computers.
 2. Used the time efficiently to avoid the students' boredom.
- c. Students Can Secretly Open Other Websites

While we are teaching, it is very possible that our students secretly open other websites, especially when they start to feel bored.

Just like what was stated in the second point, to overcome this problem, the researcher did the following steps.

1. Constantly checked the students' computers.
2. Used the time efficiently to avoid the students' boredom.

2.5 The Procedure of Teaching Writing Using Facebook

This procedure was separated into three stages: the pre-using Facebook, the while-using Facebook, and the post-using Facebook.

- a. Pre-using Facebook

The main purpose of the stage is to introduce the topic, as well as Facebook to the students. This can be done through the following steps:

- 1) The teacher tells the students about the goal of the lesson.
- 2) The teacher gives leading questions.

- b. While-using Facebook

This stage consists of two steps:

- 1) The teacher creates a Facebook group for the students and invites them as members.
 - 2) The teacher demonstrates how to write and post in a Facebook group.
 - 3) The teacher asks the students to compose a recount text based on their personal experience and post it to the group.
- c. Post-using Facebook

In this stage, the students are expected to give feedback to their friends' work using "Comment" feature under the teacher's guidance.

2.6 The Students' Participation in The Writing Teaching and Learning Process

From the results of the preliminary study, one of students' main problem in writing was their lack interest to write. Mintz (2010) believes that students learn best when the students are mentally involved in a process of inquiry, discovery, investigation, and interpretation. Prensky (2001) states that today's students are very unique. They are so connected to the digital world so that they somehow turn to be the "digital natives". the "native speakers" of the digital language.

Facebook, as part of that "digital world". plays an important role in improving students' active participation. Since Facebook is so familiar with these "digital natives". they would not find difficulties in using it. At the same time, as it is not a common teaching media, Facebook can foster students' curiosity and motivation in joining the classroom activities.

2.6 Action Hypothesis

Based on the research problems and the review of related literature above, the action hypothesis of this research were formulated as follows:

- a. The use of Facebook can enhance the Eighth grade students' writing achievement at SMP Negeri 9 Jember.
- b. The use of Facebook can enhance the Eighth grade students' active participation in the teaching learning process of writing at SMP Negeri 9 Jember.

CHAPTER 3. RESEARCH METHOD

This chapter presents the discussion about the methods that would be used in this research. It covers research design, area determination method, research subject determination method, operational definition of the terms, data collection method, research procedures, and data analysis method.

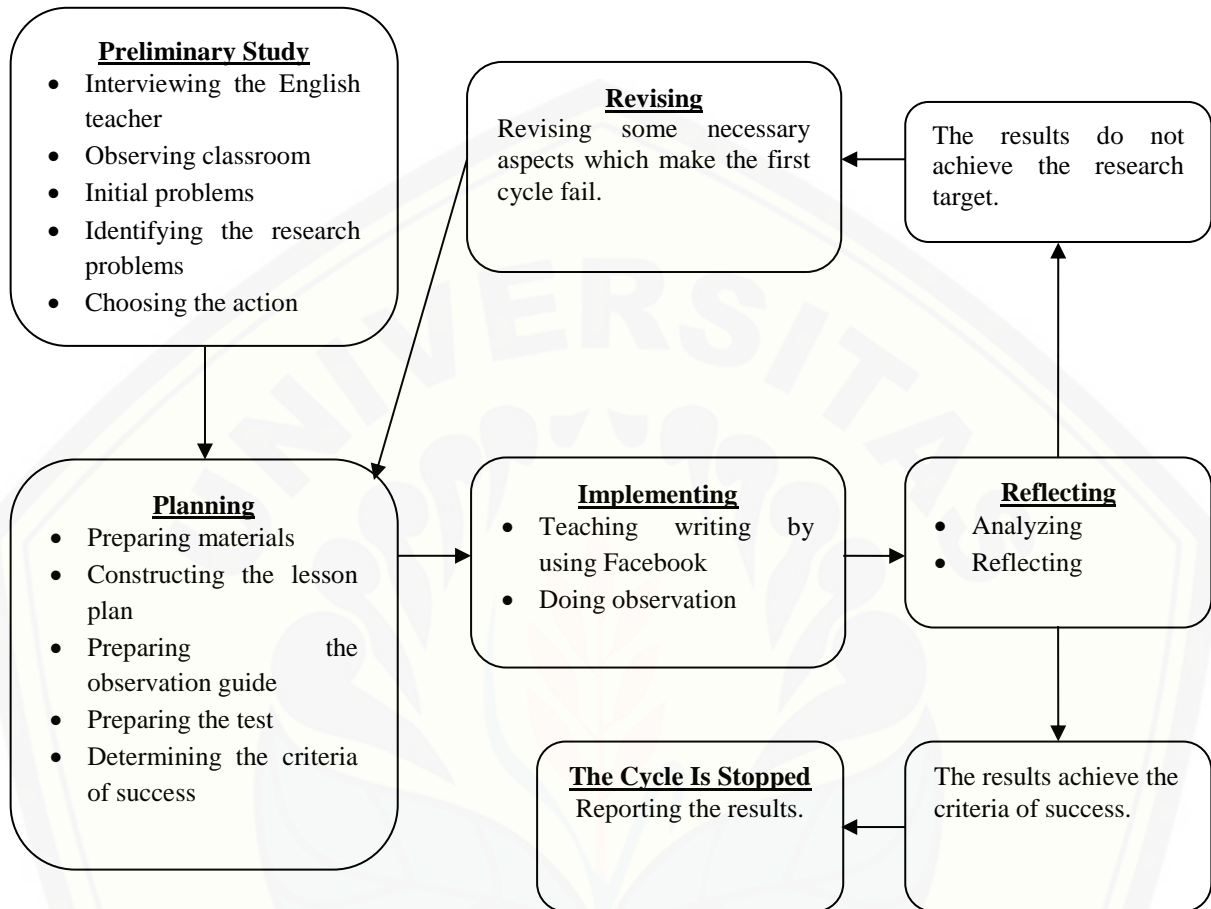
3.1 Research Design

The aim of this research was to improve the eighth grade students' writing achievement by using Facebook. Therefore, a Classroom Action Research (CAR) was applied with cycle model. Classroom action research is a study of a social situation conducted by one or more individuals or groups for the purpose of improving the quality of action within it, solving a problem or obtaining information in order to inform local practice (Elliot, 1991:60; Fraenkel and Wallen, 2006:567). In this research, the classroom action research was intended to overcome students' problem in writing and improve the quality of students' writing achievement as well as their participation.

This classroom action research was conducted at SMP Negeri 9 Jember collaboratively with the English teacher of the eighth grade. The English teacher was the observer while the researcher was conducting the research. The purpose was focused on finding and determining the research problem, planning and preparing the action, carrying out the action, observing the class and doing reflection.

This classroom action research was done in cycles, and each cycle consisted of four stages of activities, namely: (1) planning the action, (2) implementing the action, (3) observing and evaluating, and (4) analyzing the data and reflecting the action (Elliot, 1991:70). The design of this classroom action research is illustrated in the following diagram.

Figure 3.1 The Model of the Classroom Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:70)

The steps of the research were done as follows.

1. Doing the preliminary study by interviewing the eighth grade English teacher of SMP Negeri 9 Jember in order to get information about students' current condition, the strategy and media used in the teaching and learning process, and students' writing achievement scores.
2. Observing the teaching and learning process to identify the problems and students' participation during the lesson.
3. Determining the research subjects.

4. Planning the action and constructing the lesson plans for the first cycle conducted in two meetings, preparing the observation guide in a checklist form, and constructing the writing test.
5. Implementing the first cycle by using Facebook.
6. The English teacher observed the classroom activities while the researcher implemented the actions.
7. Administering the writing test to the research subjects.
8. Analyzing the result of the test to get information about students' writing achievement.
9. Reflecting the result of the observation and the students' writing achievement test.
10. Revising some necessary aspects.
11. Implementing the revised action for the second cycle.
12. The researcher observed the classroom while the English teacher implemented the revised actions.
13. Administering the writing test to the research subjects.
14. Analyzing the result of the test to get information about students' writing achievement.
15. Reflecting the result of the observation and writing achievement test.
16. Drawing conclusions to answer the research problems.

Since the result of the first cycle did not fulfill the research target criteria, numbers 10 up to 15 was done.

3.2 Area Determination Method

Purposive method was chosen as the area determination method of this research. According to Arikunto (2006:139-140), purposive method is a method in choosing the specific area based on some basic reasons or certain purpose. This research was conducted at SMP Negeri 9 Jember by considering the following reasons.

- a. The eighth grade students (particularly Class VIII-B) had difficulties in writing English as shown in the preliminary study.
- b. Facebook was never applied as the teaching media in teaching writing.
- c. The English teacher gave permission and agreed to collaborate with the researcher to conduct the research.
- d. The headmaster of SMP Negeri 9 Jember gave permission to the researcher to conduct this research.

3.3 Research Subject Determination Method

Class VIII-B of SMP Negeri 9 Jember in the 2016/2017 academic year was the subject of this research. This class was chosen purposively among the six classes of the eighth grade because based on the preliminary study, this class has the lowest mean score, that is 60, and only 58,3% of the students who could actually achieve the passing grade, which is 75.

3.4 Operational Definition of the Terms

Operational definition generally gives guideline to avoid misunderstanding among the researcher and readers about the concept used. The terms used in this research that need to be defined operationally are as follows.

3.4.1 Writing Achievement

Writing achievement in this research refers to the writing scores achieved by the students after being taught by using Facebook. These writing scores were measured from the aspects of organization, grammar, vocabulary, mechanics and content.

3.4.2 Recount Text

Recount text is a text to construct past experiences by retelling events and incidents in the order in which they occurred (Goatly, 2000:30). There are three types of recount, they are: personal recount, factual recount and imaginative recount. In this research, the researcher would be only focus on personal recount, because based on

the curriculum, writing simple recount text is one of the materials needed to be taught to the eighth grade students.

3.4.3 Facebook

Facebook is one of the most popular social networking sites which allow users to post information, chat with others and collaborate within the system (Stelter, 2008). In this research, Facebook is chosen as the teaching media for teaching writing. Instead of writing on a piece of paper, the students would “write” a recount text in a Facebook group using computers in the computer laboratory.

3.4.4 Students’ Participation

Students’ participation in this research refers to the students’ willingness to get involved in the teaching learning process. The students’ participation was measured from their participation in asking and answering questions and doing the exercises. The students were considered as active students if they fulfilled at least three indicators stated in the observation checklist.

3.5 Data Collection Method

There were two types of data that were used in this research, they were the primary data collected from students’ writing test and observation, and the supporting data collected from interview and documentation.

3.5.1 Writing Test and Observation

a. Writing Test

To measure the students’ writing achievement, a writing test was conducted. According to McMillan (1992:114), test is an instrument to measure skill or knowledge that presents to each subject a standard set of questions that requires the completion of a cognitive test. Similar to this idea, Arikunto (2006:15) states that test is an instrument to measure skills, knowledge, and talents of individuals or groups.

There are four types of test: proficiency test, achievement test, diagnostic test, and placement test (Hughes, 2003:11). This research used an achievement test, because the main purpose of the test was to measure the students' writing achievement after being taught by using Facebook.

The achievement test was made by the researcher himself as a teacher (teacher-made test) and administered to the research subjects in each cycle after the action was given. In this test, the students were required to write a recount text based on their personal experience (personal recount). Since the result of the first cycle did not achieve the research target, the results of the action was revised and continued to the second cycle.

Hughes (2003:26) states that there are two criteria for conducting a good test, namely validity and reliability. A test is considered to be valid if it measures accurately what it is supposed to measure, while a test is considered to be reliable if the results show consistency, even when it is tested for many times in different occasions.

Dealing with validity, this research established content validity, because the content of the test was constructed based on the indicators of the *KTSP* for the eighth grade students. In order to make the test more suitable for the research subjects, the test was consulted to the English teacher and the consultants. Although using the same theme, each cycle used different sub theme. Therefore, the test materials in the first cycle were different from those in the second cycle.

This research applied inter-rater reliability. The results involved two raters, the English teacher and the researcher himself, who used the same score criteria to guide them in scoring. If there was a significant gap (more than 10) in scoring between the two raters, the English teacher and the researcher discussed together to find and solve the problems.

The scoring method that was used to assess the students' writing test is analytical method as suggested by Hughes (2003:100). It is a method of scoring which requires a separate score for each aspect of writing skill. There were five aspects that were scored analytically in this research, they were organization, vocabulary, grammar, mechanics, and content. This method was chosen because it provided a detail information about students' achievement on each aspect of writing, so the teacher knew in what aspects his or her students had the strengths and the weaknesses. The table below is the scoring guide using the analytic scoring method.

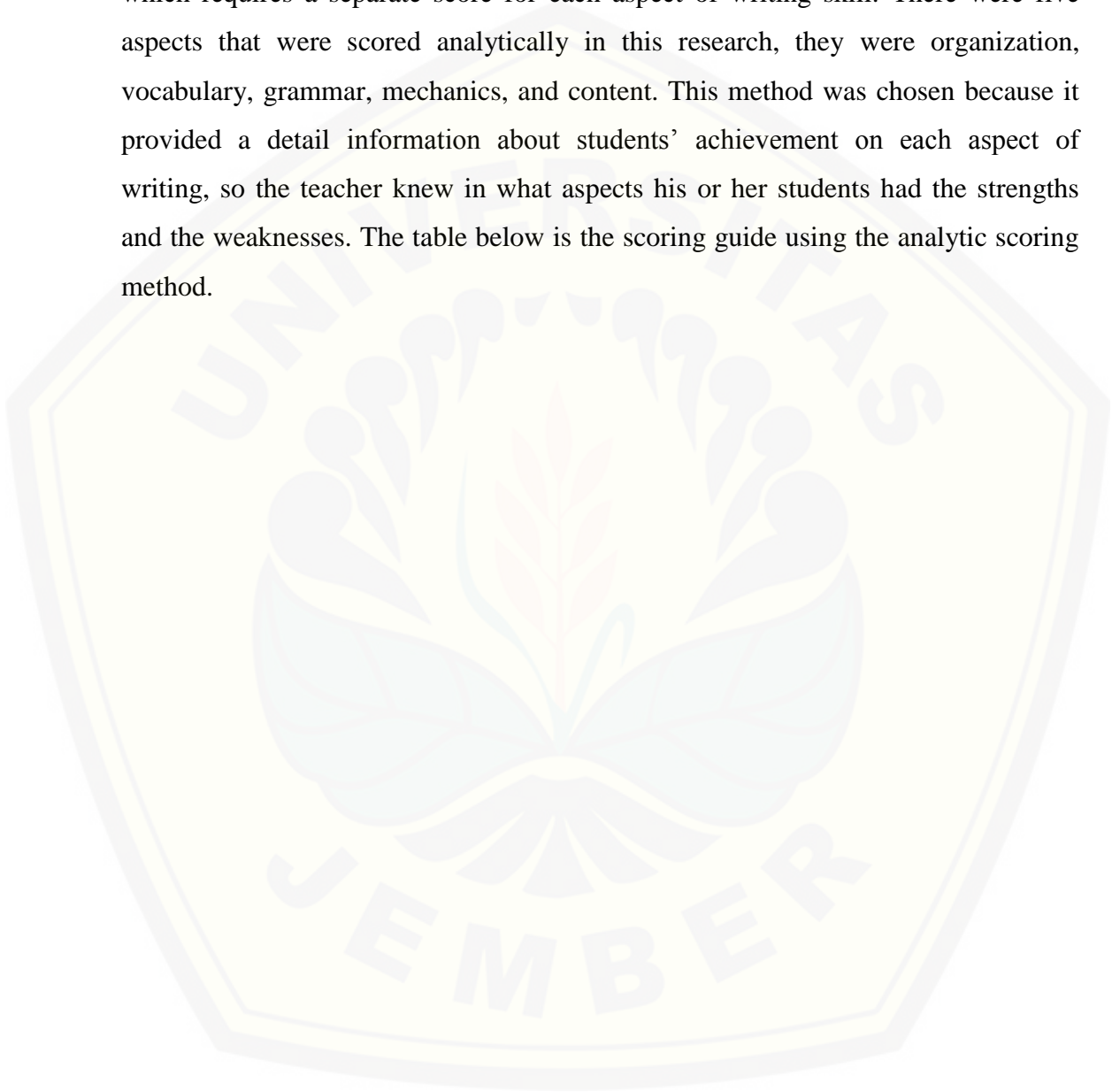


Table 3.1 The Scoring Guide of Recount Text

Composition Profile		
Aspects of Writing	Scores	Descriptor
Grammar	4	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	2	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletions • meaning confused or obscured
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Organization	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • nonsubstantive • not pertinent • OR not enough to evaluate
Vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured

	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured
	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Mechanic	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscure
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
Content	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • nonsubstantive • not pertinent • OR not enough to evaluate

(Jacobs *et al.* in Hughes, 2003:104)

Meanwhile, to assess each student's writing test, the following formula would be used.

$$\frac{(\text{Grammar} + \text{Organization} + \text{Vocabulary} + \text{Mechanics} + \text{Content})}{20 (\text{Maximum Score})} \times 100 = \text{Score}$$

(Hughes, 2003:104)

Note that the weight of the score for each aspect was equal, and 20 was said to be the maximum score because as clearly shown in Table 3.1, the maximum score of each aspect of writing was 4, so the total maximum score for the writing achievement was 20.

b. Observation

The classroom observation in this research was done in every meeting. The goal of the observation was to record the teacher and the students' activities during the teaching and learning process of writing using Facebook. The instrument that was used was in the checklist form. Checklist is a list of variables of which data are going to be collected (Arikunto 2006:159). The followings were the indicators that were observed in this research.

1. The students listened to the teacher's explanation.
2. The students actively asked questions to the teacher about the material given.
3. The students actively answered the teacher's questions.
4. The students did the tasks given by the teacher in pairs.
5. The students did the tasks given by the teacher individually.

3.5.2 Interview and Documentation

a. Interview

According to Arikunto (2006:198), interview is a dialogue done by an interviewer to gain information from the interviewee. He further describes three types of interview, they are:

1. Free interview

It is a form of interview in which the interviewer freely and directly asks the questions to the interviewee by exploring the problems.

2. Guided interview

In this type of interview, the interviewer uses a list of questions to the interviewee. Instead of freely asks questions to the interviewee as we do in free interview, guided interview is using “well-prepared” questions, so the answers will be more detail and specific.

3. Free-guided interview

Free-guided interview is simply a combination between free and guided interview.

In this research, the researcher used guided interview to the eighth grade English teacher of SMP Negeri 9 Jember. Four main points of information that were gained during the interview were: the curriculum used in teaching writing, the materials used in teaching writing, the students’ problems in writing, and the media used in teaching writing.

b. Documentation

Documentation is one of the techniques used to gain the data from written documents, such as books, magazines, reports, and daily notes (Arikunto, 20016:201). The documents in this data were the list of students’ names who became the research subjects and their writing scores before the implementation of the action.

3.6 Research Procedure

As suggested by Elliot (1991:70), the actions of the research were implemented in the form of cycles in which each cycle consisted of three stages of activities, they were: planning the action, implementing the action, and reflecting the action.

3.6.1 Planning the Action

Planning the action was usually regarded as the preparation stage before implementing the action. They were as follows.

1. Preparing the materials

SMP Negeri 9 Jember applies Curriculum 2006 or *KTSP*. Based on the curriculum, writing simple recount text is one of the materials needed to be taught to the eighth grade students. In order to make the materials reliable and relevant, the researcher discussed his materials with the English teacher.

2. Designing the lesson plan

The next step of this stage was designing the lesson plan. Since the school implements Curriculum 2006, the lesson plans were also designed based on the 2006 Curriculum.

3. Preparing the instrument

After designing the lesson plan, the researcher prepared the instrument in the form of observation.

4. Determining the criteria of success of the students

This classroom action research was considered to be successful if at least 75% of the students could achieve score 75 as the minimum standard score of English (the minimum standard score was determined by the English teacher) and at least 75% of the students were “active” students.

3.6.2 Implementing the Action

In this stage, the researcher conducted the action in class by using Facebook in teaching writing. There were two cycles in this research, and the implementation of the action in the first and the second cycles were based on the lesson plans made.

Both cycles covered three meetings. The use of Facebook was applied in the first and second meeting, while a writing test was conducted in the third meeting to measure the research subjects' writing achievement.

In the first cycle, the researcher implemented the action, while the English teacher observed the activities in class. The first cycle covered three meetings. In the first meeting,

the researcher explained about the recount text, introduced Facebook as a teaching media and how to use it in writing a recount text. They applied it using computers in the computer laboratory. After that, the researcher carried out some exercises. In the second meeting, the researcher continued the first meeting. The students were expected to understand how to write a simple recount text using Facebook. In the third meeting, the teacher administered writing test to measure the students' writing achievement.

In the second cycle, the actions were implemented by the researcher while the English teacher observed the activities. The implementation of the action was done in three meetings. Facebook was applied in the first and second meetings, while a writing test was conducted in the third meeting. The second cycle was conducted as the result of the writing test in the first cycle did not achieve the target.

3.6.3. Observing and Evaluating the Action

Observation was conducted to observe the students' activities in the classroom during the teaching learning process of writing recount text using Facebook. The researcher used the observation guide in the form of checklist.

Furthermore, evaluation of this action was divided into two types, process evaluation and product evaluation. Process evaluation was done during the teaching and learning process, while product evaluation was done at the end of the cycle in the form of writing test. The criteria used to evaluate the success of the research were as follows.

1. At least 70% of the students could achieve score 75 as the minimum standard score.
2. At least 70% of the students participated actively, which consisted of at least 3 out of 5 indicators during the teaching learning process.

3.6.4. Reflecting the Action

Reflection was conducted to analyze the result of the action in each cycle and to check whether or not the action was successful. Reflection could also help us to identify the strengths and weaknesses of the action. Both the researcher and the English teacher

conducted the reflection based on the students' writing achievement and observations. The results of the reflection in the first cycle became the basis for the second cycle.

3.7 Data Analysis Method

Data analysis method is a method to analyze the collected data. The obtained data in this research were analyzed statistically using percentage (for achievement) and quantitatively (for observation). The writing test reflected the students' writing achievement, while the observation recorded the active participation of the students in the classroom.

After collecting the data, the results of the students' writing test were scored using the scoring guide found in Table 3.1. After that, the researcher counted the percentage of the students who achieved ≥ 75 as the minimum standard score using the following formula.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who achieve ≥ 75 as the minimum standard score

n = the total number of the students who achieve ≥ 75 as the minimum standard score

N = the total number of the students who become the subjects of the research

(Ali, 1993:186)

The similar procedure and formula were also used in the observation to count the percentage of the students who actively participated in the teaching and learning process of writing using Facebook.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of the students who actively participate in the classroom

n = the total number of the students who are categorized as active students

N = the total number of the students who become the subjects of the research

(Ali, 1993:186)



CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of this action research and suggestions for the English teacher, the students and other researchers based on the findings and discussion in the previous chapter.

5.1 Conclusion

According to the result of data analysis and discussion, it can be concluded as follows.

1. The use of Facebook could enhance the eighth grade students' active participation in the teaching learning process of writing at SMP Negeri 9 Jember in the 2016/2017 academic year. This could be seen from the average percentage of active participation of the students in both cycles. From 65,3% in Cycle 1, it increased 18% to 83,3% in Cycle 2.
2. The use of Facebook could enhance the eighth grade students' writing achievement in the teaching learning process of writing at SMP Negeri 9 Jember in the 2016/2017 academic year. This could be seen from the percentage of the students who achieved the target score in writing tests in both cycles. From 63,8% in Cycle 1, it increased 16,7% to 80,5% in Cycle 2.

5.2 Suggestions

Based on the result of the action research, some suggestions are proposed to the English teacher, the students and future researchers.

1. The English teacher

The result of the study is expected to be taken into consideration by any English teacher who reads this research to use Facebook as an instructional medium in

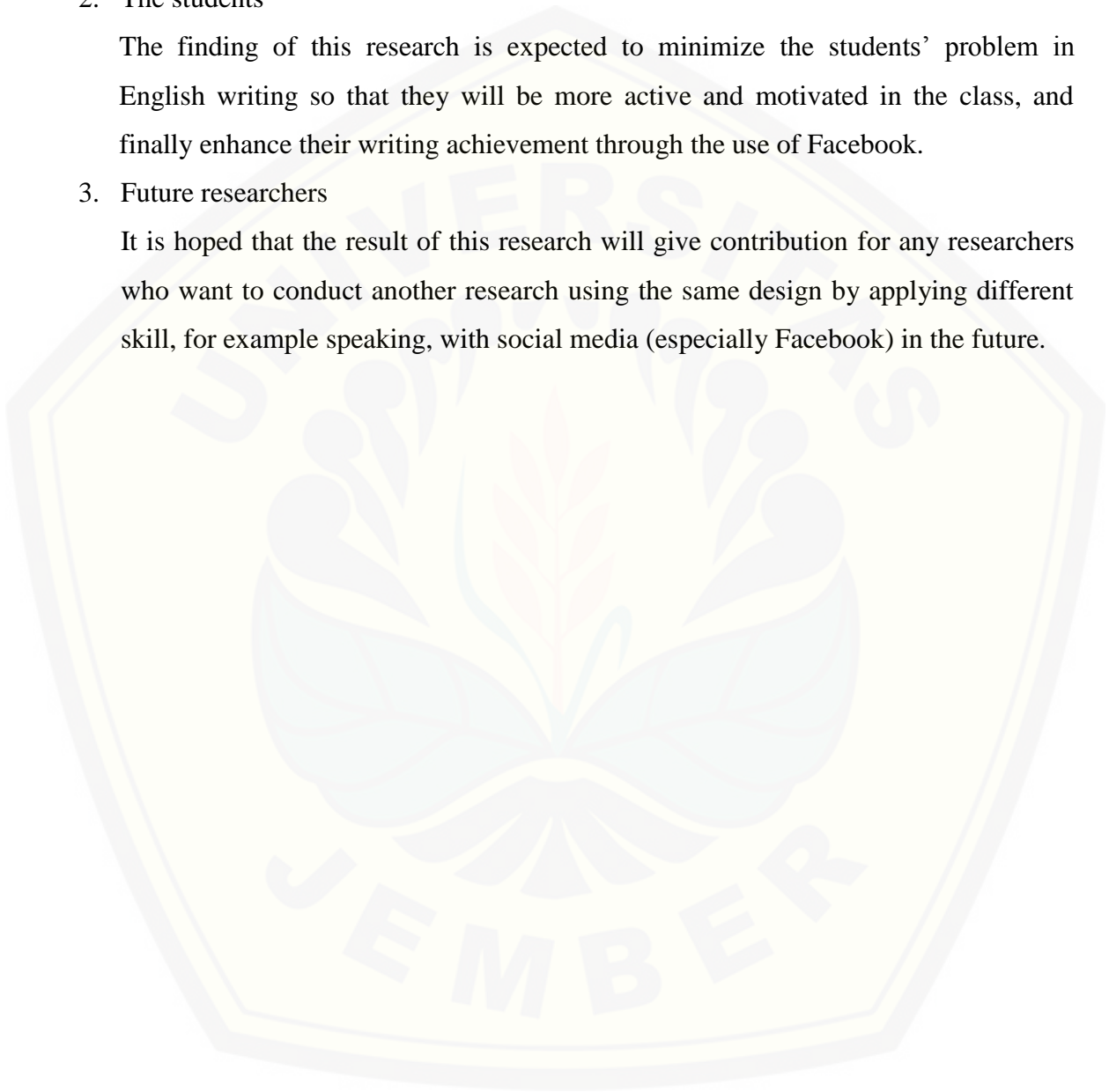
teaching writing in the classroom because it can enhance students' writing achievement and their active participation.

2. The students

The finding of this research is expected to minimize the students' problem in English writing so that they will be more active and motivated in the class, and finally enhance their writing achievement through the use of Facebook.

3. Future researchers

It is hoped that the result of this research will give contribution for any researchers who want to conduct another research using the same design by applying different skill, for example speaking, with social media (especially Facebook) in the future.



REFERENCES

- Ali, H. M. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.
- Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Bos, C.S., & Vaughn, S. 1991. *Strategies for Teaching Students with Learning and Behavior Problems*. Boston: Allyn and Bacon.
- Bram, B. 1995. *Write Well*. Yogyakarta: Kanisius.
- Byrne, D. 1984. *Teaching Writing Skills*. London: Longman Group UK.
- Carino, P. 1991. *Basic Writing: A First Course*. Ney York: Harper Collins Publisher.
- Channel News Asia. 2016. Online: <http://www.channelnewsasia.com/news/asiapacific/singapore-does-not-lay/2834048.html> [Retrieved on: October 19, 2016]
- Crystal, D. 2005. *Speaking of Writing and Writing of Speaking*, 1-5.
- Educause Learning Initiative. 2006. *7 Things You Should Know About Facebook*. Retrieved from <http://net.educause.edu/ir/library/pdf/ELI7017.pdf>
- Elliot, J. 1991. *Action Research for Educational Change*. Philadelphia: Open University Press.
- Fairbairn, G. and Winch, C. 2011. *Reading, Writing, and Reasoning: A Guide for Students [Second Edition]*. Philadelphia: Open University Press.
- Fraenkel, J.R., and Wallen, N.E., 1996. *How to Design and Evaluate Research in Education*. New York. McGraw-Hill.Inc.
- Goatly, A. 2000. *Critical Reading and Writing*. London: Routledge.
- Goodwyn, A. 2000. *English in the Digital Age*. London: Cassel Education.

- Hartfiel, V.F., Hughey, J.B., Wormuth, D.R., & Jacobs, H.L. 1985. *English Composition Program: Learning ESL Composition*. New York: Newbury House Publishers Inc..
- Hatch, E., & Brown, C. 1995. *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Haycraft, J. 1987. *An Introduction to English Language Teaching*. Essex: Longman Group.
- Heaton, J.B. 1991. *Writing English language Tests*. Hongkong: Longman Group.
- Hegarty, C. 2000. *Writing: English in Context*. Irvine: Saddleback Educational Publishing.
- Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Kompas, 2014. Online: <http://tekno.kompas.com/read/2014/09/22/15205237/Facebook.Ungkap.Jumlah.Penggunanya.di.Indonesia> [Retrieved on: October 19, 2016]
- McMillan, J. H. 1992. *Educational Research: Fundamentals for the Consumers*. New York: Harper Collins Publisher.
- Mintz, S. 2010. *Active Learning*. Retrieved from <http://www.columbia.edu/cu/tat/pdfs/active%20learning.pdf>.
- Prensky, M. 2001. Digital natives, digital immigrants. *On the Horizon*.
- Richard, J. C. 1990. *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Sacristan, P.P. Online: <http://freestoriesforkids.com/children/stories-and-tales/redbeard's-treasure> [Retrieved on: October 19, 2016].
- Srirat, K. 2014. Using Facebook group to facilitate teaching English for everyday communication. *The 2014 WEI International Academic Conference Proceedings*, 3-10.
- Stelter, B. 2008. MySpace might have friends, but it wants ad money. (Business/Financial Desk). *The New York Times*, 157(54343), C4(L).

- Suthiwartnarueput, T. & Wasanasomsithi P. 2012. Effects of using Facebook as a medium for discussions of English grammar and writing of low-intermediate EFL students. *Electronic Journal of Foreign Language Teaching*, 194-214.
- Tiryakioglu, F. & Erzurum, F. 2011. Use of social networks as an educational tool. *Contemporary Educational Technology*, 135-150.
- Tredinnick, M. 2008. *Writing Well: The Essential Guide*. Cambridge: Cambridge University Press.
- Wingersky, J., Boerner, J., & Balogh, D.H. 1999. *Writing Paragraph and Essays Integrating Reading, Writing, and Grammar Skills (Third Edition)*. Belmont: Wadsworth Publishing Co..
- White R. and Arndt, V. 1995. *Process Writing*. Essex: Longman Group.
- Wishon, G.E., & Burks, J.M. 1980. *Let's Write English (Revised Edition)*. New York: Litton Educational Publishing Inc..
- Yancey, K.B. 2009. Writing by any other name. *Principal Leadership*, 26.
- Yuanting, T. 2011. Online: <http://www.sponge-me.com/english-language/personal-recount-model-essay-1/>. [Retrieved on: October 19, 2016].
- Yunus, M. MD. et al. 2011. Using Facebook group in teaching ESL writing, *Recent Researches in Chemistry, Biology, Environment and Culture*, 75-80.

Appendix 1

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Methods	Hypothesis
Enhancing the Eighth Grade Students' Achievement in Writing A Recount Text by Using Facebook at SMP Negeri 9 Jember In The 2016/2017 Academic Year	<ol style="list-style-type: none"> Can the use of Facebook enhance the Eighth grade students' writing achievement at SMP Negeri 9 Jember? Can the use of Facebook enhance the Eighth grade 	<p>1. Independent Variable: Teaching writing by using Facebook</p> <p>2. Dependent Variable:</p> <ol style="list-style-type: none"> The students' writing achievement The students' active participation 	<ol style="list-style-type: none"> The indicator of using Facebook is: <ol style="list-style-type: none"> Facebook is authentic Facebook represents current technology Facebook group can be exploited as an online classroom The students' scores of writing achievement test covering: <ol style="list-style-type: none"> Grammar Organization Vocabulary Mechanics 	<p>1. Research Subjects: The students of class VIII B at SMP Negeri 9 Jember in the 2016/2017 academic year</p> <p>2. Informant and Collaborator: The English teacher of class VIII B at SMP Negeri 9 Jember in the 2016/2017 academic year</p>	<p>1. Research Design: Classroom action research with the cycle model. The steps are as follows:</p> <ol style="list-style-type: none"> Planning of the action The implementation of the action Classroom observation and evaluation Reflection of the action (Lewin, 1980, in Elliot, 1991 : 70) <p>2. Area Determination Method: Purposive method</p> <p>3. Subject Determination</p>	<ol style="list-style-type: none"> The use of Facebook can enhance the Eighth grade students' writing achievement at SMP Negeri 9 Jember The use of Facebook can enhance the Eighth grade

	<p>students' active participation in the teaching learning process of writing at SMP Negeri 9 Jember?</p>		<p>e) Content</p> <p>3. The students' active participation in:</p> <ul style="list-style-type: none"> a) answering the teacher's questions b) doing the writing exercise c) discussing the answers together 	<p>3. Documents:</p> <ul style="list-style-type: none"> a) The names of the research subjects b) The students' previous scores of writing achievement obtained from the English teacher 	<p>Method: Purposive method</p> <p>4. Data Collection Methods:</p> <p>Primary Data</p> <ul style="list-style-type: none"> a) Writing Test b) Observation <p>Supporting Data</p> <ul style="list-style-type: none"> a) Interview b) Documentation <p>5. Data Analysis Method: The data will be analyzed by using the following formula :</p> $E = \frac{n}{N} \times 100\%$ <p>Notes :</p> <p>E : The percentage of the students who get score ≥ 75</p> <p>n : The total number of the students who get score ≥ 75</p> <p>N : The total number of the students</p> <p>(Ali, 1993 : 186)</p>	<p>students' active participation in the teaching learning process of writing at SMP Negeri 9 Jember</p>
--	-----------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------

Appendix 2

PRELIMINARY STUDY QUESTION INTERVIEW

English Teacher Interview

No	The List of Questions	The English Teacher's Answer
1	What curriculum do you use in teaching English?	It's KTSP.
2	How many the eighth grade's classes are there in SMP Negeri 9 Jember?	There are total 6 classes.
3	How often do you teach writing skill to the students?	I always follow the materials provided by the curriculum. If the material is about writing skill, then I will focus my teaching on that skill.
4	How the way you teach writing skill to the students?	I usually give the students a model to imitate then directly ask them to write based on the topic.
5	Do the students have difficulties in learning English, especially writing?	Yes, they do.
6	Which class do you think have difficulties or problems in writing?	It's VIII B
7	Have you ever used Facebook as a teaching media, especially in teaching writing?	I rarely used teaching media, so I believe I haven't.
8	What is the minimum standard score for English subject in this school?	It's 75.
9	What kind of text types do you teach to the eighth graders?	According to curriculum, I have to teach descriptive text, recount text and narrative text.
10	What are the problems in teaching writing?	First, my students find difficult to develop and organize the main ideas in their writing. Second, their grammar skills were very poor. The last, they had no interest in writing.
11	Do you agree to collaborate with me to conduct a classroom action research?	Yes, I do.

Appendix 3

THE PREVIOUS SCORE OF WRITING

No	Initial Names	Indicators					Number of Score	Mark
		G	O	V	M	C		
1	AI	2	3	3	3	4	15	75
2	AIS	2	2	2	3	3	12	60
3	AU	3	1	2	4	4	14	70
4	AFK	3	1	2	4	4	14	70
5	ASM	2	2	3	3	3	13	65
6	BVZP	3	2	3	4	4	16	80
7	BAP	1	2	2	2	2	9	45
8	DV	3	3	3	3	3	15	75
9	DRS	2	3	2	3	3	13	65
10	DNH	1	2	2	2	3	10	50
11	DA	3	3	2	4	3	15	75
12	DHS	3	1	2	4	4	14	70
13	EMR	2	2	2	2	3	11	55
14	EN	3	3	3	4	4	17	85
15	FAI	2	3	3	3	4	15	75
16	FRT	1	1	1	2	2	7	35
17	FF	3	3	3	4	4	17	85
18	HJSHS	3	3	3	3	3	15	75
19	IZF	1	3	2	3	3	12	60
20	IYP	2	2	2	3	2	11	55
21	INR	3	4	3	4	4	18	90
22	IDPL	2	2	2	3	2	11	55
23	LN	3	2	3	3	4	15	75
24	MJ	2	2	2	3	2	11	55
25	MIRH	2	2	2	2	2	10	50
26	MSP	2	2	2	3	3	12	60
27	NPR	2	2	2	3	3	12	60
28	NRRK	2	2	2	3	2	11	55
29	NW	2	2	1	3	2	10	50
30	NRM	3	3	3	3	3	15	75
31	RPN	3	3	3	4	3	14	70
32	SD	3	3	2	4	3	15	75
33	SAM	3	3	2	3	3	14	70

34	S	3	2	2	3	3	13	65
35	VMS	2	2	2	3	3	12	60
36	W	2	2	2	3	3	12	60



Appendix 4**LESSON PLAN
(Meeting 1 Cycle 1)**

Grade	: Junior High School
School	: SMP Negeri 9 Jember
Subject	: English
Class/Semester	: VIII/1
Language Skill	: Writing
Theme	: My Vacation In Bali
Time Allocation	: 2 x 40 minutes

I. STANDARD OF COMPETENCE

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. INDICATORS**➤ Cognitive****1. Product**

- a. Writing a simple recount text about students' experiences in their last vacation.

2. Process

- a. Completing the sentences into a good recount text.
- b. Rearranging the jumbled words into good sentences.

➤ Affective

- a. Showing responsibility while doing the exercises given.
- b. Showing cooperation while doing the exercises given in pairs.
- c. Showing confidence while answering the questions given by the teacher.

IV. LEARNING OBJECTIVES

➤ Cognitive

1. Product

- a. The students are able to write a simple recount text about students' experiences in their last vacation.

2. Process

- a. The students are able to complete the sentences into a good recount text.
- b. The students are able to rearrange the jumbled words into good sentences.

➤ Affective

- a. The students are able to show responsibility while doing the exercises given.
- b. The students are able to show cooperation while doing the exercises given in pairs.
- c. The students are able to show confidence while answering the questions given by the teacher.

V. MATERIALS : Enclosed

VI. TEACHING LEARNING STRATEGY OR METHOD

Approach : Cooperative Language Learning

Method : Think Pair Share

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Student's Activities	Time Allocation
1.	Pre – Instructional Activities ➤ Set Induction <ol style="list-style-type: none"> 1. Asking the class leader to lead to pray together. 2. Greeting the students. 3. Checking the students' attendance list. 4. Asking some leading questions. 5. Stating the objectives of the lesson. 	<ol style="list-style-type: none"> 1. Responding. 2. Responding. 3. Paying attention. 4. Answering teacher's questions. 5. Paying attention. 	1' 1' 2' 3' 3'
2	Main Activities <ol style="list-style-type: none"> 6. Explaining about the recount text and Facebook. 7. Asking the students to turn on the computers and log in to their Facebook accounts. 8. Asking the students to join the Facebook group created by the teacher. 9. Asking the students to check the posting made by the teacher/admin about Task 1 and Task 2. 10. Asking the students to do Task 1 by completing a recount text on Facebook group wall in pairs. 11. Discussing the answers of Task 1 together. 12. Asking the students to do Task 2 by rearranging the jumbled words on Facebook group wall in pairs. 13. Discussing the answers of Task 2 together. 	<ol style="list-style-type: none"> 6. Listening to the teacher explanation. 7. Turning on the computers and logging in to the Facebook accounts. 8. Joining the Facebook group. 9. Checking the posting. 10. Doing Task 1. 11. Discussing Task 1. 12. Doing Task 2. 13. Discussing Task 2. 	15' 2' 2' 1' 15' 5' 15' 5'
3	Post Activities ➤ Closure <ol style="list-style-type: none"> 14. Guiding the students to make a 	<ol style="list-style-type: none"> 14. Making summary of 	9'

	summary of the given materials that have been discussed. 15. Parting the students	the materials given. 15. Responding.	1'
--	--------------------------------------------------------------------------------------	-----------------------------------------	----

VIII. SOURCES AND MEDIA

1. Sources :

- a. School Based Curriculum (*KTSP*)

2. Media :

- a. Computers
- b. Facebook

XI. EVALUATION

1. Process Evaluation

Process evaluation is conducted during the teaching and learning process.

Indicators evaluated:

- a. The students' activities in answering the teacher's questions.
- b. The students' activities in paying attention to the explanation.
- c. The students' activities in doing the exercises.
- d. The students' activities in pair.

X. SCORING RUBRIC

The scoring rubric used in the teaching learning process is:

Composition Profile		
Aspects of Writing	Scores	Descriptor
Grammar	4	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	2	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletions • meaning confused or obscured
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Organization	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • non substantive • not pertinent • OR not enough to evaluate
Vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured

	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Mechanic	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscure
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
Content	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • nonsubstantive • not pertinent • OR not enough to evaluate

Adapted from Jacobs *et al.* in Hughes (2003:104)

The formula used to measure students' writing achievement is:

$$\frac{(Grammar + Organization + Vocabulary + Mechanics + Content)}{20 (Maximum Score)} \times 100 = Score$$

Adapted from Hughes (2003:104)

Jember, 18th January 2017

**Approved,
English Teacher,**

Trainee Teacher,

Ani Munawaroh, S.Pd

NIP: 196910301994022001

Glory Marchiano Andromeda

1102104010134



MATERIALS

1. Pre – Instructional Activities

Motivation

- **Showing a single picture of Bali**



- **Asking some leading questions**
 1. Where is Bedugul?
 2. What island which has the capital city Denpasar?
 3. Do you know what island is it? (showing a map of Bali)
 4. This island is also called the island of Paradise or Paradewa. What island is it?

2. Main Activities

- **Recount text:** is a kind of text to retell the story in the past, and it is always based on a true story.

- **Purpose:** to inform or entertain the readers.
- **Generic Structure**
 1. **Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where?
 2. **Events:** Describing series of events that happened in the past.
 3. **Reorientation:** The story ends.
- **Language Features**
 1. Written in the first persons (I, we) or the third persons (he, she, they).
 2. Usually using past tense.

Simple Past Tense

Simple past tense is used to express activities that happened in the past.

FORMULA :

1. (+)Subject + Verbs 2 + Object + Time signal.

Ex. I went to Bali last week.

2. (-)Subject + did not + Verbs 1 + Object + Time signal.

Eg. My sister didn't go to Bali last week.

3. (?)Did + Subject + Verbs 1 + object + Time signal?

Eg. Did you go to Bali last week? Yes, I did/No I did not.

- **Time Signal:**
 1. Yesterday, just now.
 2. Last...(last night, last week, last month etc.)
 3.ago (2 days ago, some days ago)
- **Kinds of Recount text:**
 1. Biographies and autobiographies.
 2. Newspapers or television news.
 3. Textbooks.
 4. Conversations with friends.

STUDENTS' WORKSHEET**Task 1**

Complete these sentences into a good recount text.

My Vacation in Bali

Last week, I (go) _____ to Bali with my family. My father (drive) _____ the car, my mother (sit) _____ beside him, while my sister and I (sit) _____ in the back seats.

We (wake) _____ up so early in the morning. After we had our breakfast and (prepare) _____ everything, we (leave) _____ the house around 4 a.m. We crossed Bali Strait by ferry and (arrive) _____ at 9 a.m.

My father (drive) _____ the car to Denpasar, in my uncle's house. We (stay) _____ there for an hour before we (travel) _____ around the island. For almost a week, we (visit) _____ so many places, from Ubud Monkey Forest, Ubud Palace, Uluwatu Temple, Agung Rai Museum of Art, Bali Safari Manine and Park, Puri Lukisan Museum and Mount Batur. Plus, we (visit) _____ so many famous beaches to watch sunrise and sunset.

We (drive) _____ back to Jember a week later. We (be) _____ so tired, but so happy as well.

Task 2

Rearrange these words into good sentences.

1. Yogya – my – went – last – I – and – week – to – friend.
2. Many – we – places – visited.
3. First – Parangtritis – visited – we – Beach.
4. There – beautiful – scenery – was – the – so.
5. Also – that – in – saw – people – of – a – we – lot – beach..
6. Second – visited – Zoo – we – Gembira Loka.
7. Saw – there – many – we – so – animals.
8. We – hungry – restaurant – so – felt – we – visited – a.
9. After – lunch – we – our – finished – home – decided – we – go – to.
10. Was – a – it – good – and – experience – hope – visit – Yogya – to – again – I.

ANSWER KEY**Task 1**

1. Went.
2. Drove.
3. Sat.
4. Sat.
5. Woke.
6. Prepared.
7. Left.
8. Arrived.
9. Drove.
10. Stayed.
11. Traveled.
12. Visited.
13. Visited.
14. Drove.
15. Were.

Task 2

1. Last week, my friend and I went to Yogya.
2. We visited many places.
3. First, we visited Parangtritis Beach.
4. The scenery there was so beautiful.
5. We also saw a lot of people in that beach.
6. Second, we visited Gembira Loka Zoo.
7. We saw so many animals there.
8. We felt hungry, so we visited a restaurant.
9. After we finished our lunch, we decided to go home.
10. It was a good experience and I hope to visit Yogya again.

Appendix 5**LESSON PLAN
(Meeting 2 Cycle 1)**

Grade	: Junior High School
School	: SMP Negeri 9 Jember
Subject	: English
Class/Semester	: VIII/1
Language Skill	: Writing
Theme	: Going to the Zoo
Time Allocation	: 2 x 40 minutes

I. STANDARD OF COMPETENCE

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. INDICATORS**➤ Cognitive****1. Product**

- a. Writing a simple recount text about students' experiences in their last vacation.

1. Process

- a. Completing the sentences into a good recount text.
b. Rearranging the jumbled words into good sentences.

➤ **Affective**

- a. Showing responsibility while doing the exercises given.
- b. Showing cooperation while doing the exercises given in pairs.
- c. Showing confidence while answering the questions given by the teacher.

IV. LEARNING OBJECTIVES

➤ **Cognitive**

1. Product

- a. The students are able to write a simple recount text about students' experiences in their last vacation.

2. Process

- a. The students are able to complete the sentences into a good recount text.
- b. The students are able to rearrange the jumbled words into good sentences.

➤ **Affective**

- a. The students are able to show responsibility while doing the exercises given.
- b. The students are able to show cooperation while doing the exercises given in pairs.
- c. The students are able to show confidence while answering the questions given by the teacher.

V. MATERIALS : Enclosed

VI. TEACHING LEARNING STRATEGY OR METHOD

Approach : Cooperative Language Learning

Method : Think Pair Share

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Student's Activities	Time Allocation
1.	Pre – Instructional Activities		

	<p>➤ Set Induction</p> <ol style="list-style-type: none"> 1. Asking the class leader to lead to pray together. 2. Greeting the students. 3. Checking the students' attendance list. 4. Asking some leading questions. 5. Stating the objectives of the lesson. 	<ol style="list-style-type: none"> 1. Responding. 2. Responding. 3. Paying attention. 4. Answering teacher's questions. 5. Paying attention. 	<p>1'</p> <p>1'</p> <p>2'</p> <p>3'</p> <p>3'</p>
2	<p>Main Activities</p> <ol style="list-style-type: none"> 6. Explaining about the recount text and Facebook. 7. Asking the students to turn on the computers and log in to their Facebook accounts. 8. Asking the students to join the Facebook group created by the teacher. 9. Asking the students to check the posting made by the teacher/admin about Task 1 and Task 2. 10. Asking the students to do Task 1 by completing a recount text on Facebook group wall in pairs. 11. Discussing the answers of Task 1 together. 12. Asking the students to do Task 2 by rearranging the jumbled words on Facebook group wall in pairs. 13. Discussing the answers of Task 2 together. 	<ol style="list-style-type: none"> 6. Listening to the teacher explanation. 7. Turning on the computers and logging in to the Facebook accounts. 8. Joining the Facebook group. 9. Checking the posting. 10. Doing Task 1. 11. Discussing Task 1. 12. Doing Task 2. 13. Discussing Task 2. 	<p>15'</p> <p>2'</p> <p>2'</p> <p>1'</p> <p>15'</p> <p>5'</p> <p>15'</p> <p>5'</p>
3	<p>Post Activities</p> <p>➤ Closure</p> <ol style="list-style-type: none"> 14. Guiding the students to make summary of the given materials that have been discussed. 15. Parting the students 	<ol style="list-style-type: none"> 14. Making summary of the materials given. 15. Responding. 	<p>9'</p> <p>1'</p>

VIII. SOURCES AND MEDIA

2. Sources :

- a. School Based Curriculum (*KTSP*)

3. Media :

- a. Computers
- b. Facebook

XI. EVALUATION

1. Process Evaluation

Process evaluation is conducted during teaching and learning process.

Indicators evaluated:

- a. The students' activities in answering the teacher's questions.
- b. The students' activities in paying attention to the explanation.
- c. The students' activities in doing the exercises.
- d. The students' activities in pair.

X. SCORING RUBRIC

The scoring rubric used in the teaching learning process is:

Composition Profile		
Aspects of Writing	Scores	Descriptor
Grammar	4	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	2	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletions • meaning confused or obscured
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Organization	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • non substantive • not pertinent • OR not enough to evaluate
Vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured

	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Mechanic	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscure
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
Content	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • nonsubstantive • not pertinent • OR not enough to evaluate

Adapted from Jacobs *et al.* in Hughes (2003:104)

The formula used to measure students' writing achievement is:

$$\frac{(Grammar + Organization + Vocabulary + Mechanics + Content)}{20 (Maximum Score)} \times 100$$

= Score

Adapted from Hughes (2003:104)

Jember, 21st January 2017

**Approved,
English Teacher,**

Trainee Teacher,

Ani Munawaroh, S.Pd

NIP: 196910301994022001

Glory Marchiano Andromeda

110210401034

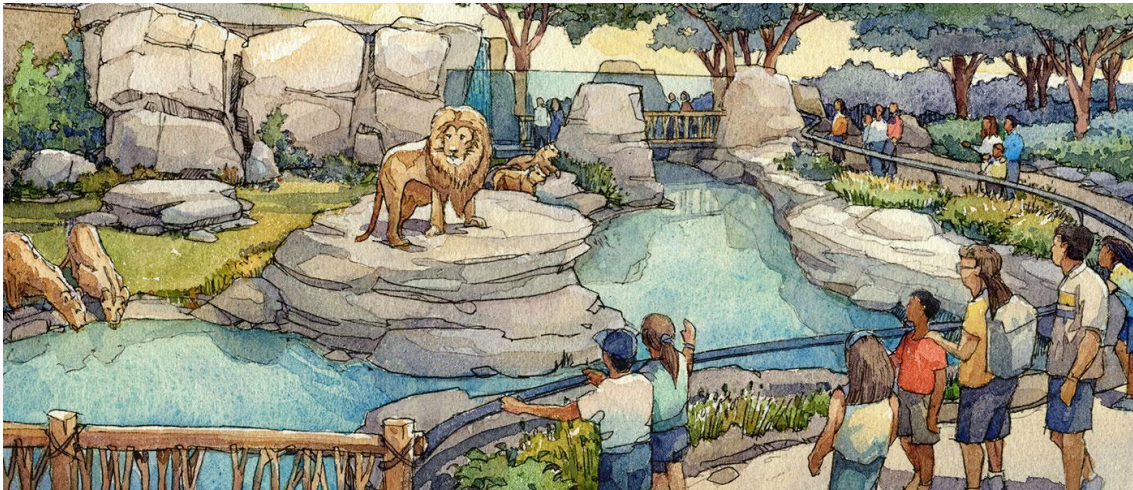


MATERIALS

1. Pre – Instructional Activities

Motivation

- **Showing a composite picture of a zoo**



- **Asking some leading questions**
 1. What is “hilang” in English? Is it lost or found?
 2. Can you guess where is it? (showing a composite picture of a zoo)
 3. Is it a zoo or a park?
 4. Tigers, snakes, birds, etc. can be found in a jungle and
 5. Ragunan, Gembira Loka, Wonokromo are the names of

2. Main Activities

- **Recount text:** is a kind of text to retell the story in the past, and it is always based on a true story.
- **Purpose:** to inform or entertain the readers.
- **Generic Structure**
 1. **Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where?
 2. **Events:** Describing series of events that happen in the past.
 3. **Reorientation:** The story ends.

- **Language Features**

1. Written in the first person (I, we) or the third person (he, she, they).
2. Usually using past tense.

Simple Past Tense

Simple past tense is used to express activities that happened in the past.

FORMULA :

1. (+)Subject + Verbs 2 + Object + Time signal.

Ex. I went to Bali last week.

2. (-)Subject + did not + Verbs 1 + Object + Time signal.

Eg. She didn't go to Bali last week.

3. (?)Did + Subject + Verbs 1 + object + Time signal?

Eg. Did you go to Bali last week? Yes, I did/No I did not.

- **Time Signal:**

1. Yesterday, just now.
2. Last...(last night, last week, last month etc.)
3.ago (2 days ago, some days ago)

- **Kind of Recount text:**

1. Biographies and autobiographies.
2. Newspapers or television news.
3. Textbooks.
4. Conversations with friends.

STUDENTS' WORKSHEET**Task 1**

Complete these sentences into good recount paragraphs.

Lost in the Zoo

It (happen) _____ many years ago, when I (be) _____ five years old. One day, my family and I (go) _____ to a zoo. It was weekend so the zoo was crowded with visitors. I was holding my parents' hands and (walk) _____ to an aquarium section when suddenly I (realize) _____ that they were no longer with me.

I didn't cry. Insted, I was amazed with the size of the fish in the aquarium. I (try) _____ to feed them with my snack, but the glass (prevent) _____ me to do so. I was annoyed so I (walk) _____ lonely to the herbivore section. There, I (see) _____ giraffes. It was the first time in my life to see animals who were so tall and long.

I also (visit) _____ elephants, horses and monkeys. I tried to feed the little monkey, but suddenly he (take) _____ all of my snack! With anger, I then walked to the carnivore section. I saw tigers, cheetahs and lions. Wow, their hair were very beautiful. I wonder why they weren't black as I had.

Suddenly, I (hear) _____ my Mom's voice. My Mom and Dad (come) _____ to me and (give) _____ me a big hug. I did not why my Mom was crying, but they (look) _____ very happy to see me.

Task 2

Rearrange these words into good sentences.

1. Ragunan – my – went – the – I – and – family – to – holiday – last – zoo.
2. Big – animals – Ragunan – is – and – many – has.
3. First – gorillas – saw – we.
4. Were – big – looked – humans – like – they – and – so.
5. After – saw – that – snakes – we.
6. Sister – was – of – very – we – My – afraid – snakes.
7. Also – saw – we – penguins.
8. Were – cute – very – they.
9. After – lunch – we – our – finished – home – decided – we – go – to.
10. We - was – an – it – amazing – and – experience – hope – visit – Ragunan – to – again – zoo.

ANSWER KEY**Task 1**

- a. Happened
- b. Was
- c. Went
- d. Walked
- e. Realized
- f. Tried
- g. Prevented
- h. Walked
- i. Saw
- j. Visited
- k. Took
- l. Heard
- m. Came
- n. Gave
- o. Looked

Task 2

1. Last holiday, my family and I went to the Ragunan Zoo.
2. It is big and has many animals.
3. First, we saw gorillas.
4. They were so big and looked like humans.
5. After that we saw snakes.
6. My sister was very afraid of snakes.
7. We also saw penguins.
8. They were very cute.
9. After we finished our lunch, we decided to go home.
10. It was an amazing experience and we hope to visit Ragunan Zoo again.

Appendix 6**WRITING TEST
(Meeting 3 Cycle 1)**

Write a recount text about your past experience in the last vacation of about 75 words and do it individually! Pay attention to the generic structure, social function and language features used in a recount text!



Appendix 7**LESSON PLAN
(Meeting 1 Cycle 2)**

Grade	: Junior High School
School	: SMP Negeri 9 Jember
Subject	: English
Class/Semester	: VIII/1
Language Skill	: Writing
Theme	: Traveling by Bus
Time Allocation	: 2 x 40 minutes

I. STANDARD OF COMPETENCE

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. INDICATORS**➤ Cognitive****1. Product**

- a. Writing a simple recount text about students' experiences in their last vacation.

2. Process

- a. Completing the sentences into a good recount text.
b. Rearranging the jumbled words into good sentences.

➤ **Affective**

- a. Showing responsibility while doing the exercises given.
- b. Showing cooperation while doing the exercises given in pairs.
- c. Showing confidence while answering the questions given by the teacher.

IV. LEARNING OBJECTIVES

➤ **Cognitive**

1. Product

- a. The students are able to write a simple recount text about students' experiences in their last vacation.

2. Process

- a. The students are able to complete the sentences into a good recount text.
- b. The students are able to rearrange the jumbled words into good sentences.

➤ **Affective**

- a. The students are able to show responsibility while doing the exercises given.
- b. The students are able to show cooperation while doing the exercises given in pairs.
- c. The students are able to show confidence while answering the questions given by the teacher.

V. MATERIALS : Enclosed

VI. TEACHING LEARNING STRATEGY OR METHOD

Approach : Cooperative Language Learning

Method : Think Pair Share

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Student's Activities	Time Allocation
1.	Pre – Instructional Activities		

	<p>➤ Set Induction</p> <ol style="list-style-type: none"> 1. Asking the class leader to lead to pray together. 2. Greeting the students. 3. Checking the students' attendance list. 4. Asking some leading questions. 5. Stating the objectives of the lesson. 	<ol style="list-style-type: none"> 1. Responding. 2. Responding. 3. Paying attention. 4. Answering teacher's questions. 5. Paying attention. 	<p>1'</p> <p>1'</p> <p>2'</p> <p>3'</p> <p>3'</p>
2	<p>Main Activities</p> <ol style="list-style-type: none"> 6. Explaining about the recount text and Facebook. 7. Asking the students to turn on the computers and log in to their Facebook accounts. 8. Asking the students to join the Facebook group created by the teacher. 9. Asking the students to check the posting made by the teacher/admin about Task 1 and Task 2. 10. Asking the students to do Task 1 by completing a recount text on Facebook group wall in pairs. 11. Discussing the answers of Task 1 together. 12. Asking the students to do Task 2 by rearranging the jumbled words on Facebook group wall in pairs. 13. Discussing the answers of Task 2 together. 	<ol style="list-style-type: none"> 6. Listening to the teacher explanation. 7. Turning on the computers and logging in to the Facebook accounts. 8. Joining the Facebook group. 9. Checking the posting. 10. Doing Task 1. 11. Discussing Task 1. 12. Doing Task 2. 13. Discussing Task 2. 	<p>15'</p> <p>2'</p> <p>2'</p> <p>1'</p> <p>15'</p> <p>5'</p> <p>15'</p> <p>5'</p>
3	<p>Post Activities</p> <p>➤ Closure</p> <ol style="list-style-type: none"> 14. Guiding the students to make summary of the given materials that have been discussed. 15. Parting the students 	<ol style="list-style-type: none"> 14. Making summary of the materials given. 15. Responding. 	<p>9'</p> <p>1'</p>

VIII. SOURCES AND MEDIA

1. Sources :

- a. School Based Curriculum (*KTSP*)

2. Media :

- a. Computers
- b. Facebook

XI. EVALUATION

1. Process Evaluation

Process evaluation is conducted during teaching and learning process.

Indicators evaluated:

- a. The students' activities in answering the teacher's questions.
- b. The students' activities in paying attention to the explanation.
- c. The students' activities in doing the exercises.
- d. The students' activities in pair.

X. SCORING RUBRIC

The scoring rubric used in the teaching learning process is:

Composition Profile		
Aspects of Writing	Scores	Descriptor
Grammar	4	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	2	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletions • meaning confused or obscured
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Organization	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • non substantive • not pertinent • OR not enough to evaluate
Vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured

	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Mechanic	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscure
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
Content	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • nonsubstantive • not pertinent • OR not enough to evaluate

Adapted from Jacobs *et al.* in Hughes (2003:104)

The formula used to measure students' writing achievement is:

$$\frac{(Grammar + Organization + Vocabulary + Mechanics + Content)}{20 (Maximum Score)} \times 100$$

= Score

Adapted from Hughes (2003:104)

Jember, 28th January 2017

**Approved,
English Teacher,**

Trainee Teacher,

Ani Munawaroh, S.Pd

NIP: 196910301994022001

Glory Marchiano Andromeda

110210401034



MATERIALS

1. Pre – Instructional Activities

Motivation

- Showing a picture of a zoo



- Asking some leading questions

1. Can you guess what picture is it? (showing a picture of a bus)
2. Is it a bike or bus?
3. Do you go to school by bus?
4. Do you ever travel by bus?

2. Main Activities

- **Recount text:** is a kind of text to retell the story in the past, and it is always based on a true story.
- **Purpose:** to inform or entertain the readers.

- **Generic Structure**
 1. **Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where?
 2. **Events:** Describing series of events that happen in the past.
 3. **Reorientation:** The story ends.

- **Language Features**
 1. Written in the first person (I, we) or the third person (he, she, they).
 2. Usually using past tense.

Simple Past Tense

Simple past tense is used to express activities that happened in the past.

FORMULA :

1. **(+)Subject + Verbs 2 + Object + Time signal.**

Ex. I went to Bali last week.

2. **(-)Subject + did not + Verbs 1 + Object + Time signal.**

Eg. She didn't go to Bali last week.

3. **(?)Did + Subject + Verbs 1 + object + Time signal?**

Eg. Did you go to Bali last week? Yes, I did/No I did not.

- **Time Signal:**
 1. Yesterday, just now.
 2. Last...(last night, last week, last month etc.)
 3.ago (2 days ago, some days ago)

- **Kind of Recount text:**
 1. Biographies and autobiographies.
 2. Newspapers or television news.
 3. Textbooks.
 4. Conversations with friends.

STUDENTS' WORKSHEET**Task 1**

Complete these sentences into good recount paragraphs.

Traveling by Bus

Last holiday, my family and I (go) _____ to Surabaya by bus. It was not my first experience traveling to Surabaya, but it (be) _____ my first experience traveling by bus. We usually go by car, so I (do) _____ not know that we have to check-in first. Fortunately, a security guard (help) _____ us. After that, we (enter) _____ the train and (sit) _____ on the seats.

I (sit) _____ next to the window, so I (can) _____ see a lot of things during the trip. I also (meet) _____ a lot of people. I even (make) _____ friends with a kid of my age who also (go) _____ to Surabaya with his family.

Four hours later, we (arrive) _____ at Purabaya Terminal. From there, we (visit) _____ many places in Surabaya, such as KBS or Surabaya Zoo, House of Sampoerna, Ciputra Waterpark, and many more. Finally, we (come) _____ back home using the same type of transportation. It (be) _____ an amazing experience for me, and I want to travel by bus again.

Task 2

Rearrange these words into good sentences.

1. Train – Yogyakarta – went – yesterday – I – to – by.
2. Train – travelling – first – was – it – my – time – by.
3. I – did - check-in – to – know – not - how.
4. Me – the – to – procedure – new – was.
5. Security – fortunately – a – me – guard – helped.
6. Directions – gave – he – me.
7. I – the – trip – enjoyed.
8. Window – I – through – sceneries – the – watched.
9. Station - 5 p.m. – at – I – Tugu – at – arrived.
10. An – was – experience – amazing – it.

ANSWER KEY**Task 1**

- a. Went
- b. Was
- c. Did
- d. Helped
- e. Entered
- f. Sat
- g. Sat
- h. Could
- i. Met
- j. Made
- k. Went
- l. Arrived
- m. Visited
- n. Came
- o. Was

Task 2

1. Yesterday, I went to Yogyakarta by train.
2. It was my first time traveling by train.
3. I did not know how to check-in.
4. The procedure was new to me.
5. Fortunately, a security guard helped me.
6. He gave me directions.
7. I enjoyed the trip.
8. I watched sceneries through the window.
9. I arrived at Tugu Station at 5 p.m.
10. It was an amazing experience.

Appendix 8**LESSON PLAN
(Meeting 2 Cycle 2)**

Grade	: Junior High School
School	: SMP Negeri 9 Jember
Subject	: English
Class/Semester	: VIII/1
Language Skill	: Writing
Theme	: Went Camping
Time Allocation	: 2 x 40 minutes

I. STANDARD OF COMPETENCE

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

- 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. INDICATORS**➤ Cognitive****1. Product**

- a. Writing a simple recount text about students' experiences in their last vacation.

2. Process

- a. Completing the sentences into a good recount text.
b. Rearranging the jumbled words into good sentences.

➤ **Affective**

- a. Showing responsibility while doing the exercises given.
- b. Showing cooperation while doing the exercises given in pairs.
- c. Showing confidence while answering the questions given by the teacher.

IV. LEARNING OBJECTIVES

➤ **Cognitive**

1. Product

- a. The students are able to write a simple recount text about students' experiences in their last vacation.

2. Process

- a. The students are able to complete the sentences into a good recount text.
- b. The students are able to rearrange the jumbled words into good sentences.

➤ **Affective**

- a. The students are able to show responsibility while doing the exercises given.
- b. The students are able to show cooperation while doing the exercises given in pairs.
- c. The students are able to show confidence while answering the questions given by the teacher.

V. MATERIALS : Enclosed

VI. TEACHING LEARNING STRATEGY OR METHOD

Approach : Cooperative Language Learning

Method : Think Pair Share

VII. TEACHING LEARNING ACTIVITIES

No	Teacher's Activities	Student's Activities	Time Allocation
1.	Pre – Instructional Activities		

	<p>➤ Set Induction</p> <ol style="list-style-type: none"> 1. Asking the class leader to lead to pray together. 2. Greeting the students. 3. Checking the students' attendance list. 4. Asking some leading questions. 5. Stating the objectives of the lesson. 	<ol style="list-style-type: none"> 1. Responding. 2. Responding. 3. Paying attention. 4. Answering teacher's questions. 5. Paying attention. 	<p>1'</p> <p>1'</p> <p>2'</p> <p>3'</p> <p>3'</p>
2	<p>Main Activities</p> <ol style="list-style-type: none"> 6. Explaining about the recount text and Facebook. 7. Asking the students to turn on the computers and log in to their Facebook accounts. 8. Asking the students to join the Facebook group created by the teacher. 9. Asking the students to check the posting made by the teacher/admin about Task 1 and Task 2. 10. Asking the students to do Task 1 by completing a recount text on Facebook group wall in pairs. 11. Discussing the answers of Task 1 together. 12. Asking the students to do Task 2 by rearranging the jumbled words on Facebook group wall in pairs. 13. Discussing the answers of Task 2 together. 	<ol style="list-style-type: none"> 6. Listening to the teacher explanation. 7. Turning on the computers and logging in to the Facebook accounts. 8. Joining the Facebook group. 9. Checking the posting. 10. Doing Task 1. 11. Discussing Task 1. 12. Doing Task 2. 13. Discussing Task 2. 	<p>15'</p> <p>2'</p> <p>2'</p> <p>1'</p> <p>15'</p> <p>5'</p> <p>15'</p> <p>5'</p>
3	<p>Post Activities</p> <p>➤ Closure</p> <ol style="list-style-type: none"> 14. Guiding the students to make summary of the given materials that have been discussed. 15. Parting the students 	<ol style="list-style-type: none"> 14. Making summary of the materials given. 15. Responding. 	<p>9'</p> <p>1'</p>

VIII. SOURCES AND MEDIA

1. Sources :

- a. School Based Curriculum (*KTSP*)

2. Media :

- a. Computers
- b. Facebook

XI. EVALUATION

1. Process Evaluation

Process evaluation is conducted during teaching and learning process.

Indicators evaluated:

- a. The students' activities in answering the teacher's questions.
- b. The students' activities in paying attention to the explanation.
- c. The students' activities in doing the exercises.
- d. The students' activities in pair.

X. SCORING RUBRIC

The scoring rubric used in the teaching learning process is:

Composition Profile		
Aspects of Writing	Scores	Descriptor
Grammar	4	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	2	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, runons, deletions • meaning confused or obscured
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
Organization	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • non substantive • not pertinent • OR not enough to evaluate
Vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage but meaning not obscured
	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • meaning confused or obscured

	1	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
Mechanic	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscure
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	1	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate
Content	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development • relevant to assigned topic
	3	GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development • mostly relevant to topic, but lacks detail
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic
	1	VERY POOR: does not show knowledge of subject • nonsubstantive • not pertinent • OR not enough to evaluate

Adapted from Jacobs *et al.* in Hughes (2003:104)

The formula used to measure students' writing achievement is:

$$\frac{(Grammar + Organization + Vocabulary + Mechanics + Content)}{20 (Maximum Score)} \times 100$$

= Score

Adapted from Hughes (2003:104)

Jember, 1st February 2017

**Approved,
English Teacher,**

Trainee Teacher,

Ani Munawaroh, S.Pd

NIP: 196910301994022001

Glory Marchiano Andromeda

110210401034



MATERIALS

2. Pre – Instructional Activities

Motivation

- **Showing a picture of camping activity**



- **Asking some leading questions**

1. Do you ever go camping?
2. What do you usually prepare when you want to go camping?
3. Look at the picture. (showing a picture of camping activity)
4. Are they cooking or building tents?

3. Main Activities

- **Recount text:** is a kind of text to retell the story in the past, and it is always based on a true story.
- **Purpose:** to inform or entertain the readers.

- **Generic Structure**
 1. **Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where?
 2. **Events:** Describing series of events that happen in the past.
 3. **Reorientation:** The story ends.
- **Language Features**
 1. Written in the first person (I, we) or the third person (he, she, they).
 2. Usually using past tense.

Simple Past Tense

Simple past tense is used to express activities that happened in the past.

FORMULA :

1. **(+)Subject + Verbs 2 + Object + Time signal.**

Ex. I went to Bali last week.

2. **(-)Subject + did not + Verbs 1 + Object + Time signal.**

Eg. She didn't go to Bali last week.

4. **(?)Did + Subject + Verbs 1 + object + Time signal?**

Eg. Did you go to Bali last week? Yes, I did/No I did not.

- **Time Signal:**
 1. Yesterday, just now.
 2. Last...(last night, last week, last month etc.)
 3.ago (2 days ago, some days ago)
- **Kind of Recount text:**
 1. Biographies and autobiographies.
 2. Newspapers or television news.
 3. Textbooks.
 4. Conversations with friends.

STUDENTS' WORKSHEET**Task 1**

Complete these sentences into good recount paragraphs.

Going Camping

Last Sunday, my friends and I went camping on Mount Baluran. It (take) _____ four hours to get there from our hometown. We (choose) _____ Baluran because it has lots of beautiful spots.

We (prepare) _____ everything before going to Baluran. We brought cooking utensils and the food from home, clothes, etc. We went there by motorcycles.

On the first day, we (build) _____ a tent on the camping area. The air (be) _____ so fresh there. We (take) _____ a bath on the river. Since we (be) _____ so hungry, we (cook) _____ the food we brought and (have) _____ lunch together. In the night, we (make) _____ a campfire, (sing) _____ together and finally went to sleep.

On the second day, we (try) _____ to go fishing in the river near the camping area. Unfortunately, we only (get) _____ shoes. In the evening, we (start) _____ to pack everything we brought. We (make) _____ memories by taking pictures together. What an amazing experience.

Task 2

Rearrange these words into good sentences.

1. Train – Yogyakarta – went – yesterday – I – to – by.
2. Train – travelling – first – was – it – my – time – by.
3. I – did - check-in – to – know – not - how.
4. Me – the – to – procedure – new – was.
5. Security – fortunately – a – me – guard – helped.
6. Directions – gave – he – me.
7. I – the – trip – enjoyed.
8. Window – I – through – sceneries – the – watched.
9. Station - 5 p.m. – at – I – Tugu – at – arrived.
10. An – was – experience – amazing – it.

ANSWER KEY**Task 1**

- a. Took
- b. Chose
- c. Prepared
- d. Built
- e. Was
- f. Took
- g. Were
- h. Cooked
- i. Had
- j. Made
- k. Sang
- l. Tried
- m. Got
- n. Started
- o. Made

Task 2

1. Yesterday, I went to Yogyakarta by train.
2. It was my first time traveling by train.
3. I did not know how to check-in.
4. The procedure was new to me.
5. Fortunately, a security guard helped me.
6. He gave me directions.
7. I enjoyed the trip.
8. I watched sceneries through the window.
9. I arrived at Tugu Station at 5 p.m.
10. It was an amazing experience.

Appendix 9**WRITING TEST
(Meeting 3 Cycle 2)**

Write a recount text about your past experience in the last vacation of about 75 words and do it individually! Pay attention to the generic structure, social function and language features used in a recount text!



Appendix 10

The Result of Observation Checklist in Meeting 1 Cycle 1

No	Initial Names	Indicators					Total	Criteria of Success	
		1	2	3	4	5			
1	AI	√	√		√	√	4	Active	
2	AIS	√		√	√	√	4	Active	
3	AU	√			√	√	3	Active	
4	AFK	√			√	√	3	Active	
5	ASM				√	√	2	Passive	
6	BVZP	√		√	√	√	4	Active	
7	BAP						0	Passive	
8	DV	√		√	√	√	4	Active	
9	DRS	√			√	√	3	Active	
10	DNH					√	1	Passive	
11	DA	√	√		√	√	4	Active	
12	DHS	√			√	√	3	Active	
13	EMR				√	√	2	Passive	
14	EN	√	√	√	√	√	5	Active	
15	FAI	√		√	√	√	4	Active	
16	FRT						0	Passive	
17	FF	√	√	√	√	√	5	Active	
18	HJSHS	√	√		√	√	4	Active	
19	IZF	√			√	√	3	Active	
20	IYP				√	√	2	Passive	
21	INR	√	√	√	√	√	5	Active	
22	IDPL				√	√	2	Passive	
23	LN	√		√	√	√	4	Active	
24	MJ				√	√	2	Passive	
25	MIRH					√	1	Passive	
26	MSP				√	√	2	Passive	
27	NPR				√	√	2	Passive	
28	NRRK					√	1	Passive	
29	NW					√	1	Passive	
30	NRM	√		√	√	√	4	Active	
31	RPN				√	√	2	Passive	
32	SD	√		√	√	√	4	Active	
33	SAM	√			√	√	3	Active	
34	S	√			√	√	3	Active	
35	VMS				√	√	2	Passive	
36	W	√			√	√	3	Active	
Total		21	6	10	30	34		21	15
Percentage		58,3%	16,6%	27,7%	83,3%	94,4%		58,3%	41,7%

Notes:

- 1 = Listening to the teacher's explanation
- 2 = Asking some questions to the teacher
- 3 = Answering some questions from the teacher
- 4 = Doing tasks in pairs
- 5 = Doing tasks individually



Appendix 11

The Result of Observation Checklist in Meeting 2 Cycle 1

No	Initial Names	Indicators					Total	Criteria of Success	
		1	2	3	4	5			
1	AI	√	√	√	√	√	5	Active	
2	AIS	√		√	√	√	4	Active	
3	AU	√		√	√	√	4	Active	
4	AFK	√		√	√	√	4	Active	
5	ASM				√	√	2	Passive	
6	BVZP	√	√	√	√	√	5	Active	
7	BAP	√		√	√	√	4	Active	
8	DV	√		√	√	√	4	Active	
9	DRS	√		√	√	√	4	Active	
10	DNH	√			√	√	3	Active	
11	DA	√	√	√	√	√	5	Active	
12	DHS	√		√	√	√	4	Active	
13	EMR				√	√	2	Passive	
14	EN	√	√	√	√	√	5	Active	
15	FAI	√		√	√	√	4	Active	
16	FRT	√			√	√	3	Active	
17	FF	√	√	√	√	√	5	Active	
18	HJSHS	√	√	√	√	√	5	Active	
19	IZF	√			√	√	3	Active	
20	IYP				√	√	2	Passive	
21	INR	√	√	√	√	√	5	Active	
22	IDPL				√	√	2	Passive	
23	LN	√	√	√	√	√	5	Active	
24	MJ				√	√	2	Passive	
25	MIRH	√		√	√	√	4	Active	
26	MSP				√	√	2	Passive	
27	NPR				√	√	2	Passive	
28	NRRK	√		√	√	√	4	Active	
29	NW					√	1	Passive	
30	NRM	√	√	√	√	√	5	Active	
31	RPN				√	√	2	Passive	
32	SD	√	√	√	√	√	5	Active	
33	SAM	√			√	√	3	Active	
34	S	√			√	√	3	Active	
35	VMS				√	√	2	Passive	
36	W	√		√	√	√	4	Active	
Total		26	10	21	35	36		26	10
Percentage		72,3%	27,7%	58,3%	97,2%	100%		72,3%	27,7%

Notes:

- 1 = Listening to the teacher's explanation
- 2 = Asking some questions to the teacher
- 3 = Answering some questions from the teacher
- 4 = Doing tasks in pairs
- 5 = Doing tasks individually



Appendix 12

The Result of Observation Checklist in Meeting 1 Cycle 2

No	Initial Names	Indicators					Total	Criteria of Success	
		1	2	3	4	5			
1	AI	√	√	√	√	√	5	Active	
2	AIS	√		√	√	√	4	Active	
3	AU	√		√	√	√	4	Active	
4	AFK	√		√	√	√	4	Active	
5	ASM	√			√	√	3	Active	
6	BVZP	√	√	√	√	√	5	Active	
7	BAP	√		√	√	√	4	Active	
8	DV	√		√	√	√	4	Active	
9	DRS	√		√	√	√	4	Active	
10	DNH	√	√		√	√	4	Active	
11	DA	√	√	√	√	√	5	Active	
12	DHS	√		√	√	√	4	Active	
13	EMR				√	√	2	Passive	
14	EN	√	√	√	√	√	5	Active	
15	FAI	√		√	√	√	4	Active	
16	FRT	√	√		√	√	4	Active	
17	FF	√	√	√	√	√	5	Active	
18	HJSHS	√	√	√	√	√	5	Active	
19	IZF	√	√	√	√	√	5	Active	
20	IYP				√	√	2	Passive	
21	INR	√	√	√	√	√	5	Active	
22	IDPL				√	√	2	Passive	
23	LN	√	√	√	√	√	5	Active	
24	MJ				√	√	2	Passive	
25	MIRH	√		√	√	√	4	Active	
26	MSP				√	√	2	Passive	
27	NPR				√	√	2	Passive	
28	NRRK	√		√	√	√	4	Active	
29	NW				√	√	2	Passive	
30	NRM	√	√	√	√	√	5	Active	
31	RPN				√	√	2	Passive	
32	SD	√	√	√	√	√	5	Active	
33	SAM	√	√		√	√	4	Active	
34	S	√	√		√	√	4	Active	
35	VMS	√			√	√	3	Active	
36	W	√		√	√	√	4	Active	
Total		28	15	22	36	36		28	8
Percentage		77,8%	41,6%	61,1%	100%	100%		77,8%	22,2%

Notes:

- 1 = Listening to the teacher's explanation
- 2 = Asking some questions to the teacher
- 3 = Answering some questions from the teacher
- 4 = Doing tasks in pairs
- 5 = Doing tasks individually



Appendix 13

The Result of Observation Checklist in Meeting 2 Cycle 2

No	Initial Names	Indicators					Total	Criteria of Success	
		1	2	3	4	5			
1	AI	√	√	√	√	√	5	Active	
2	AIS	√		√	√	√	4	Active	
3	AU	√		√	√	√	4	Active	
4	AFK	√		√	√	√	4	Active	
5	ASM	√			√	√	3	Active	
6	BVZP	√	√	√	√	√	5	Active	
7	BAP	√		√	√	√	4	Active	
8	DV	√		√	√	√	4	Active	
9	DRS	√		√	√	√	4	Active	
10	DNH	√	√		√	√	4	Active	
11	DA	√	√	√	√	√	5	Active	
12	DHS	√		√	√	√	4	Active	
13	EMR		√		√	√	3	Active	
14	EN	√	√	√	√	√	5	Active	
15	FAI	√		√	√	√	4	Active	
16	FRT	√	√		√	√	4	Active	
17	FF	√	√	√	√	√	5	Active	
18	HJSHS	√	√	√	√	√	5	Active	
19	IZF	√	√	√	√	√	5	Active	
20	IYP		√		√	√	3	Active	
21	INR	√	√	√	√	√	5	Active	
22	IDPL	√	√		√	√	4	Active	
23	LN	√	√	√	√	√	5	Active	
24	MJ				√	√	2	Passive	
25	MIRH	√		√	√	√	4	Active	
26	MSP				√	√	2	Passive	
27	NPR	√	√		√	√	4	Active	
28	NRRK	√		√	√	√	4	Active	
29	NW				√	√	2	Passive	
30	NRM	√	√	√	√	√	5	Active	
31	RPN				√	√	3	Passive	
32	SD	√	√	√	√	√	5	Active	
33	SAM	√	√		√	√	4	Active	
34	S	√	√		√	√	4	Active	
35	VMS	√			√	√	3	Active	
36	W	√		√	√	√	4	Active	
Total		30	19	22	36	36		32	4
Percentage		83,3%	52,7%	61,1%	100%	100%		88,8%	11,2%

Notes:

- 1 = Listening to the teacher's explanation
- 2 = Asking some questions to the teacher
- 3 = Answering some questions from the teacher
- 4 = Doing tasks in pairs
- 5 = Doing tasks individually



Appendix 14

The Result of Writing Achievement Test in Cycle 1

No	Initial Names	Score 1					Σ	WS	Score 2					Σ	WS	AS	Category
		Writing Aspects							Writing Aspects								
		G	O	V	M	C			G	O	V	M	C				
1	AI	3	3	4	3	3	16	80	3	3	4	3	3	16	80	80	Success
2	AIS	4	3	4	3	3	17	85	3	2	4	3	4	16	80	82,5	Success
3	AU	3	3	3	3	3	15	75	4	3	3	2	3	15	75	75	Success
4	AFK	3	2	4	3	3	15	75	3	3	4	2	3	15	75	75	Success
5	ASM	3	2	4	3	3	15	75	3	3	4	4	3	17	85	80	Success
6	BVZP	3	3	4	3	3	16	80	3	3	4	3	3	16	80	80	Success
7	BAP	2	2	3	2	3	12	60	2	2	4	2	3	13	65	62,5	Failed
8	DV	3	2	4	4	4	17	85	3	2	4	3	4	16	80	82,5	Success
9	DRS	3	3	3	3	3	15	75	3	2	4	3	3	15	75	75	Success
10	DNH	2	2	3	3	3	13	65	3	2	3	3	3	14	70	67,5	Failed
11	DA	4	3	4	3	3	17	85	4	2	4	3	4	17	85	85	Success
12	DHS	3	3	3	3	3	15	75	3	3	3	3	3	15	75	75	Success
13	EMR	1	1	2	2	2	8	40	2	1	2	2	2	9	45	42,5	Failed
14	EN	3	3	4	4	4	18	90	3	3	4	3	4	17	85	87,5	Success
15	FAI	3	3	3	4	4	17	85	3	3	3	3	4	16	80	82,5	Success
16	FRT	2	1	3	2	2	10	50	2	2	2	2	2	10	50	50	Failed
17	FF	4	3	4	4	4	19	95	3	3	4	4	4	18	90	92,5	Success
18	HJSHS	3	3	4	3	3	16	80	3	3	3	3	3	15	75	77,5	Success
19	IZF	3	2	3	3	4	15	75	3	3	3	3	3	15	75	75	Success
20	IYP	3	3	3	3	3	15	75	3	3	4	3	3	16	80	77,5	Success
21	INR	4	4	4	3	4	19	95	4	3	4	3	4	18	90	92,5	Success
22	IDPL	1	1	2	2	2	8	40	2	1	2	2	2	9	45	42,5	Failed
23	LN	3	3	4	4	4	18	90	3	3	4	3	4	17	85	87,5	Success
24	MJ	3	2	3	2	2	12	60	2	2	3	3	3	13	65	62,5	Failed
25	MIRH	2	2	4	2	2	12	60	2	2	3	2	3	12	60	60	Failed
26	MSP	1	1	2	1	1	6	30	1	1	3	1	1	7	35	32,5	Failed
27	NPR	2	2	2	3	3	12	60	3	2	3	2	3	13	65	62,5	Failed

28	NRRK	2	2	3	2	2	11	55	3	2	3	2	2	12	60	57,5	Failed
29	NW	2	2	3	3	3	13	65	3	2	3	3	3	14	70	67,5	Failed
30	NRM	3	3	4	4	3	17	85	4	3	4	3	3	17	85	85	Success
31	RPN	2	2	3	2	2	11	55	3	2	3	2	2	12	60	57,5	Failed
32	SD	3	3	4	4	4	18	90	3	3	4	3	4	17	85	87,5	Success
33	SAM	3	3	3	3	3	15	75	3	3	3	3	3	15	75	75	Success
34	S	3	2	4	3	3	15	75	3	3	4	3	3	16	80	77,5	Success
35	VMS	2	2	3	2	2	11	55	2	2	3	2	3	12	60	57,5	Failed
36	W	3	3	3	3	3	15	75	3	3	3	3	3	15	75	75	Success
Total		97	87	120	104	106		2570	103	88	122	97	110		2600	2585	23
Average		2,6	2,4	3,3	2,8	2,9		71,3	2,8	2,4	3,3	2,6	3		72,2	71,8	

Notes:

G = Grammar

O = Organization

V = Vocabulary

M = Mechanic

C = Content

Σ = G+O+V+M+C

WS = Writing Score

AS = Average Score

Appendix 15

The Result of Writing Achievement Test in Cycle 2

No	Initial Names	Score 1					Σ	WS	Score 2					Σ	WS	AS	Category
		Writing Aspects							Writing Aspects								
		G	O	V	M	C			G	O	V	M	C				
1	AI	3	3	3	3	3	15	75	3	3	4	3	3	16	80	77,5	Success
2	AIS	3	3	4	3	3	16	80	3	2	4	3	4	16	80	80	Success
3	AU	3	3	3	3	3	15	75	3	3	3	3	3	15	75	75	Success
4	AFK	3	2	4	3	3	15	75	3	3	3	3	3	15	75	75	Success
5	ASM	3	3	4	3	3	16	80	3	3	4	4	3	17	85	82,5	Success
6	BVZP	3	3	4	3	3	16	80	3	3	4	3	3	16	80	80	Success
7	BAP	3	2	4	3	3	15	75	2	2	3	3	3	13	65	70	Failed
8	DV	3	3	4	3	4	17	85	3	2	4	3	4	16	80	82,5	Success
9	DRS	3	3	3	3	3	15	75	3	2	4	3	3	15	75	75	Success
10	DNH	3	3	4	3	3	16	80	3	2	3	3	3	14	70	75	Success
11	DA	3	3	4	3	4	17	85	4	2	4	3	4	17	85	85	Success
12	DHS	3	3	3	3	3	15	75	3	3	3	3	3	15	75	75	Success
13	EMR	3	3	4	3	4	17	85	3	2	4	3	3	15	75	80	Success
14	EN	4	3	4	3	3	17	85	3	3	4	3	4	17	85	85	Success
15	FAI	3	3	3	3	4	17	85	3	3	3	3	4	16	80	82,5	Success
16	FRT	3	2	3	3	3	14	70	3	2	3	3	3	14	70	70	Failed
17	FF	3	3	4	3	3	16	80	3	3	4	4	4	18	90	85	Success
18	HJSHS	3	2	4	3	3	15	75	3	3	3	3	3	15	75	75	Success
19	IZF	3	2	4	4	3	16	80	3	3	3	3	3	15	75	77,5	Success
20	IYP	3	3	4	3	4	17	85	3	3	4	3	3	16	80	82,5	Success
21	INR	3	3	4	3	3	16	80	4	3	4	3	4	18	90	85	Success
22	IDPL	3	3	4	4	4	18	90	3	3	4	3	4	17	85	87,5	Success
23	LN	3	2	4	3	3	15	75	3	3	4	3	4	17	85	80	Success
24	MJ	3	3	3	3	3	15	75	2	2	3	3	3	13	65	70	Failed
25	MIRH	3	2	4	3	3	15	75	2	2	3	2	3	12	60	67,5	Failed
26	MSP	3	3	4	3	3	16	80	3	3	3	3	3	15	75	77,5	Success

27	NPR	2	2	3	3	3	13	65	3	2	3	2	3	13	65	65	Failed
28	NRRK	3	2	4	3	3	15	75	3	2	3	2	2	12	60	67,5	Failed
29	NW	3	3	3	3	3	15	75	3	2	3	3	3	14	70	72,5	Failed
30	NRM	3	3	4	3	3	16	80	4	3	4	3	3	17	85	82,5	Success
31	RPN	3	3	4	4	4	18	90	3	3	3	3	3	15	75	82,5	Success
32	SD	3	3	4	4	4	18	90	3	3	4	3	4	17	85	87,5	Success
33	SAM	3	2	4	3	4	16	80	3	3	3	3	3	15	75	77,5	Success
34	S	3	3	4	3	3	16	80	3	3	4	3	3	16	80	80	Success
35	VMS	3	3	4	3	3	16	80	3	2	4	3	3	15	75	77,5	Success
36	W	3	3	4	3	4	17	85	3	3	3	3	3	15	75	80	Success
Total		108	98	135	112	118		2860	108	94	126	107	117		2760	2810	29
Average		3	2,72	3,75	3,1	3,27		79,4	3	2,61	3,5	2,97	3,25		76,6	78,05	

Notes:

G = Grammar

O = Organization

V = Vocabulary

M = Mechanic

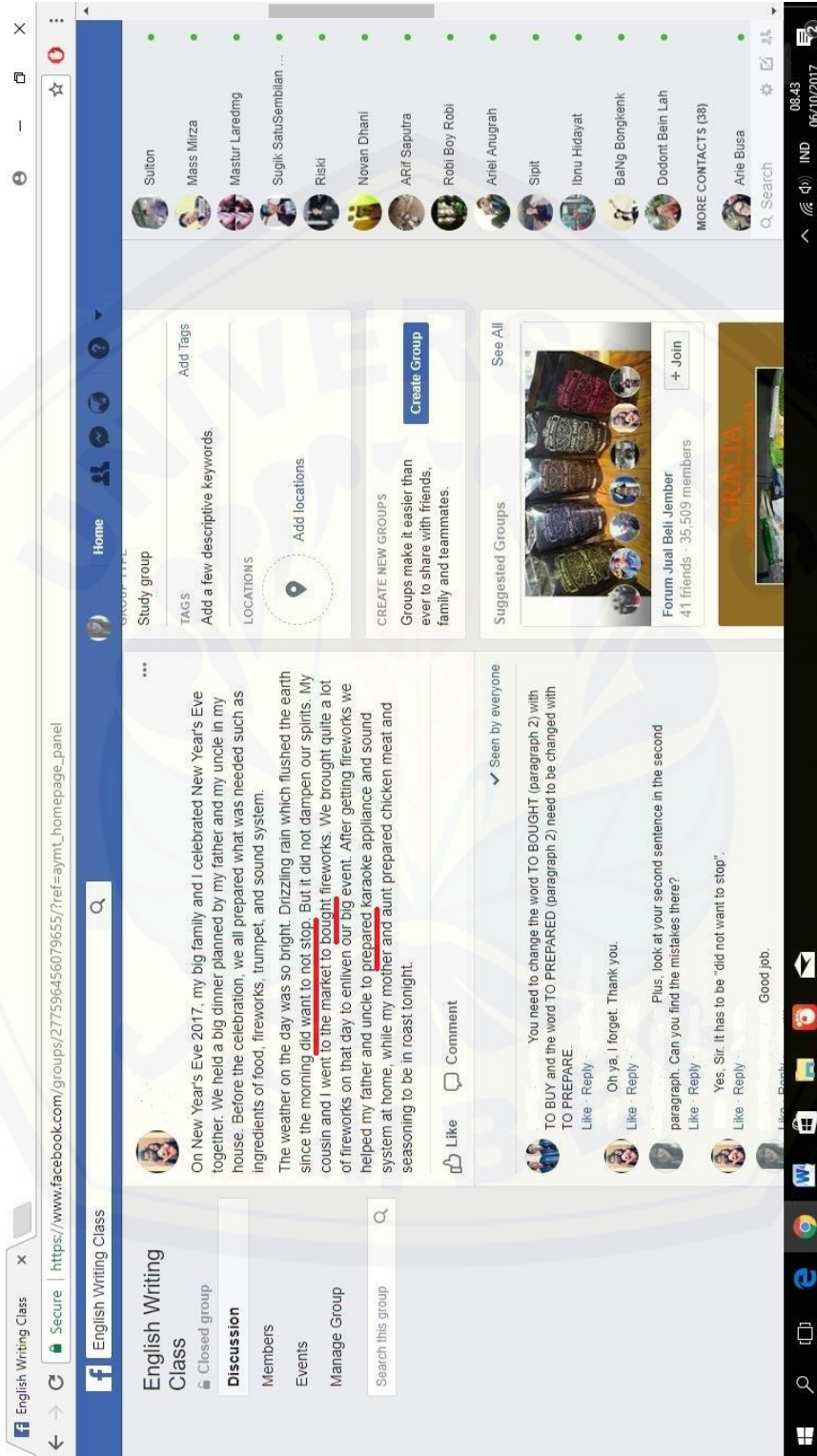
C = Content

Σ = G+O+V+M+C

WS = Writing Score

AS = Average Score

Appendix 16



Appendix 18

Research Permission from the Dean of the Faculty of Teacher Training and
Education

 KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331-334 988, Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

Nomor : 0311 /UN.25.1.5/LT/2017
Lampiran :
Perihal : Permohonan Izin Penelitian 13 JAN 2017

Yth.
Kepala SMP Negeri 9 Jember
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Glory Marchiano Andromeda
NIM : 110210401034
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkeanaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Enhancing the Eighth Grade Students' Achievement in Writing A Recount Text by Using Facebook at SMP Negeri 9 Jember in the 2016/2017 Academic Year".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.


an DEKAN
Pembantu Dekan I
Ub. Kasab Tata Usaha
Suharyono, S.E., M.M.
NIP. 19670317 198703 1 002

Appendix 19

Statement Letter of Accomplishing the Research from the Principal of SMP Negeri
9 Jember

	<p>PEMERINTAH KABUPATEN JEMBER DINAS PENDIDIKAN SMPN 9 JEMBER Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123</p>	
<hr/>		
SURAT KETERANGAN		
Nomor : 424 / 153 / 413.03.20523895 / 2017		
Yang bertanda tangan di bawah ini :		
Nama	: SONY YUDI HARDONO, M. Pd.	
N I P	: 19630730 198703 1 006	
Pangkat / Gol.	: Pembina Tk. I – IV/b	
J a b a t a n	: Kepala Sekolah	
Unit Kerja	: SMP Negeri 9 Jember	
Menerangkan bahwa :		
Nama	: Glory Marchiano Andromeda	
N I M	: 110210401034	
Jurusan	: Pendidikan Bahasa dan Seni	
Program Studi	: Pendidikan Bahasa Inggris	
Fakultas	: Keguruan dan Ilmu Pendidikan Universitas Jember	
<p>Yang bersangkutan telah melaksanakan Penelitian tentang “ Enhancing the Eighth Grade Students’ Achievement in Writing A Recount Text by Using Facebook at SMP Negeri 9 Jember in the 2016 / 2017 Academic Year “ pada tanggal 18 Januari, 21 Januari dan 25 Januari 2017 di kelas VIII B SMP Negeri 9 Jember.</p> <p>Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.</p>		
		