CHAPTER 1

INTRODUCTION

A. **Background of the Problem**

Language is the medium through which students learn various concepts and skills, form their identities, and interact socially with others. Language is also the corner stone of the teaching and learning process (Alameddine & Mirza, 2016). Language is a communication that is important in pronunciation. From what we know, pronunciation is something important from language because when someone wants to share a knowledge with other people, it could be done by using good language. English pronunciation is categorized into a language component besides grammar and vocabulary.

English is important to teaching in learning process. All people must be learn english especially for students because know english be an important lesson for students. Learn english could help the students in learning and understand about something in the world but english is difficult for students to learn. The role of teachers in the learning process, among others as informatory / communicators, organizers, conductors, motivators, directors and mentors, initiators, disseminators, facilitators, evaluators, and educators (C. Ayu, 2017). "Education is a conscious effort that undertaken by a person to the physical and spiritual development of students in improving the quality of life(W. Rianti, 2017).

There are some skills that must be learned by the students, namely speaking, reading, writing and listening. Writing is an activity where the students wrote and share what they are thinking. (Trinadiah, Clarry Sada, 2005) The difficulty that the students feel is when they think about what they write. The students confused where the have to start and do not know how the grammar and etc. Writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. Those rules need to be understood in each component to make the reader understand the explanation as the writer write (Imani et al., 2019). According to Harmer (1998:79) in (Putri Asilestari & English, 2013) sees writing as a very important language skill, Writing as a skill: by far the most important reason for teaching writing, of course, is that is a basic language skill, just as important speaking, listening and reading.

Based on interview with a teacher at SMAN 1 Bangkinang on 29 April 2020, the teacher said there are many problems faced by students when they are learning English, one of them is writing skill. There are many problems to write, the students have difficulty in writing skill because they don't have enough vocabulary. The students also lack of conscious to made the assigment and then not all the students sent their assigment to the teacher. Now, world was shocked by an epidemic caused by a virus called corona or known as covid-19 which affected the teaching and learning process, especially at SMAN 1 Bangkinang. Teaching and learning process in SMAN 1 Bangkinang in this time only gave the

assignment to the students by using social media. The teacher using WhatsApp as a media in teaching process. The teacher gave the assigment and then the students completed the assignment and sent using WhatsApp. There are many students in the class but just 5-10 students sent their assignment and got the high score than 21 students. The teacher gave the time until the speacified time limit. 5 students sent on time ,5 students late and 17 students not sent their assigment.

Media is one of the important in teaching learning. Media couldn made the students easier and understand in lesson and can help teacher to teach the students. Media not only visiual or audio but combination of visual, audio, animation and etc (Riza et al., 2018). (Ramadhani, 2018) stated that media can help teacher to motivate students by bringing a slice of real life in the classroom.

ICT (Information Communication Technologies) has a role in teaching and learning process. (Hamidah & Yanuarmawan, 2018) Current global developments especially in computer technologies have opened up more opportunities for educationists to design and implement Information Communication Technologies (ICT)-based lessons to made teaching and learning more interesting, motivating as well as meaningful.

Faceebok one of the technologied that can be used in learning process. Facebook is one of the social media as a tool in teaching and learning process especially in writing skill. Using facebook can be used anywhere, anytime. (Hamidah & Yanuarmawan, 2018).

Based on the statement above, researchers know that online class very important as a media in learning process. Facebook one of the media that be used in learning. It is in teaching writing skill.

B.   The Identification of the Problem

Based on the research background, the researcher identified the problems in teaching writing skills at SMAN 1 Bangkinang, that is:

1.   The students have difficulty in learning process because of the condition caused by the covid-19

2.   The students have lack of conscious to make assigment and do not want to send the assigment to the teacher.

3.   The students have difficulty in writing skill because they do not have enough vocabulary.

C.   The Limitation of the Problem

This research will be teaching limited on teaching writing skill by using facebook as a media.

D.   Formulation of the Research

Based on statement of the problem, the research question is "How is the effect of using facebook as a media in teaching wrting skill at tenth grade in SMAN 1 Bangkinang"?

E.   The Purpose of the Research

The purpose of the research is to find out the effect of using facebook as a media in teaching writing skill at tenth grade in SMAN 1 Bangkinang.

F.   The Significances of the Research

The results of this research are expected to gave significant contribution to the following people:

1.   For Students

By this research the students are expected to be able to made good paragraphs and can made the students interested in learning process. So, the students can enjoyable in learning process.

2.   For Teacher

The result of this research hopefully can provide the information to the teacher. The teacher can be esier in learning process used facebook as a media beacuse can used everywhere and everytime.

G.   The Definition of Key Term

1.   Facebook is one the social media internet tools. Facebok can help in learning process especially writing skill.

2.   Writing is one of the four basic competencies that is very difficult for students to practice well. Writing is a combination of process and product.

3.   Media is important things in teaching learning. Media can help the students and teacher in learning process. Media include video, picture, animation and etc.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. **Review of Related Literature**

1. **The Nature of Writing**

Writing is an activity where the students write and share what they are thinking. (Trinadiah, Clarry Sada, 2005) The difficulty that the students feel is when they think about what they write. The students confused where the have to start and do not know how the grammar and etc. writing one of the four language that is difficult for students because they are not understand what they write and how to write.

According to (Susilawati, 2017) writing is defined as the stage of transforming an idea into words on paper. (Ramadhani, 2018) writing skill is considered as difficult language skill by the students. Writing is an activity of using the language to express the idea, feeling from the students to written. Writing also about the knowledge from the students and the students can express their knowledge by writing. Writing skill is to express one's idea in writing in a second language or foreign language.

From the explanation above, it can be concluded that writing is an activity where the students can express their ides in writing. So, the writing is important in teaching and learning process.

2. Assesing of Writing skill

The student's skill in writing essay text can be measured by using writing assesing, they are :

a. Content : content that relates to the ideas of the students ' in writing .

b. Organization : that concerns in how the students manage the ideas in writing .

c. Vocabulary : asserted ,It focusess on how students in writing.

d. Grammar : that reletes to the sentences ' arrangement.

e. Mechhanisms : that intended in spelling and punctuation .

There are many categories to score the students" composition text. They are content, organization, vocabulary, language use, and mechanics. Then, each of the categories has a rate score, the scoring of each component is as follows (Trinadiah, Clarry Sada, 2005)

Tabel 1. scoring of writing

No	Criteria	Score
1	**Content**	
	The topic is complete and clear and the details are relating to the topic	4
	The topic is complete and clear but the details are almost relating to the topic	3
	The topic is complete and clear but the details are not relating to the topic	2
	The topic is not clear and the details are not relating to the topic	1
2	**Organization**	
	Identification is complete and descriptions are arranged with proper connectives	4
	Identification is almost complete and	3

	descriptions are arranged with almost proper Connectives		
	Identification is not complete and descriptions are arranged with few misuse of connectives	2	
	Identification is not complete and descriptions are arranged with misuse of connectives	1	
3	**Vocabulary**		
	Effective choice and words and word forms	4	
	Few misuse of vocabularies, word forms, but not change the meaning.	3	
	Limited range confusing words and word form	2	
	Very poor knowledge of words, word forms and not understandable	1	
4	**Grammar**		
	Very few grammatical or agreement inaccuracies	4	
	Few grammatical or agreement inaccuracies but not affect on meaning	3	
	Numerous grammatical or agreement inaccuracies	2	
	Frequent grammatical or agreement inaccuracies	1	
5	**Mechanic**		
	It uses correct spelling, punctuation and Capitalization	4	
	It has occasional errors of spelling, punctuation and capitalization	3	
	It has frequent of spelling, punctuation and Capitalization	2	
	It is dominated by errors spelling, punctuation and capitalization	1	

3. **Teaching Writing Skill**

(Uçar & Yazıcı, 2016) the innovations in English language teaching has led to the change in the method of teaching writing from the traditional way of the end product-oriented approach to the process of creating writing.

Talk about important writing skill, the teachers found teaching writing is difficult (Hidayati, 2018). This is to say that they are challange in teaching writing skill.

(Ramadhani, 2018) stated that teaching means to give someone knowledge or to instruct or to train someone. Therefore effective writing requires several things: a high degree of organization regarding the development and structuring of ideas, information and arguments. this should be taken into consideration for efficient learning of writing strategies. In teaching writing based on competence based curriculum, teacher has to act as a facilitator that also has assignment to organize an interesting and enjoyable class.

From the explanation about it can be conclude that teaching writing is difficult but the teacher gives a knowledge, idea or information about how to write.

4. **The Writing Process**

According to (Ashaari et al., 2012), process writing is characterized by the awareness of the writer of the writing process at any time during the process of writing in the form of constructive feedback in order to improve their writing skills instead of exclusively fixing mistakes. Teachers are also a facilitator in developing and discovering the students' writing process (Ramadhani, 2018). In the process of writing the draft, the students

had gone through several phases of planning and writing that needed them to get approval from the lecturer (Hamidah & Yanuarmawan, 2018).

Traditionally, many writing teachers explicate the writing process as a linear process (Profile, 2018). Process writing may be a more effective method of teaching writing as it helps students to focus on the process of creating text through the various stages of generating ideas, drafting, revising and editing (Smith, 2008). According to (Trinadiah, Clarry Sada, 2005) writing processes are as follows:

a. Pre-writing: The pre-writing processes refers to the kinds of things of the students do to get ready to write.

b. Writing : Suggestions for writing follow with details about how to use the building blocks of good writing: good sentences.

c. Revising : In this stage, the students are helped with probably toughest part of writing

d. Proofreading : Once the students have completed the revision, check for spelling, punctuation, grammar, mechanics, and usage.

From the explanation about it can be conclude that writing process is to improve the students writing skill with follow the four writing process. So, in writing process can make planning before start writing.

5. **Facebook as Learning Media**

This part presents the theoretical studies related to social network and Facebook, Facebook group, media, the use of Facebook as media in learning writing. Facebook is one of the technology that can be used in learning process."Friedman & Friedman (2012) argues that "the best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social networking site in their learning".

Furthermore, (Hamidah & Yanuarmawan, 2018) state that Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends. (Ghani, 2015). Facebook has potential to improve the student's writing skill especially Facebook groups. Facebook groups for students can improve their writing skill. Facebook group is a feature that is on facebook social media. The users can joint or participant in it and then the member in group can share and discuss about something in this group.

Advantages of facebook as a media is facebook group can improve their students writing skills through Facebook comments and easy to write (Ramadhani, 2018). According to (Ramadhani, 2018) the use of Facebook comments in teaching writing have some activities to do for certain time. They are:

a. The teacher explains the nature, generic structure, and language features of the teks to the students.

b. The teacher also asks some questions to the students related to the material in order to make the students easy to understand the teacher's material.

c. The teacher gave a topic to write text.

d. The teacher asks the students to write a text. Before that, the teacher tries to stimulate the students' ideas about the topic in order to make the students easy to explain their ideas related to the topic.

e. Finally, the students can submit their text result as the final writing on the Facebook group.

From the explanation about it could be concluded that facebook as learning media have advantages and could made the students easy in learning process by using some activities using facebook. The teacher must be good in choosing media to support the learning. So, the researcher chooses facebook as a media in teaching and learning english.

B. Review of Related Findings

The first research carried out by (Khusnita, 2013) with the title " Use Facebook to Improve Students Skill". This study aimed to investigate the way Facebook improves students" skill and increase their motivation in writing recount texts.

In order to achieve the objectives, an action research was designed and carried out through pre-test, cycle 1, and cycle 2. The subject of this research was 32 students of X 2 class of SMA N 1 Kajen. I used writing tests, observation sheet, and questionnaire as the instruments for collecting the data. There were five meetings in this research. Based on the overall results of the research, it can be concluded that the use of Facebook contributes to the improvement of students" skill and the increases in their motivation in writing recount texts".

second research carried out by (Trinadiah, Clarry Sada, 2005). with the title "The Role of Facebook on Improving the Students' Writing". This research was conducted at year ten students of SMA N 1 Sintang in academic year 2013/2014. The purpose of this research is to know at year ten students in SMA N 1 Sintang in academic year 2013/2014. The students' involvement also improved which contributed to the progress of the students' achievement in writing. It shows that the use of facebook, especially facebook group is effective in teaching writing.

Based on the two research on the facebook as a media in can be conclude that the use facebook as a media has a good impact for students and can make the students enjoy used facebook as a media in teaching and learning process.

C.   **Conceptual Framework**

Eksperiment group → Test of the Students writing skill → Control group

Facebook as a media

WhatsApp as a media

Facebook as a media :
1. The teacher explains the nature, generic structure, and language features of the teks
2. The teacher gives a topic to write text.
3. The teacher ask the students to write a text.
4. The students are asked to fix their writing before they submit on the Facebook group.
5. Each studentis given the opportunity to give comments to their friends' writing.
6. After that each student can edit their text based on their friend comments.
7. Finally, the students can submit their text result as the final writing.

WhatsApp as a media
1. The teacher gave the students assigment in WhatsApp.
2. The teacher sent the photo about their assigment in tetx book and gave the clue about that.
3. The teacher gave the time to sent the assigment.
4. After the students sent their assigment to the teacher and teacher gave the grades to the students.
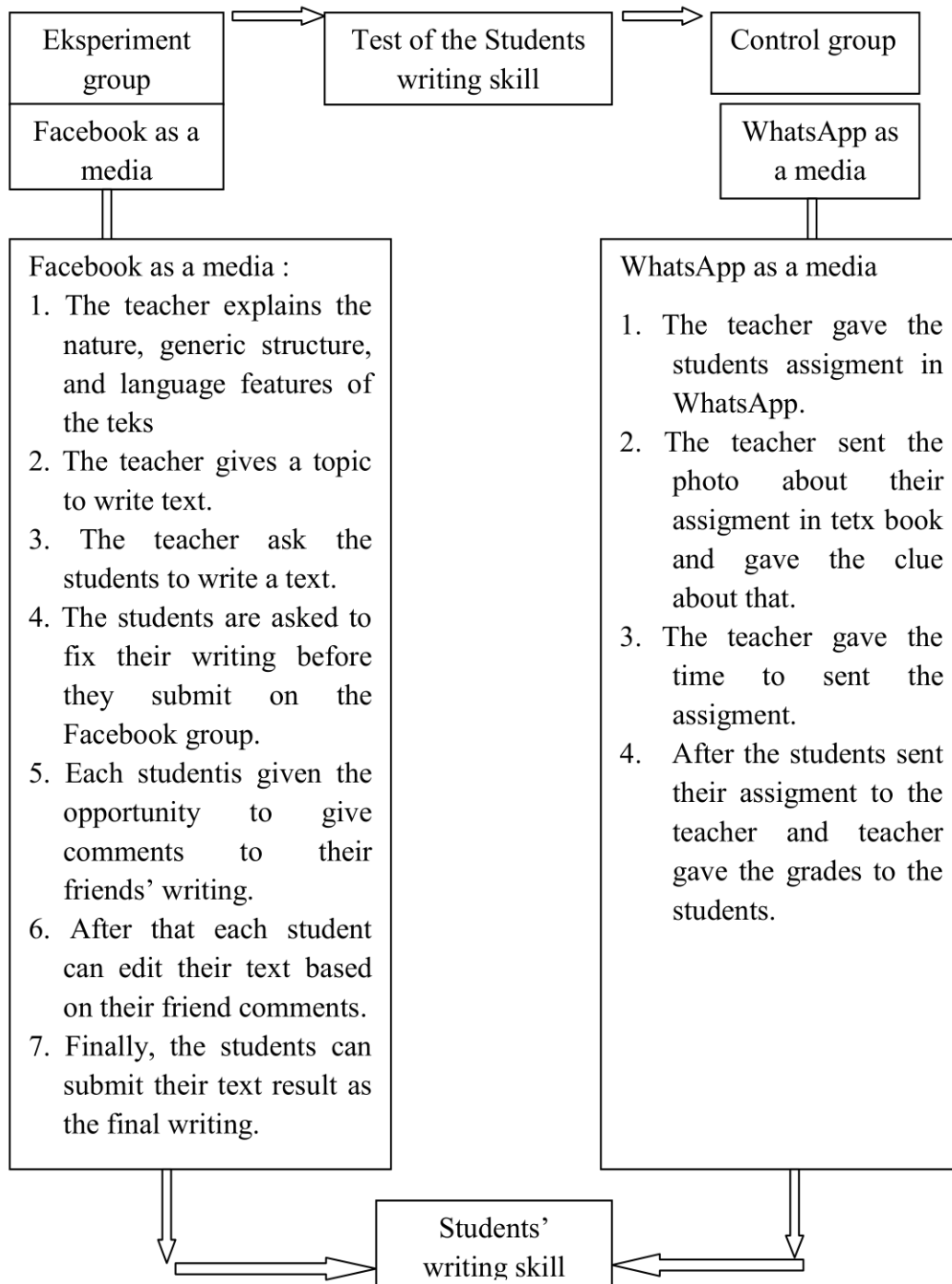
Students' writing skill

figure 1. Conceptual Framework

Source (Ramadhani, 2018)

D. **Hypothesis**

Based on the previous discussion on the background of this study, the hypothesis was formulated as follows: There is an effect of the use facebook as a media online class.

Ho : There is no effect on students writing skill by using facebook at SMAN 1 Bangkinang

Ha : There is an effect on students writing skill by using facebook at SMAN 1 Bangkinang.

CHAPTER III

RESEARCH METHODOLOGY

A.   The Time and Location of The Research

This research was carried out in high school in SMAN 1 Bangkinang in the academic year 2019 / 2020. There is schedule below:

Tabel 2. Time Location of the Research

NO	Activities	Mei-20				Jun-20				jul-20				Aug-20				Sep-20				Oct-20			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Filling Title of the Research	√	√																						
2	Proposal Writing			√	√	√	√	√	√																
3	Seminar Proposal									√															
4	Implementation of the Research												√	√	√	√	√								
5	Data Processing and Preparation of Thesis																	√	√	√	√				
6	Thesis Defence																								√

B.   The Research Design

This research is an quasi experimental design. An experimental design is a design that aims to describe an information in various conditions. Quasi experimentas is see a cause effect relationship between 2 or more variable. Quasi-experimental methods that involve the creation of a comparison group are most often used when it is not possible to randomize individuals or groups to treatment and control groups (White & Sabarwal, n.d.).

Optimal experimental design (OED) provides tools by syntetic biologist can improve the efficiency (Braniff et al., 2019). In this experimental research involved 2 groups, experimental group and control group. In teaching and learning process the differents betwen experimental and control group were only about the media that used. The test were given to both of the group. The type of this research was design as follow:

Tabel 3. Research Desaign

Group	Treatment	Post-Test
A	X	Test
B	-	Test

A = Experimental Group

B = Control Group

X = Receive the Treatment

C.   The Population and Sample of The Research

1.   Population

The population of the research was the first grade students of SMAN 1 Bangkinang in 2019/2020 academic year. It was consist of 4 classes and 84 students. 3 IPS and 1 IPA. IPS 1 21 there are students, IPS2 21 students, IPS3 21 students and IPA 21 students.

2.   Samples

This research uses cluster sampling to determine the sample. According to (Taherdoost et al., 2016) Cluster sampling is where the whole population is divided into clusters or groups. A cluster sample is a probability sample in which each sampling unit is a collection or a group of elements (Herrmann & Bucksch, 2014).

Subsequently, a random sample is taken from these clusters, all of which are used in the final sample. The stages to cluster sampling can be summarized as follows:

Based on the population, it was imposible to use all the population as the sample consideration. While the determine the control and experiment classes. Based on the statement, the reseach take two class as the sample, they are X IPS2 and X IPS 2. Experimental class, where X IPA 21 students and control class X IPS2 21 students.

D.   Instrument of the Research

1.   Writing Test

The research instrument was a written test. This is used to find out how the students write something in facebook as a media in online class. Writing test assesed based on writing skill sheet in the table below:

Tabel 4. Instrument of the Research

N o	Stude nts name	Indicator writing					Val ue
		Content (1-4)	Organiza tion(1-4)	Vocab(1-4)	Gram mar(1-4)	Mechan ical (1-4)	
1							
2							
3							

Maximun score : 4x5=20

Final score : total score____   x 80%
                    Maximun score

E.   The Technique of The Collecting Data

This research is quasi experimental, the instrument of the data were pre-test and post-test.

1.   The pre-test

Was used to see the writing skill of the both 2 class before give the treatment. Pre test given the students for experimental and controlled classes at X IPA and X IPS2 to find out the basic knowledge.

Pre-test is given to both of groups; experimental class and control class. The purpose of this test is to know the students' writing skill before gave treatments. It means pre-test is used to examine the students' recent condition. The type of pre-test used in this study is in the form of questions. The question is based on certain topic that should be answer by the students.

2.   The post-test

Post-test to see the writing skill after gave the treatment. This to see the result from 2 classes after the treatment. In post-test, the students will have some activities to do oral production by using facebook in this research. The researcher conducted the test as data supporting to know the students' writing skill in English after implementing facebook as a media in online class. The scores are gained through with writing rubric.

At the end, the scores will accumulate and show the result whether the facebook can give the effect towards the students' writing skill in online class or not.

F.   Validity and Reliability of The Test

1.   Validity of the Test

Validity explains how well the collected data covers the actual area of investigation. Validity basically means "measure what is intended to be measured"(Taherdoost, 2018). Validity is defined as the degree to which the results are truthful (Eldridge, n.d.). Validity means that a tool measures what it sets out to measure (Heale & Twycross, 2015).

If the test instrument has some aspects and every aspect is measured by some indicators, the indicators must have positive association to one another.

Validity test was carried out at SMAN 1 Bangkinang. Students make descriptive text with 5 scores and this task is declared valid because the value of the corrected item total correlation > 0.0444. Test the validity of the experimental class pre test.

Tabel 5. Trial Result of Validitas pre test

Assessment Aspects	Score	Category
Content	.935	Valid
Organization	.486	Valid
Vocabulary	.860	Valid
Grammar	.780	Valid
Mechanich	.780	Valid

Tabel 6. Trial Result of Validity post test

Assessment Aspects	Score	Category
Content	.935	Valid
Organization	.935	Valid
Vocabulary	.781	Valid
Grammar	.767	Valid
Mechanich	.680	Valid

Tabel 7. Trial Result of Validity pre control

Assessment Aspects	Score	Category
Content	.749	Valid
Organization	.665	Valid
Vocabulary	.846	Valid
Grammar	.507	Valid
Mechanich	.644	Valid

Tabel 8. Result of Validity post

Assessment Aspects	Score	Category
Content	.487	Valid
Organization	.584	Valid
Vocabulary	.508	Valid
Grammar	.500	Valid
Mechanich	.644	Valid

2. Reliability of the Test

According to (Mohamad et al., 2015), Reliability means that the scores of an instrument are stable and consistent. Reliability concerns the extent to which a measurement of a phenomenon provides stable and consist result. Reliability is also concerned with repeatability.

For example, a scale or test is said to be reliable if repeat measurement made by it under constant conditions will give the same (Taherdoost, 2018).

Reliability is defined as the consistency or repeatability of test results. Other descriptors used to indicate reliability include: consistency, repeatability, objectivity, dependability and precision. (Eldridge, n.d.) Reliability is a concept used for testing or evaluating quantitative research, the idea is most often used in all kinds of research (Bashir et al., 2008)

The researcher also used the statistical formula for counting the reliability of the students' writing score. Reliability has several criteria. For more detail can be seen in table below.

Tabel 9. The Criteria of Reliability

Criteria	Detail
$0,00 \leq r < 0,20$	Very low
$0,20 \leq r < 0,40$	Low
$0,40 \leq r < 0,60$	Medium
$0,60 \leq r < 0,80$	High
$0,80 \leq r \leq 1,00$	Very high

Tabel 10. reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	5

G. The Technique of Analyzing Data

In this research, the data are analyzed by using statistical method. First, the data analyzed from the observation, the researcher used the category standard as follows:

Tabel 11. Technique Analyzing Data

No	Categories	Score
1	Excellent	86-100
2	Very Good	76-85
3	Good	65-75
4	Fair	55-64
5	Poor	<55

Second, the researcher used students' post-test score of the both groups; experimental class and control class as the data of the research. The researcher will analyzed the data by using T test to know whether the result of the research.

In this research, the researcher used a quantitative data analysis technique to know the students achievement before and after being taught by Facebook as a media and the data was analyzed by using statistical method.