

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

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Abstrak

Media dan aktivitas menulis yang diterapkan guru mempengaruhi kemampuan menulis siswa. Guru perlu menyediakan media yang dapat membuat mengajar dan belajar menulis teks menjadi lebih menyenangkan dan memberi siswa kesempatan untuk banyak berlatih menulis. Salah satunya dengan memanfaatkan situs jejaring sosial internet. Dengan Facebook, guru dapat membuka sebuah halaman kelompok dimana anggota kelasnya dapat berdiskusi secara online. Melalui facebook, guru dapat menerapkan peer-comment dengan lebih mudah. Untuk meningkatkan kemampuan menulis, guru dapat memberi siswa tugas untuk mengunggah tulisannya di Facebook, dan tulisan tersebut akan dikomentari atau diperbaiki oleh siswa lainnya. Terakhir, menulis di facebook akan membuat kegiatan belajar menulis menjadi menyenangkan karena facebook adalah situs yang mereka akses hampir setiap hari.

Keywords: writing, recount text, facebook, peer-comment

A. Introduction

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

Writing can mean product or process (Nunan, 2003). Writing is considered as a complex process because it goes through different stages to reach its final format (i.e., prewriting, writing and editing). Besides, it involves mental processes, thinking and rethinking to produce sentences. Tompkins (2000) states that the writing process actually is a way of looking at writing instruction in which emphasis is on what students think and do as they write. The process includes several elements. They are planning (considering purpose, audience, and the content structure), drafting, editing (reflecting and revising), and producing final version (Harmer, 2004). Writing is also defined as products (essays, formal

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reports, letters, etc.). Teachers should use different strategies to encourage students to do their best the writing process and generate acceptable writing products.

There are some factors that make students' writing ability low. It can be categorized into students' side and the teacher's side. Students do not write well because they do not practice much. Smit (2010) states that the most obvious reasons why the students lack in writing is that they receive a limited amount of instruction in writing and they do not write much. If students write more, they can know more their mistakes and improve them.

The students' low ability in writing can be caused by technical problem. The teacher does not provide the chance for the students to practice writing. Students may not write very much because the teacher does not give enough writing tasks. The teacher sometimes does not ask the students to do writing tasks because assigning students' writing needs much time. In order that students can understand their mistakes, the teacher should correct their paper one by one, word by word. If the teacher gives the students homework to make writings, she gets the work to check the students' writing. Assessing writing can not be done slightly.

Moreover, motivation problem can be the reason of students' low ability writing. Many students either think or say that they cannot, or do not want to write (Harmer, 2004). This may be because they lack confidence, think it is boring or believe they have nothing to write. The teacher needs to make sure first that the students interested in writing. Students need to find writing enjoyable so that they want to write and learn to improve their writing.

Writing has been part of English curriculum since elementary school. At junior high school, there are 13 types of monolog text that should be taught. One of them is recount text. Recount text is taught at the first semester of the second year at junior high-school. Recount text is a text that retells past events, in order in which they happened. The purpose is to inform or entertain the reader. The recount has a title which usually summarized the text. The recount has specific participants (e.g. the crab, my mom). The basic recount consists of three parts: setting or orientation, events in chronological order, concluding comments expressing a personal opinion regarding the events described. Events are described using past tense of verbs (she yelled, she walked) and adverbs to add more detail to the verbs. Frequent use of words or phrases which link events in time: next, later, when, then, after, before, first, at the same time, as soon as, late in the afternoon. Details are chosen to add interest or humor. Figurative language may be used (alliteration, onomatopoeia, simile, metaphor, personification). The passive voice may be used (e.g. the bottle was filled with ink) in a factual recount.

There are some problems faced by students in writing recount text. The problems include errors in grammar, organization, content, vocabulary and spelling. Karani (2007) found that the most serious problem of high school students in writing recount text is in the area of grammar. It came up when students write recount text which applied past tense with regular and irregular verbs selection. The next problem is organization. It happened when the students composed the text paragraph coherently. The following problem came out in the

part of content and vocabulary. It took place when students demonstrated to state main idea and include supporting details as well as to care of diction in composing recount text paragraph. The last problem was spelling. It rose up when the students wrote down the recount text paragraph concerning on mechanism and punctuation.

There are some solutions of this problem. Improving the activity can be an effective way to help both of the teacher and the student. The teacher should provide an activity that can motivate students to write. One of them is by doing peer-comment. Peer-comment, as it involves discussion of success criteria, enables the student better to understand how to complete tasks successfully. Ferris (2008) resumes several practical benefits of peer comment in writing:

1. Students gain confidence, perspective, and critical thinking skills from being able to read texts by peers writing on similar tasks
2. Students get more feedback on their writing than they could from the teacher alone
3. Students get feedback from a more diverse audience bringing multiple perspectives
4. Students receive feedback from nonexpert readers on ways in which their texts are unclear as to ideas and language
5. Peer review activities build a sense of classroom community

There have been many researches about the relation between peer-comment and students' writing. Puegphrom and Chiramanee (2011) found that after experiencing the writing instruction with peer-comment and being assessed by peer, the students' writing ability improved significantly. Similarly, Cho, Schuun, and Wilson (2006) found that peer comment improve university students' writing. Furthermore, Kauffman and Schuun (2010) investigated about students' writing and online peer-comment. They found that peer-comment influence students' writing performance.

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

Facebook has been used by students from junior high school to university level (Hamid, Ayub and Abiddin, 2011). Facebook usage in Indonesia is rising by year. This year it is noted that there are more 43,6 millions facebook users in

Indonesia (socialbakers.com). Indonesia ranks 3rd, after U.S and India as countries with the most facebook users.

Facebook is a social networking site founded by Mark Zuckerberg in 2004. Social networking is where people place information about themselves on a personalized webpage to keep in contact with friends, family and meet new people. Facebook is essentially a personalized profile of which users have complete control over its content. A user's profile can be viewed by other users in the same 'network' by default, unless the profile owner specifies otherwise. Users are able to share photos, comment on friends' walls, send messages, chat, create and join groups within this online community. Of educational interest is the fact that this means that users are continuously involved in the sharing of information, interacting and communicating with other users, collaboration and the sharing of ideas and opinions via posts and status updates. Hence, facebook has huge potential as an educational tool due to these features offered.

A study on integrating Facebook with peer assessment revealed that Facebook had a positive impact in an ESL writing course. Shih (2011) noted that Facebook's popularity, accessibility, and unique features attracted the students and eased their resistance to learning, making this a successful course. White (2009) studied the use of facebook to improve motivation and academic writing. He found that using Facebook as a homework activity increased the amount of homework submitted, reduced the level of mistakes and increased the level of effort of the students. Students became more motivated in terms of in-class discussion and offered opinions in ways that were atypical for this level of learner. By creating a discussion group in Facebook and providing students with weekly questions to answer a high level of motivation and grammatical complexity above what is normally observed can be achieved. This five-week study showed some very positive improvements in grammar and spelling as well grammatical complexity. Students became involved in their own learning and began to use English for informal communication. Similarly, Ahmad (2012) conducted a survey. The survey revealed that majority of the students preferred using the Facebook to develop their writing skills. He concluded that facebook can be a good platform for students writing activities. There are a lot of positive effects of using these tools for second language learning such encouraging collaboration and making students to get the audiences to read and respond to their writings.

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

B. Discussion

Teachers can use facebook as a media to motivate students to write. As it has been explained before, facebook is popular among students that they will find it fun to practice their writing on facebook. They may not realize that they are learning since what they do is what they commonly do. The teacher can ask the students to do this as homework since there is not enough time to practice writing in the classroom.

To let the students use facebook in the classroom is very risky. Students may not focus on the task but chat with their friends or open up other pages on internet, or play online games. Therefore, the teacher should create some rules before beginning the class.

- Facebook.com is the only site opened.
- Students are only allowed to open the english class facebook group page. They should not open their profil page or their friends’.
- Chatting is forbidden. Students should set their chatting room into offline mode.

Tell the student that all computers are controlled by the teacher, so the teacher knows anything they do on internet. If the students do anything else rather than what the teacher asks, they leave the class. Also, there will be many tasks to do, so they should not waste time by doing anything else but focus on the activities.

1. Preparation

The class is hold in the computers room. Therefore, first of all, the teacher should make sure if the computers are avaiiable and applicable for all students. Then, each student can use one computer. Furthermore, the most important thing is the internet connection is available.

The teacher should also make sure that all of her students have facebook accounts. If any of them do not, the teacher should ask them to make it first. The teacher then opens a facebook group and invites all of her students to join the group. To make sure all the students are ready for the group, the teacher can make the first post to let each students introduce themselves some days before the class. In addition, ask them to change the language in facebook setting into English, so they can get English checking if there is any misspelling in their writing. As the class starts, the teacher asks the students to log in their own facebook and open up the class facebook group page (Picture 1).

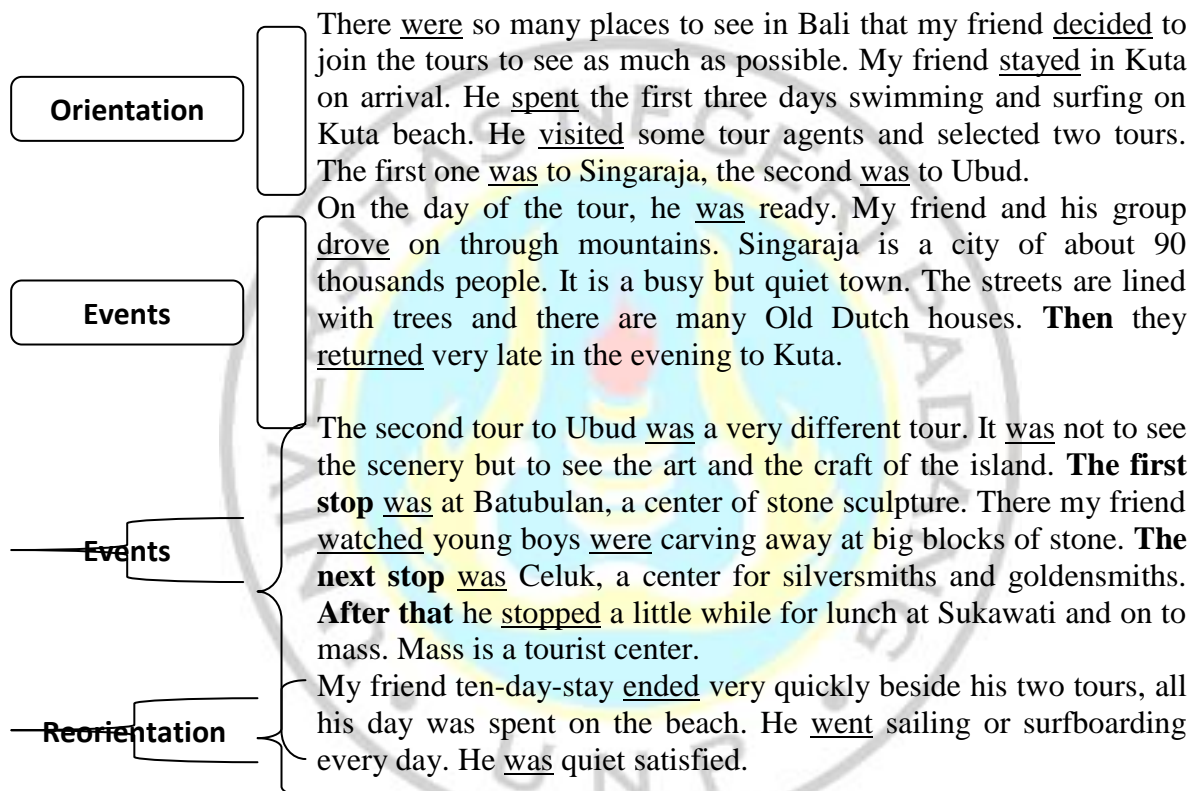
The other things to prepare are the recount text material, an LCD projector and a list of questions about events or experience in the past that is impressive or unforgettable for them that can brainstorm the students with the idea of recount text. The list contains of these questions: 1)What did you do on the last holiday? 2)Where did you go? 3)Who did you go with? 4)How did you go there? 5.)What did you do first? 6)What happened after that? 7)Why did that happen? 8)How long was your vacation? 9)How did your vacation end?. Before mentioning they are going to learn about recount text, the teacher posts the questions in the facebook group ‘wall’ (Picture 2) and asks them to the students. The students usually will answer the questions with simple words. The teacher helps the students manage their answers. By eliciting students’ answers, the teacher then tell that they are going to learn writing about text about past experience, which is called recount text.

2. Whilst-teaching

The teacher explains about recount text. Tell the student that recount is a text that retells past events, usually in the order in which they happened. The teacher should also explain that the purpose of a recount text is to give the audience a description of what happened and when it happened.

The teacher gives an example of recount text by posting the text prepared on the facebook group wall.

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The teacher uses her computer and the LCD projector to show the text to the class. The teacher asks the students each of the language features of the text. For example, 'Which one is the orientation of the text?' Students then tell the teacher which paragraph that indicates the orientation of the text. The teacher explains the part of orientation includes who the participant is, where and when it happened. The teacher also asks about the events. The teacher also helps the students to be sure in recognizing each of the parts, like 'Why do you think it is the event?' The teacher explains that by asking when it happened and what happened. Also, the teacher explains about the reorientation, that it states personal comments about event that happened. The teacher asks 'What did the the writer think about the vacation?' Then, the teacher discusses the past tense and passive voice used in text. Students look over the text and find past verbs, like were, stayed, decided, visited, etc, and

passive sentences (all his day was spent on the beach). The time for this explanation and exploration is 15 minutes

The next step is writing practice in pairs. Firstly, the class is divided into two groups: group A and group B. The students in each group work in pairs with the friend next to her/him. The teacher posts some events and asks each pair in group A to write the orientation and each pair in group B to write the reorientation of the text (2 or 3 sentences). The pairs post the orientation or reorientation using the facebook account of one of them with mentioning the both names.

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First like an ordinary daughter, I had to get up early morning helping my mother, of course after I prayed. Then I did my chores, cleaned up my room, and spread out my bed under the sun ray. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. Second, my aunts called me in the afternoon. I did not meet them for a long time, that was the way I kept for hours to talk with them. After that, unpredictable my neighbor visited me. She asked my help finishing her homework. At last, the time was running and I just remembered that I had a lot of homework. I got mad, confused and regretful why I did not check my homework before. Therefore, I did my homework until 2:00 a.m. the next morning.

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Pairs in group A that have done with their orientation should check on the group B posts. The teacher asks them to comment on the reorientation written by pairs in group B. Likewise, group B comments on the orientation written by group A. The teacher picks some posts to discuss. The time is 15 minutes.

Next, to assess students' writing, the students will be asked to write 'What did you do on the last holiday?'. The teacher gives 20 minutes for each student to make the draft and post it on the facebook group. Students then give comments to help each other to improve their writing within the given period (15 minutes). If they like the story, they can click on 'Like' symbol on the bottom of the posting. Each students should get four comments at least.

For example:

MY VACATION IN MEDAN

I went to Medan on the last holiday. My grandmother live there. My family and I stayed there three days. I go there with bus...

The peer-comments can be:

'It's 'lives', not 'live.'

'I want to go to Lake Toba too! By the way, it should be 'for three days', not 'three days.'

'You should write 'went' for the 4th sentence, and it's by bus, not with bus.'

The final writing:

MY VACATION IN MEDAN (FINAL)

I went to Medan on the last holiday. My grandmother lives there. My family and I stayed there for three days. I went there by bus...

The teacher observes the comment threads and editing done by peers. The students will edit their works based on friends' comments. The students will repost the recount text with adding '(FINAL)' on their title. The teacher assesses the text that has been edited.

3. Post-teaching activity

The teacher checks whether all the students have post their text. Giving comments and editing can be finished later after the class. Tell the students that the final writing will be assessed, so it should have been edited in two days. Then, the teacher asks if the students' problem in writing recount text and discuss it until the class is over.

C. Conclusion and Suggestion

Teaching writing in junior high-school is not easy. The teacher has to teach how to write many kinds of text and make students improve their writing. Students' writing ability is low because they lack in writing practice. They do not writing much due to motivation and media factors.

Facebook as the most popular social media used nowadays is a media that can help the teacher teach writing. Many people use this social network to get connected with friends and relatives, including students. By using facebook group, the teacher can invite the students to publish their writing on the facebook wall and to get commented by their peers so that they can improve their writing. Students will find learning writing on facebook as interesting activity since it is internet site that they access almost everyday.

Using social media like facebook is only one of various strategies in teaching writing. The teacher should vary the way of teaching writing so that students are interested to learning writing. Moreover, there are some limitations of this paper. Using the technology of internet in the teaching and learning process helps both of the students and the teacher. However, it will only work if the facility is provided. This paper is aimed for schools where the computers and WiFi are available. Hence, this paper can be implemented in the environment that supports computer and internet connection. The writing class using facebook explained in this paper is expected for class with about 30 students or less. The class will be not effective for larger class since the teacher needs to observe what each students do in teaching and learning process.

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