

**IMPROVING THE WRITING LEARNING PROCESS
OF GRADE VIII STUDENTS OF SMP N 1 PLERET
THROUGH FACEBOOK GROUP IN THE ACADEMIC
YEAR OF 2014/2015**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Language Education



Written by:
RIFKI IRAWAN
10202244084

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2015**

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APPROVAL SHEET

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IMPROVING THE WRITING LEARNING PROCESS OF GRADE VIII STUDENTS OF SMP N 1 PLERET THROUGH FACEBOOK GROUP IN THE ACADEMIC YEAR OF 2014/2015

A THESIS

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Accepted by the Board of Examiners of Faculty of Languages and Arts,
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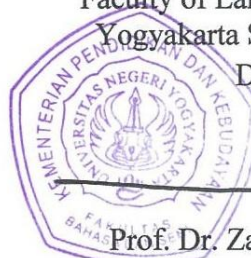
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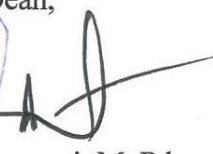
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STATEMENT

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian – bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Maret 2015

Penulis



Rifki Irawan
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MOTTOS

**“Surely there is ease after hardship. *Aye*, surely there is ease after hardship”
(Al Insyirah:6-7)**

**“If you want to be an extraordinary person why you still follow the footsteps of
those who were mediocre.”
(Self Motto)**

**“Life is like riding a bicycle. To keep your balance, you must keep moving.”
(Albert Einstein)**

**“Just know, when you truly want success, you’ll never give up on it. No
matter how bad the situation may get.”
(Anonymous)**

**“Challenges are what make life interesting and overcoming them is what
makes life meaningful.”
(Joshua J. Marine)**

DEDICATION SHEET

I lovingly dedicate this thesis to:

My beloved father and mother
Zamruddin Toha and Tutik Kusniyah.

(Thank you for your endless love, care, patience, prayer, and support)

My beloved sister
Lenny Wahyu Utami
(Thanks for your love, care, and support)

And

All my friends
(Thanks for giving spirit and for coloring my life)

I can't say anything because words will never be enough to express how much I love you.

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Finally, I do hope that this thesis will be useful to all readers. However, I realize that this writing is still far from being perfect. Therefore, any criticism, corrections, and suggestions will be appreciated.

Yogyakarta, March 2015

The writer

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT.....	iv
MOTTOS	v
DEDICATION SHEET	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	viii
LIST OF APPENDICES	xi
LIST OF FIGURES AND PICTURES	xii
LIST OF TABLES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of the Problems	3
C. Limitation of the Problems.....	6
D. Formulation of the Problem	6
E. Objective of the Research	6
F. Significance of the Research	7
CHAPTER II THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK.....	8
A. Theoretical Review	8
1. Writing	8
a. Definition of writing	8
b. Micro and macro skills of writing	9
c. The characteristic of written language	11
d. The writing learning process.....	12

2. Teaching Writing	16
a. Principles for teaching writing	16
b. The reasons for teaching writing	17
c. Approaches to teaching writing	18
d. The teacher roles in writing.....	20
e. Teaching writing in junior high school	23
3. The Role of Media	26
a. Kinds of media	27
b. Technology as a medium in teaching writing	28
4. Using Facebook in the teaching writing	30
B. Relevant Studies.....	38
C. Conceptual Framework	39
CHAPTER III RESEARCH METHOD	42
A. Research Type	42
B. Subject of the Research	42
C. Research Setting	43
D. Time of the research	43
E. Data Collection technique and instruments of the research	43
F. Procedure of the research	45
G. The technique of data analysis	47
H. Validity and reliability of the research.....	48
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	52
A. Reconnaissance	52
1. Identification of the Field Problems	53
2. Selecting the Problems	61
B. The Implementation of Cycle I	64
1. Planning	64
2. Action and observation	66
3. Reflection	78
4. Summary	86
C. The Implementation of Cycle II	87
1. Planning	88
2. Action and observation	90
3. Reflection	96
4. Summary	100

D. General Findings	101
E. Discussion	104
CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION	107
A. Conclusions	107
B. Implications	109
C. Suggestions	111
REFERENCES	112
APPENDICES	115

LIST OF APPENDICES

	page
A. Field Notes	116
B. Interview Guide and Transcripts	131
C. Course Grids	144
D. Lesson Plans.....	155
E. Observation Checklists.....	211
F. The Students' Writings	223
G. Attendance List	234
H. Questionnaire	237
I. Photographs.....	246
J. Permit Letters	250

LIST OF FIGURES AND PICTURES

	page
Figure 1 : Top 15 Facebook Country	31
Figure 2 : Action Research Model by Kemmis and McTaggart.....	45
Figure 3 : The Grammar Error Made by the Students in the Pre-Test	58
Figure 4 : The Writing Mechanization Error Made by the Students in the Pre-Test	59
Figure 5 : My Public Facebook Profile	70
Figure 6 : My Particular Facebook Profile for Teaching and Learning	71
Figure 7 : The Display of <i>VIII E English Club</i> Facebook Group	72
Figure 8 : The Examples of Individual Students' Work in the Facebook Group	75
Figure 9 : The Examples of Pair Students' Work in the Facebook Group.....	76
Figure 10 : The Examples of Group's Work in the Facebook Group	78
Figure 11 : First Additional Task in the Cycle II	94
Figure 12 : The Second Additional Task in the Cycle II	95
Figure 13 : The Diagram of Students' Opinion in the Questionnaire's Result	99

LIST OF TABLES

	page
Table 1 : The Contents of National Examination of SMP/MTs 2013/2014....	10
Table 2 : Core Competence and Basic Competence of Writing Skill for Junior High School Students Grade VIII Semester 1.....	24
Table 3 : Field problems in the English teaching and learning process in VIII E of SMP N 1 Pleret	60
Table 4 : Feasible Writing Problems of VIII E Class SMPN 1 Pleret to be Solved	61
Table 5 : Field Problems and Causes	61
Table 6 : Field Problems, Main Causes, and Actions	62
Table 7 : The Comparisons of the Actions in Cycle I and Cycle II	102
Table 8 : The Results of the Action Research Study.....	102

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ABSTRACT

This research aims at improving the writing learning process of grade eight students of SMP N 1 Pleret through Facebook group in the academic year of 2014/2015.

This study was an action research study. It was conducted in two cycles, from the 6th of August to the 22nd of September 2014. Each cycle consisted of three meetings. The steps of the research were reconnaissance, planning, action and observation, and reflection. The subjects of this research were 32 students of VIII E class, the English teacher, and the researcher. The data were in the form of qualitative data and also supported by quantitative data. The qualitative data were obtained by observing the teaching and learning process, interviewing the students and collaborators, holding discussions with the collaborators, and taking pictures of the teaching and learning process. Meanwhile, quantitative data were obtained through distributing questionnaires. The instruments used in this research were observation guide, interview guide, questionnaire and digital camera. The validity of the research was obtained through five validities namely, process validity, democratic validity, dialogic validity, catalytic validity, and outcome validity. The data were analyzed in five steps. They were assembling data, coding the data, comparing the data, building interpretations and reporting the outcomes.

The results of the research indicated that the use of Facebook group, handouts, group quiz, and rewards effectively improved the writing learning process. The students had more chances to practice writing in the Facebook group than in the English class, they also had discussion room to share their knowledge or problems in the teaching and learning and their motivation also increased because they assumed that writing in the Facebook group was exciting activities. The questionnaire results showed that 92.4% of students agreed that Facebook group could improve the writing learning process. Some students also added that learning writing through Facebook group was more interactive and not monotonous.

Key Words: Writing, Learning Process, Facebook Group

CHAPTER I INTRODUCTION

A. Background of the Study

English is an international language. It is used in almost the whole world for some purposes as the media of communication to help people communicate and interact with others. Not only that, English is also a prestige, people who are able to communicate using English are considered as modern and civilized people. That is why it becomes a necessity to master that language.

In secondary school in Indonesia, English is also a compulsory subject to be taught. In the Curriculum 2013 for Junior High School, learning English is not only in the class but also at home and society. The teacher is not the only learning source. The students must be active to explore many sources to increase their knowledge. They can get it from many sources, such as books in the library, other friends or articles from the internet.

English is a tool both for spoken and written communication. Thus, the students must be able to share their ideas, opinions, and feelings through spoken and written texts in every situation and place. English teaching and learning themselves consists of some language skills, they are listening, speaking, reading, and writing skills.

Among the other language skills, it has been considered that writing is one of some skills that should be acquired by the students. Writing is an important medium of communication besides speaking. Good writing skills allow someone to

communicate his/her message with clarity and ease to a far larger audience than through face to face or telephone conversations. Writing for communication is not only in education, but also in other fields, such as career planning, job application and business.

To make a good writing, practice has important role. Practice helps the students to learn how to make a good writing and it includes to some criteria of effective writing learning process. So, a teacher as a facilitator must provide sufficient writing practice for the students to improve their writing skill.

In this modern era, around the students' life, there are many modern devices that make communication easier. Electronic Mail (E-mail), Social Media, and Short Message Service (SMS) are the examples of modern communication tools. To communicate with other people around the world, those tools are very useful because someone does not need spoken language to transfer idea, it is enough by typing his/her message and send it to the receiver.

From that reason, it can be said that writing skill is so important but in fact, the teaching and learning process of writing in the class somehow does not run smoothly. As the result, it does not show a successful achievement at the end of teaching and learning writing. It can be seen from the learners' performances in writing and their responses towards writing. Most English students might agree that writing was one of four English basic skills that is difficult to be mastered. Students' low interest and lack of ability in writing their ideas with the use of correct grammar, vocabulary and punctuation were some indicators showing the poor of writing practice in the teaching writing. The first indicator is the students' low interest in

writing compared to their interest in speaking. They prefer to express their ideas orally rather than to express them in the written forms. As the result, students can speak English fluently but they cannot write well. Another indicator is most students find difficulties in using correct grammar, vocabulary and punctuation to compose English sentences into readable and acceptable texts.

B. Identification of the Problems

Based on the discussion in the background, there are some problems concerned with the writing learning process not to mention at SMP N 1 Pleret. The crucial problems that influence the writing learning process are the teaching technique, limited sources of learning, uninteresting writing activities and lack of practice.

The teaching technique is the first factor contributing to the writing learning process. The teaching technique used by the teacher was teacher-centered. She did not provide a sufficient opportunity for the students to learn from their experience. In this case, students tended to be passive participants. In order to improve the students' involvement during the writing class and make them actively participate, she should give the students the opportunity to develop themselves in learning process as independent and interdependent learners. She can put the students as the source of learning and minimize the teacher-centered during the writing class. By doing this, it is believed that they will be more interested in the writing class so the writing learning process will improve.

Limited source of learning is the next factor. In the teaching and learning process, the teacher only provided the copy of student's course book. As the result,

most activities of writing were based only on that source. The students only could use those copies during the English class and could not bring them to their home too. To give additional materials, sometimes the teacher explained the materials on the white board, but it made the students spent more time in writing them in their notebook.

Beside limited source of learning, the teacher also rarely combined the activities with other interesting activities, such as using pictures as the medium to stimulate the students' ideas or browsing some interesting materials on the internet to increase the students' motivation to get involved to the writing activities. This situation led the students to get bored easily. The classroom activities were monotonous and did not encourage them to actively involve themselves in teaching and learning process of writing.

Based on the pre-test conducted in VIII E students of SMPN 1 Pleret, most of the students faced some difficulties in composing sentences in to a good short message. The difficulties could be classified into four categories; content, vocabulary, grammar and writing mechanic.

The first difficulty faced by the students is content. In terms of content, the students were difficult to get the idea that they wanted to write. They still confused to write because they did not have a writing habit. As the result, many students wasted the time only for finding what they wanted to write until the bell rang.

Vocabulary mastery is the next difficulty faced by the students. It was represented in their word choices in writing. In the English class, only a few students brought dictionary or used their smart phone to find the Indonesian meaning of

difficult words. If the students did not know the meaning of some English words or what was the English of some Indonesian words, they tended to ask the teacher.

Another difficulty found is related to the grammar mastery. Inability to use the correct auxiliary verb and how to use it in their sentence are two majors difficulties found in relation to grammar mastery. In writing a short message, most of the students did not understand how to use auxiliary verb. Moreover, they often put 'to be' in the sentence that contained a full verb in their writings.

The last difficulty faced by the students is the writing mechanic. In writing a short message, the students made many errors in spelling and capitalization. In the pre-test, the students often misspelled the word, wrongly used the capitalization and also wrongly used the punctuation such as full stop and comma.

One of the factors why the students of SMPN 1 Pleret faced some difficulties mentioned before is they lack of practice. It takes only 2X40 minutes in one meeting for a teacher to deliver the teaching and learning activity. During the meeting, the teacher too much gave the students theories and she did not allocate enough time for students to practice their writing at class, so the students did not have an opportunity to develop their writing skills, whereas practicing are very important. Practicing in writing was only given by the teacher as homework. When it became homework, the students did it by themselves and the teacher did not guide them. Some of them might find a difficulty and be unmotivated. Therefore, they played with other friends or opened Facebook Website to overcome their stress as the entertainment purpose.

In conclusion, the writing learning process in this school still faced some problems. The problems were related to the teaching technique, limited sources of

learning, uninteresting writing activities and lack of practices. Therefore, to improve the writing learning process, those problems must be solved.

C. Limitation of the Problem

It is impossible to deal with all problems that have been mentioned in the identification of the problem. It can be seen that there are many factors causing the ineffective learning process.

Due to my limitation, it is impossible to solve all problems related to the writing learning process. In this research, the problem is focused only on the efforts to improve the practice and motivation in writing learning process of VIII grade students at SMPN 1 Pleret in academic year 2014/2015 through the use of Facebook group.

D. Formulation of The Problem

Based on the explanation of the English teaching and learning problems that have been mentioned in the identification of the problems and based on the focus of this study, the problem is formulated as follows:

How can the writing learning process of VIII grade students of SMPN 1 Pleret in the academic year of 2014/ 2015 be improved through the use of Facebook group?

E. Objective of the Research

From the formulation of the problem, the objective of this research is to improve the students' writing learning process in the VIII E class of SMP N 1 Pleret in the academic year of 2014/2015.

F. Significance of the Research

I expect that this research gives some benefits to the following parties

1. English teachers

The finding of this research can be a reference for other English teachers in solving their problem on how to improve the writing learning process by using Facebook group.

2. Other researchers on the relevant study

The result of this research can be used as the reference for other researchers who want to do research on improving students' writing learning process through Facebook group.

3. To English education students of Yogyakarta State University

The finding of this research hopefully becomes one of the considerable reading materials either to enrich their reference in writing their thesis or to improve their knowledge in English teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

The current literature in the related themes in this section includes the reviews of writing and Facebook.

1. Writing

a. Definitions of Writing

There are many definitions of writing according to many language experts. Spratt et al. (2005:26) state that writing is a productive skill which involves communicating a message by making signs on a page. According to Gordon in McDonald and McDonald (2002:7), writing is a process which different things happen at different stages in the process of putting thoughts into words and words onto paper.

Writing can also be defined as both physical and mental activity that is aimed to express and impress (Nunan, 2003:88). It is categorized as the physical activity because the writer must act of committing words or ideas like typing an e-mail into a computer. As a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into statements and paragraphs that enable a reader in understanding the ideas of the written work.

To complete the definition of writing proposed by Nunan, Brown (2001:335) also states that writing is the written products of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently,

how to use discourse markers and rhetorical conventions coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

In other words, the above theories explain that the term of writing can be defined as a process of productive skills both physical and mental activity that are aimed to express and impress from the products of thinking, drafting, and revising.

b. Micro and Macro Skills of Writing

In writing, there are some aspects that have to be considered. Brown (2004:221) has summarized all those aspects into two main skills; they are the micro skills and macro skills of writing. They are needed to develop the effective writing.

Those skills are described as follows:

Micro skills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills:

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings of writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing audience's interpretation, using prewriting devices, writing with fluency in the

first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

In conclusion, it can be said that the earlier micro skills tend to describe about the writing mechanic and at the level of word, such as cohesive devices, past verb, etc. On the other hand, the macro skills covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc.

Therefore, based on the micro skills and macro skills that have been determined, the writing activity and process should include them as well as employ writing strategies needed by the students. It aims to help the students constructing the idea effectively and making them easier to make various kinds of texts.

To make a teacher more focused in teaching writing, he/she must consider the micro and macro skills of writing, but he/she also should pay attention to the micro and macro skills that are needed especially for the level of his/her students. For junior high school students, the teacher can refer to the contents of National Examination of SMP/MTs 2013/2014 as a consideration in teaching writing. According to *Kementerian Pendidikan dan Kebudayaan* (2013), those macro and micro skills of writing for junior high school students are shown in the Table 1.

Table 1: The Contents of National Examination of SMP/MTs 2013/2014

Number	Competence	Indicator
2.	Expressing the meaning in writing of short functional text and simple essays in the form of descriptive (descriptive,	Determining the correct word to fill the incomplete sentence in the form of simple

	procedure or report) and narrative (narrative and recount) in the daily lives context.	recount/narrative.
		Determining the correct word to fill the incomplete sentence in the form of simple descriptive/procedure.
		Determining the correct word order to make the meaningful sentence.
		Determining the correct word order to make the coherent and meaningful paragraph.

c. The Characteristics of Written Language

To make a good writing, it needs some criteria. Briefly, from our experiences in the education field, a good writing means writing that contains no bad mistakes which are no errors of grammar, punctuation, or spelling. In addition, Hyland (2003:5-6) mentions some criteria of good writing.

- 1) Accuracy and clear exposition. Both of them are the main criteria of good writing.
- 2) The actual communicative content, the thing that must be considered after accuracy and clear exposition.
- 3) Syntactic complexity and grammatical accuracy, one of the best measures of good writing.

Meanwhile, White (1986:7-9) explains deeply about the characteristics of a good writing. He proposes four characteristics of a good writing. They are:

- 1) the appeal to a target audience. It means that the writer must aware his writing will be read by many readers and adjust his writing to their desire.
- 2) a coherent structure. It means, the writer must have organizational scheme and outline in his/her writing.
- 3) a smooth, detailed development. It means that a writer should build his idea like discussing the idea in detail.
- 4) an appropriate, well-articulated style. It means that a writer should be able to choose the appropriate words to explain his/her idea. It is also called diction. It also means that a writer should avoid such as ambiguous sentence or unnecessary complicated wording.

In fact, good writing is much more than just correct writing. It responds to the interests and needs of our readers.

d. The Writing Learning Process

It is important for the teacher to understand how his/her students learn, because it will be a consideration how he/she will teach them. There are many different theories of learning process. Slavin (2003) in Brown (2007:7) defines learning as a change in an individual caused by experience.

Burns, 1995 (in Dunn:2002) conceives learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions.

Then, Brown (2007:8) breaks down the components of the learning definition, they are:

- 1) learning is acquisition or “getting”.
- 2) learning is retention of information or skill.
- 3) retention implies storage systems, memory, and cognitive organization.
- 4) learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) learning is relatively permanent but subject to forgetting.
- 6) learning involves some form of practice, perhaps reinforced practice.
- 7) learning is a change in behavior.

Because learning is a natural process, Curriculum 2013 proposes scientific approach in learning process. Scientific approach is believed as a golden bridge of the development of attitude, skill, and knowledge of students.

According to *Kementerian Pendidikan dan Kebudayaan* (2014), scientific approach in Curriculum 2013 has some steps. They are observing (*mengamati*), questioning (*menanya*), experimenting (*mengumpulkan data*), associating (*mengasosiasi*) and communicating (*mengkomunikasikan*).

1) Observing (*mengamati*)

The process of observing by senses (reading, listening, seeing, watching etc.) with or without tools.

2) Questioning (*menanya*)

In this process, the students create and ask questions, discuss about some problems, the extra information they want to know, or as a clarification.

3) Experimenting (*mengumpulkan data*)

The third process is experimenting. It means to explore, try, discuss, demonstrate, imitate the shape or motion, experiment, read other sources

beside text book, collect data from informants through questionnaire, interview, and modify/add/develop.

4) Associating (*mengasosiasi*)

Associating means processing information that has been gathered, analyzing data in the form of creating category, associating or linking phenomena/relevant information in order to find a pattern and conclude them.

5) Communicating (*mengkomunikasikan*)

It is a process of presenting a report in the form of charts, diagrams, or graphics; prepare written reports, and presenting a report covering the process, results, and conclusions orally

Besides learning process, there is also writing process. Planning, drafting, revising, and editing are the four basics stages of writing process stated by Richards and Renandya (2002: 316). In every stage, it is suggested that it provides various learning activities that can support the learning of specific writing skills.

The planned writing experiences for the students can be described as follows:

1) Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Planning also brings the students away to have many ideas to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide them learning experiences of writing, such as clustering, brainstorming and etc.

2) Drafting

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. They must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to different audience, such as peers, other classmates and etc.

3) Revising

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simply activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

4) Editing

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction, sentence structure, and accuracy of supportive textual material.

The students are not always expected to know where and how to correct every error, but editing of the best of their ability should be done as a matter of course.

In the teaching and learning activity, the teacher must be aware how to conduct an effective learning process. Some criteria are very useful to measure how far they have implemented the effective learning process along teaching and

learning activity especially writing learning process. Referring to some experts, the effective writing learning process must have some criteria as follows:

- 1) Combining the activity with new technology (Hyland, 2003:144).
- 2) Increasing the students' motivation in writing (Harmer, 2001:51).
- 3) Providing vary materials (Christison in Nunan, 2003:273).
- 4) Providing vary activities (Christison in Nunan, 2003:273).
- 5) Providing many opportunities for students to write (Sokolik in Nunan, 2003:92).
- 6) Getting meaningful feedback (Hyland, 2003:177).

2. Teaching Writing

a. Principles for Teaching Writing

A teacher should concern some principles for teaching writing to achieve the goals of teaching and learning process. In the teaching of writing, the teacher is expected to give many opportunities for the students to practice and produce the texts. It means that the teacher should create the situations where the students can practice and produce the text with high motivation and interest. The teacher also should organize the teaching and learning process in order to help the students understand how to write well. So, the teaching of writing is not a simple matter but teacher can create a lot of activities which can raise students' motivation in writing. By applying the right strategy in writing class, it is believed that students will have high enthusiasm in joining the lesson.

Sokolik in Nunan (2003:92) states that there are some principles for teaching writing. They are explained as follows:

1) Understand students' reasons for writing

It is important to understand the students' goal when they are writing. It is a big problem when the teacher's goals do not match the students' or when the teacher's goals do not match those of the school or institution in which the student works.

2) Provide many opportunities for students to write

To improve writing skills, the students must always practice. The teacher must give many chances for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the teacher.

3) Make feedback helpful and meaningful

The students crave feedback on their writing. The teacher must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the teacher used.

4) The teacher must clarify himself, and for his students, how their writing will be evaluated.

Teacher must evaluate the students' writing objectively. A rubric is the answer that can elaborate the elements of writing that are to be evaluated.

b. The Reasons for Teaching Writing

There are many reasons why the teacher must teach writing to students of English as a foreign language. According to Harmer (1998:79), reinforcement,

language development, learning style and writing as a skill are the reasons why the teacher must teach writing.

- 1) Reinforcement: To see how the students acquire language is not only by an oral way, but also from the language writing down. The visual demonstration of language construction is needed for students to be an aid to commute new language to memory. It is also useful for students to write sentences using new language shortly after they have studied it.
- 2) Language Development: The mental activity in writing helps the students to learn by ongoing learning experience.
- 3) Learning Style: Each student has a different learning style. Writing is suitable for learners who produce language in slower way.
- 4) Writing as a skill: Writing is included to basic language skills. Besides speaking, the students need to know how to write advertisement, letter, etc.

c. Approaches to Teaching Writing

There are some approaches in the teaching of writing. The teacher must be able to decide which approach that they want to use. The most popular approaches are product-oriented approach and process-oriented approach. Each of those approaches will be explained as follows:

1) Product-oriented approach

The concern of this approach is on the correctness of final products of writing. According to Picas (1982) in Badger and White (2000), in the teaching and writing, the product-oriented approach has more focus on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices.

According to Brown (2004:335), there are some characteristics of product oriented approach. Every composition must a) meet certain standards of English rhetorical style, b) use accurate grammar and c) be organized based on the convention to make the audience find it easy to understand the text.

In conclusion, the product-oriented approach is emphasized mostly on students' final products of writing. Since final products are the concerns of this approach, the activities of writing are also controlled by the teacher. They need to do particular efforts to avoid errors in the text composition, for example by focusing more on the correctness of the grammar.

2) Process-oriented approach

Different from product-approach that focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

There are some characteristics in process-oriented approach. Those characteristics are adapted from Shih (1986) in Brown (2000: 335) as follows:

- a) Focus on the process of writing that leads to the final written products,
- b) Help student writers to understand their own composing process,
- c) Help them to build repertoires of strategies for prewriting, drafting, and rewriting,
- d) Give students time to write and rewrite,
- e) Let students discover what they want to say as they write,
- f) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention,
- g) Include individual conferences between teacher and student during the process of composition.

After discussing the characteristics of both product-oriented and process-oriented to teaching writing, the process of teaching writing must focus on both approaches. Teachers should put those approaches in a balance in the practice because students need to experience both of them in order to be able to produce a good writing. In the teaching and learning process, firstly the students are exposed to learn the organization of the writing because the clear expression of ideas is the main point in writing and the grammatical problems will become the focus in the following step.

d. The Teacher Roles in Writing

Teaching is not a simple activity. It is not only transferring knowledge from the teacher to students, but it is also a process how the students' behavioral change. Therefore, the teacher must aware that his/her students get something beneficial that is really important to their future. Kimble and Garmezy in Brown (2000:7) state that learning is a permanent process of the change in behavioral tendency and a result of reinforced practice.

In teaching his/her students, a teacher must consider their roles towards students' development in learning, especially writing. Some cases such as various strategies and interest must be prepared by the teacher when he/she is teaching writing. As the conclusion, the effectiveness of the process teaching and learning in the class is very affected how performance of teacher when teaching writing. It means that the teacher must in the good performance when helping the students

understand and learn how to write effectively, give clear explanations and guide the students in each step of the writing process.

To measure and understand that the teacher has implemented the good performance, Harmer (2004:41) proposed some tasks which are done by the teacher before, during, and after the process of writing. They are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding and 5) evaluating.

Demonstrating is the first task that must be done by the teacher in the process of teaching writing. This task has aim to make the students understand writing conventions and genre constraints of particular types of writing. Both aims must be drawn to attract the students' attentions and motivation.

After demonstrating, the teacher has to continue the next task, they are motivating and provoking the students. For several students, writing is a big problem because they sometimes lack in transferring the idea from their mind to their writing. This situation can be solved when the teacher help by provoking them to get ideas and then persuading them to work on their writings.

In the process of writing, sometimes the students face difficulties. In this situation, the teacher must be ready to support the students to solve them in order to make the students always feel comfortable and have motivation to write continuously.

When the students have finished their writing, the teacher perform the fourth task, it is a responding. Responding here means how the teacher reacts to the students' writing work. This task focuses to the content and construction of the

writing. The respond or reaction to the student's work can be in the form of feedback or suggestions for the students' improvement in writing.

The teacher completes the task with evaluating the students' work and then grades them. This task has function to see how far the progress of students in writing. As conclusion, those tasks are main requirements of the teacher if he/she wants his/her students are guided and be a better writer especially guide the students to express the ideas.

To add his previous ideas on the tasks that must be performed by teachers, Harmer (2007:261-262) mentions some information about the teacher's roles in the teaching and learning process of writing. They will be explained as follows:

- 1) Motivator

The teacher as a motivator means that the teacher must be able to motivate his/her students by creating an attractive atmosphere in the English class, persuading them of the advantages of the activity and encouraging them to always practice writing to achieve the optimal result.

- 2) Resource

The teacher must be ready to serve every information and language needed by students when they are doing the next level of writing tasks. The teacher also should accompany his/her students to give them advices and suggestions in a constructive and smart ways.

3) Feedback Provider

After finishing their work, the teacher must respond or react positively to what the students have written. The level of feedback must be balanced with the level of students' ability in writing.

The teacher has very importance roles in the development of students' writing ability. Therefore, he/she should always consider if the teacher can be a motivator, resource and feedback provider in guiding and facilitating the teaching and learning process.

e. Teaching Writing in Junior High School

When talking about the teaching of writing in junior high schools, there are some relevant matters that need to be highlighted. They are the regulation of ministry of national education in the form of content standard and the age range of junior high school students.

Firstly, Curriculum 2013 is the development of curriculum 2006. The different between them is the curriculum 2013 adds some characters education that is not stated in the curriculum 2006.

In junior high schools, English subject consists of three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and it is realized in four skills, i.e. speaking, listening, reading and writing. Second, it consists of comprehension and production ability of various short functional and monolog texts with essays of text types (genre) such as procedure, descriptive, recount, narrative, and report. The last, it has the supporting competences i.e. linguistic competence (the use of grammar, vocabulary, phonetic,

and structure), socio cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments of expression competence).

Moreover, according to the regulation of ministry of national education, the core competence and basic competence for junior high school students grade VIII in the first semester are the students have to perform several writing competencies as shown in the Table 2

Table 2: Core Competence and Basic Competence of Writing Skill for Grade VIII Junior High School Students in the First Semester

Core Competence	Basic Competence
4. Processing, presenting and reasoning in the concrete domain (using, extracting, composing, modifying, and creating) and abstract domain (writing, reading, counting, drawing, and composing) based on what learned at school and other sources in the same viewpoint/theory.	<p>4.2 Developing oral and written texts to express and ask about the ability and willingness to perform some actions by paying attention to the correct and appropriate social function, the structure of the text, and linguistic elements.</p> <p>4.3 Developing simple oral and written texts to express, ask, and response the expressions of giving instruction, invitation, prohibition and asking for permission by paying attention to the correct and appropriate social function, text structure, and language element.</p>

The table above shows that the students will learn some language functions. According Blundell et al. (1982:iv), language functions are some expressions that have purposes for which people speak or write. The language functions that the grade VIII students in the first semester will learn are the expressions of asking

ability and willingness to perform an action, the expressions of giving instruction, invitation, prohibition and asking for permission.

Related to the age of the students in junior high schools, the rules of teaching and learning for this age stage require special considerations in order to guide into right choices of teaching strategies, lesson planning, and the like. The age range of the junior high schools students is between twelve and fifteen that is also called as puberty (Brown, 2001:91). Therefore, it is important to understand the characters of teenagers before deciding to apply certain teaching method or strategy in the English teaching and learning process in junior high school.

Brown (2001:92) states that the period of teens which is between the childhood and adulthood, is age of transition, confusion, self-awareness, growing and changing bodies and minds. These imply some characteristics of teens which need to be considered. For teenagers, self-importance, self-image, and self admiration are crucial for them. Moreover, teens are ultrasensitive to the other perceptions toward their physical and emotional changing. However, the students of junior high school are like an adult in their ability to involve in various communication contexts. As the result, the teaching and learning writing for the grade VIII junior high school students must be designed to help them develop their writing strategies so that they will able to improve their writing skill.

Brown (2000:346) mentions some principles for designing writing techniques, they are:

- 1) incorporate practices of “good” writers,
- 2) balance the process and product,
- 3) account for cultural/literacy background,

- 4) connect reading and writing,
- 5) provide as much authentic writing as possible,
- 6) frame the techniques in terms of prewriting, drafting, and revising.

The decision is based on the core and basic competence of the Grade VIII in the first semester. The teaching of writing must also focus on the psychological conditions of the students. The teacher has to teach them with the appropriate learning strategy and techniques. These will make the teaching of writing more effective.

3. The Role of Media

Media are means of communication and source of information that can be in the various forms. They can be in the forms of video/audio recordings, television, diagrams, printed materials, real objects, computer programs, instructors and etc. All of them are categorized as instructional media because they provide messages with an instructional purpose that is to facilitate communication in the learning process

The media are used by the teachers to help them teach more effective. Meanwhile, the students need the media to make them understand the materials easily. There are some benefits that the teacher and students get when using media in the teaching and learning process. This idea is supported by Smaldino et al. (2005:12, 13) who states that media can be used for supplemental support of the instruction given by the teacher. Moreover, they also can be used in formal education situations where a teacher is not available or is working with other students. In conclusion, the media have many benefits, especially to improve the teaching and learning process.

a. Kinds of Media

As mentioned earlier, various media are usually used by the teacher in the teaching and learning process. According to Smaldino et al. (2005:9) there are six media that can be used in the teaching and learning activity. Those are explained as follows:

- 1) The first medium is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- 2) Another medium is audio. Audio refers to the learning medium that covers everything that we can hear. It can be in the form of a person's voice, music, mechanical sounds, noise and etc.
- 3) The third type of medium is visual. Visuals are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs or pictures, graphics in book, cartoons, and so on.
- 4) Another medium is motion. It is a medium that shows motion including video-tape, animations, and so on.
- 5) Manipulative is three-dimensional medium that can be touched and handled by the students.
- 6) The last type of medium is people. This medium includes teachers, students, or subject-matter experts.

To select the appropriate media used in the teaching and learning process, there are several considerations. Mc Alpine and Weston (1994) in Smaldino et al

(2005:57) mention list of questions that must be considered by a teacher in selecting the media. They are written as follows:

- 1) Does it match the curriculum?
- 2) Is it accurate and current?
- 3) Does it contain clear and concise language?
- 4) Will it motivate and maintain interest?
- 5) Does it provide for learners participants?
- 6) Is it of good technical quality?
- 7) Is there any evidence of its effectiveness (previous research study)?
- 8) Is it free from objectiveness and bias?
- 9) Is a user guide or other documentations included?

To sum up, there are various media that can make the instruction more realistic and engaging. By considering the problems found in the field with answering the consideration questions above, technology is the most appropriate medium to improve the writing learning process.

b. Technology as a Medium in the Teaching

In this modern era, technology develops rapidly and make people's lives are changing. We do not need to send a traditional letter via post office to communicate with others who are far away, but we just need to take our gadget to contact them. It can be via e-mail or telephone which only needs a few seconds to operate it and absolutely it is cheaper than the traditional way. Technology also can help people in many aspects such as economy, social, and also education.

In education, technology can be a powerful teaching medium that provide access to information and allow links to other learners (Rudy: 2011). As we know, the use of computer, LCD, and speaker cannot be separated from teaching and learning activity. Every meeting, a modern teacher uses them to make his/her

students more interested and motivated in learning. Through video, recording, and picture, students can catch easily what the teacher explains than do not use them at all.

Technology also have had influenced on writing. Hyland (2003:144) mentions some impacts of technology in writing. They are:

- 1) influencing drafting, editing, proofreading, formatting, and publication processes
- 2) facilitating the combination of written texts with visual and audio media
- 3) encouraging nonlinear writing and reading processes
- 4) altering the relationships between writers and reader
- 5) blurring traditional oral and written channel distinctions (e.g., email, icq)
- 6) facilitating entry to new online discourse communities
- 7) increasing the marginalization of writers and texts isolated from new writing technologies

Internet is one of the most popular technologies now. All information can be found here, from the negative until the useful information can be read only by entering the website or searching in the searching machine like Google, MSN or Yahoo. It is very different with ancient time which people must go to a library or bookstore first before finding what information that they need. So, the students can also utilize internet to increase the material and do not make a course book and teacher as the main sources of learning. The learning source from the internet has another advantage. It is easy to copy and give to other students, so it is very effective and efficient source of learning.

Hyland (2003:158) adds more details about some advantages of internet for both teachers and students. Internet provides:

- 1) data for projects
- 2) information, tasks, and materials for classes;
- 3) authentic language for analysis; and

4) a place for students to publish their work

According to Harmer (2007:192), internet provides many websites for the learners to practice language. Some of the websites are free for people, but some of them are based around a school or an organization that entail the user to register them. YouTube, Twitter and Facebook are some examples of free websites in the internet.

Facebook is one of the most accessed social networks in Indonesia (Budiardi & Anggraini:2012). To improve writing learning process, Facebook is the most effective media. It happens because it's not like Twitter that can be used to write letter no more than 140 characters and also not like YouTube that is only able to share videos. In Facebook, the users are able to share photos, comment on friends' walls, send messages, chat, create and join groups within this online community (Yunus & Salehi:2012).

4. Using Facebook in the Teaching Writing

Social media are not a taboo in this globalization era and they have being a part of our daily lives. Everyday people access social media sites to fulfill their needs like business matters, build interpersonal relation, share information, and learn. There are many social media sites that exist between us, **one of them is Facebook.**

According to Westminster (2013:2), Facebook is a social utility that connects us with the people, brands and organizations. Irwin et al. (2012) mention that Facebook is a website that allows the users to interact and collaborate within a pre-defined virtual community. Boyd & Ellison (2007) in Irwin et al. (2012) also state that Facebook is an online communication tool allowing the users to construct a

public or private profile in order to connect and interact with people who are part of their extended social network.

Facebook was firstly founded by Mark Zuckerberg in 2004 with his college roommates. It was firstly used as a media to make a network between his college's students but some years after the launching, he initiated to make the network broader to many other universities and finally it was opened for public. All of people may use it freely anywhere and anytime.

Facebook is a popular social network in the world. On January 2012, the users of Facebook are about 41.8 Million in Indonesia and they consist of all levels of age from elementary, junior high school, senior high school, college, until adult.

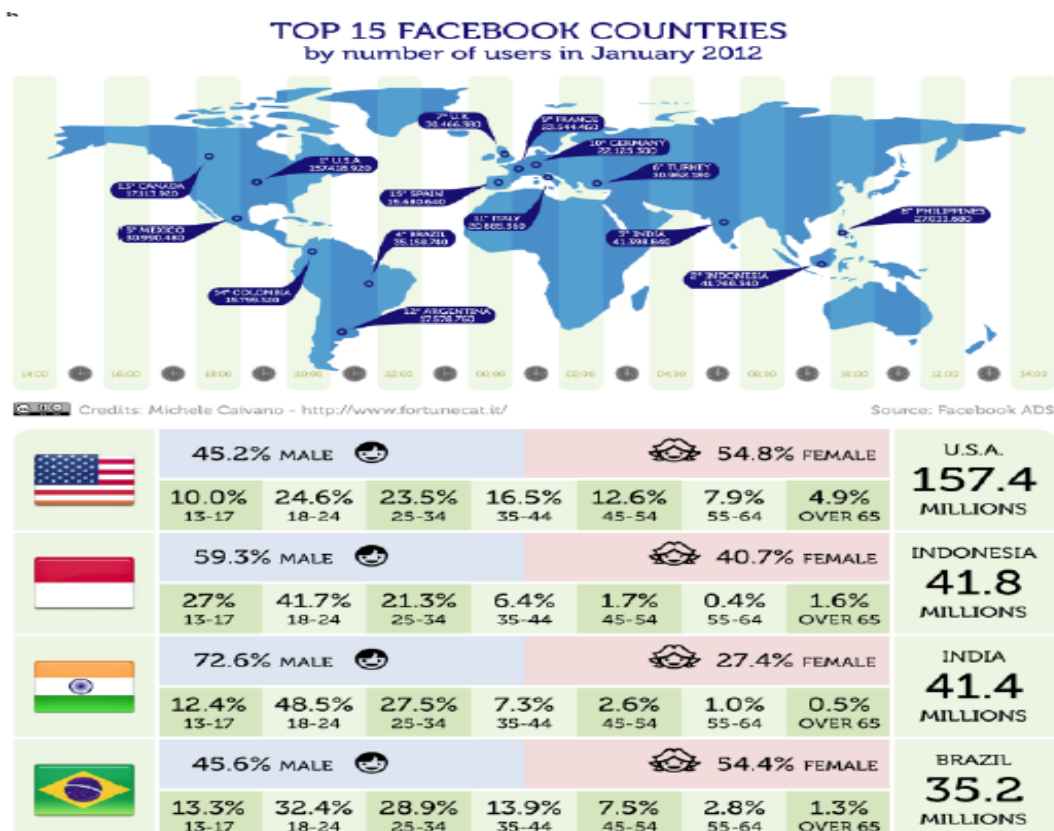


Figure 1: Top 15 Facebook Country in (Budiardi & Anggraini:2012)

Table above (figure 1) shows the statistical data on January 2012 about top four the biggest Facebook users in the world. Based on that data, Indonesia has very big numbers of Facebook users and it is indicated from the rank that is in the second position with forty one point eight millions (41.8 millions) under United States of America with one hundred fifty seven point four millions.

Facebook becomes a trendsetter in the teenager's life in Indonesia, it can be seen from the table above that shows people between the years of 13-24 are the biggest Facebook users in Indonesia. The teenagers have assumption that they will be considered as modern people if he or she has a Facebook account (Budiardi & Anggraini:2012). So, it can be concluded that most of the students have a Facebook account, but we do not know what they use the Facebook for.

Based on the survey by Socialbakers (2012), people may stay on their computer or gadget at least four hours per day, and most of them use it as “informal competition” to be the most *up to date* person by having a good, attractive, and colorful profile on their Facebook account and also being active on it (Budiardi & Anggraini:2012). Indirectly, Facebook can cause teenagers motivated to go online and waste many times. Consequently, it may disturb their main activities because they are too concerned on their Facebook.

Majid (2011) states that Facebook is a good medium for learning English. The survey at Universiti Sains Malaya towards 300 undergraduate students found that students consider Facebook as a good tool for learning English (Kabilan et al. :2010) in (Yunus and Salehi:2012). As a good medium for learning English,

Facebook has some benefits for a teacher and students. As stated by Westminster (2013:3), Facebook can be used for a teacher as a tool to:

- a. support subject teaching across the curriculum
- b. support out of school hours learning
- c. encourage informal social learning
- d. enable easy communication between students, teachers and parents
- e. support the development of digital citizenship skills

By using Facebook, a teacher can teach all language skills such as reading, writing, listening and speaking. In teaching writing, the teacher can ask the students to write a text and post it in Facebook, the other students can give comments or give corrections to their friends' work and the teacher as a facilitator provides space for discussion and give feedback to get things right (Majid:2011).

According to Terantino and Graf (2011), there are some benefits when using Facebook as a medium in the teaching and learning, especially teaching and learning writing. The first benefit of Facebook is that seems to have a significant impact on language learning because Facebook allows students to engage with peers in a familiar format and for an academic purpose, provides opportunities for informal conversations in the target language and allows for access to authentic materials and the sharing of culturally relevant photos, videos, and music to promote social and active language learning that is allowing the students to have a discussion room to share their knowledge or problems related to the English teaching and learning.

The second, the nature of the student-to-student and student-to instructor interactions is more multi-dimensional than in the traditional writing assignments. It

happens, because in the Facebook environment, feedback can be delivered more dynamically. It can be more easily given and can be done so immediately.

The third, the students are motivated to write in the target language. The students will seem to enjoy checking, reading, and writing completely in the target language. Even students who were typically reserved and non-participatory in class quickly emerged as highly productive students in this environment.

To manage and control the students' activities, a teacher can create a learning group in Facebook (Majid:2011). A Facebook group was created specifically for the purpose of providing students with a space where they were in control of the content and the direction of their learning by the teacher (Yunus & Salehi:2012). The students who have a Facebook account are invited to Facebook group and the teacher can hold some activities to improve students' writing skill. Every instruction that posted by the teacher is notified because Facebook has a notification procedure and the students also can give feedback immediately when they get notification.

Facebook group is recommended, because it has many benefits in the writing learning process (Terantino & Graf:2011). The first, using Facebook group seems to have a significant impact on language learning. It allows students to engage with peers in a familiar format and for an academic purpose. By commenting or giving feedback to other friends' writing, a student learns how to arrange the good sentence and improve their critical thinking skills. Another benefit is the nature of the student-to-student and student to instructor interactions is more multi dimensional than in traditional writing assignments. The last benefit is that Facebook group will improve the students' motivation in writing.

Based on the explanation above, it can be concluded that a teacher who uses Facebook group has a number of responsibilities such as planning the lesson, adopting material, activities, and evaluation, monitoring activities and giving feedback from students' writing.

In details, a teacher can use Facebook group to improve a writing learning process by several activities. Those are:

- a. the teacher asks the students to write sentences in English every day. It will provide students to practice writing.
- b. the teacher uploads some pictures, and the students must make a sentence based on the picture.
- c. the teacher divides the students in to several groups and asks them to make a text and post it in Facebook and the other groups must give feedback to them.
- d. the teacher gives a material in Facebook, and the students can discuss the materials and share their problems.
- e. the teacher gives some wrong sentences and the student must rewrite it in the correct form.
- f. the students can utilize the chatting room in Facebook to ask the teacher about the problems related to the materials in the classroom.

Using Facebook as a teaching and learning medium can be effective if the teacher creates it systematically and procedural. From many literatures and research, several steps that can be used as a guide for teacher to make Facebook group more effective in the teaching and learning process are:

- a. creating a particular facebook account for teacher (muñoz & towner:2009) in (gardner:2010)

By creating another Facebook account, the teacher can keep his/her private postings that are inappropriate to be known by the students. So, the use of particular Facebook account is only to control and facilitate the students in improving their writing during the implementation of Facebook group.

- b. creating a facebook group (gardner:2010)

Facebook group is created to manage the students' learning activities, so the teacher can be easy to facilitate and control the students' activities.

- c. writing a materials review of the previous meeting

It is expected for the students that left teaching and learning materials in the previous English class can understand them and will be a reinforcement of students' understanding.

- d. motivating the students to write many sentences every time in the facebook group

Writing is a skill that needs practice. By writing many sentences every time in the Facebook group, it is expected to be a practice activity that will improve writing.

- e. giving some writing exercises to students in the facebook group

The exercises can be a picture like picture cued, or picture sequence to help students develop their writing. It can be blank or disordered sentences to

make the students understand how to arrange the sentence well. The exercises can be in the form of individual, pair, and group task.

- f. providing a group discussion room to the students

The teacher facilitates the students to share their problems and other students may give opinions or suggestions to them. This activity will develop students' critical thinking skills.

- g. giving feedback to the students' writing

The Feedback from the teacher helps learners to maximize their potential at different stages of training, raise their awareness of strengths and areas for improvement, and identify actions to be taken to improve performance.

When implementing Facebook group, both a teacher and students have their own roles. These roles can make the teaching and learning process by using Facebook group run smoothly. The teacher's roles are:

- a. giving clear instructions to the students about what the students must do in the Facebook group.
- b. giving clear explanations about the activities that the students must join in the Facebook group.
- c. giving extra explanations to make the students more understand about the materials.
- d. the teacher must be ready to give feedbacks to the students' writing.
- e. giving interesting tasks that can motivate the students to join the Facebook group activities.

- f. the teacher must give a discussion room in the Facebook group for the students to develop their critical thinking skills by commenting, suggesting, or criticizing his/her friends' writings.

The students' roles are same as important as the teacher's roles. They can make the teacher easy to control the students' activities in the Facebook group. The students' roles are:

- a. listening to the teacher's instruction about what they must do in the Facebook group.
- b. listening to the teacher's explanations about the activities that they must join in the Facebook group.
- c. participating actively in all activities in the Facebook group with high spirit.
- d. paying attention to the teacher's feedback and the students do not repeat their mistakes in the next writing.

B. Relevant Studies

The first study is the research from Kanda Runapongsa Saikaew et al. (2011) which proved that Facebook has an excellent potential to serve as a lifelong learning channel for teachers and students. In the Facebook group, they found that students actively and quickly participated in both asking and answering the teacher's questions. In addition, the students also shared their new knowledge even after the classes have ended and grades were assigned.

Another study is conducted by Rita Inderawati Rudy (2011) which stated that the teaching English literacy by the implementation of ICT especially Facebook would be more interesting due to their creativity in using sophisticated media and

could encourage the learners to develop their ability in listening, speaking, reading, and writing. It happened because the use of internet by using Facebook could be a medium for the learners to present and comment on their opinion toward their peer writing such as appreciation toward songs, short stories, and a piece of writing in terms of single paragraph and essay as a way of making use the social network in cyber.

An article written by Dafi Khusnita (2013) also proved that the use of Facebook contributes to the improvement of students' skill and the increases in their motivation in writing. The achievement of the students of SMA N 1 Kajen in writing recount text increased after she applied Facebook group in the class. Moreover, the students' writing skill (organization, content, grammar, punctuation, and style and quality of expression) improved too.

Based on the relevant studies, I conducted a research on improving the writing learning process within the context of Junior High School students by using Facebook group.

C. Conceptual Framework

Beside reading, listening, and speaking, writing plays important roles in the students' language learning mastery and also contributes to their future professional careers. It means that the objectives of the English teaching and learning process must be emphasized at helping the students to be able to develop their writing competence.

Sometimes when the teacher has set up the goal of teaching, the writing learning process still faced some problems. It can be seen from the students' writing

performances and their responses toward writing. Most of them agreed that writing was one of the four English basic skills that was difficult to master.

From the information obtained in the observations and interviews with the English teacher, several problems were found related to the teaching and learning process of writing in SMPN 1 Pleret. One of the problems was the writing learning process did not work well. This happened because there were some factors that influenced the writing learning process. Those factors were the teaching technique, limited sources of learning, uninteresting activities and lack of practice. Besides those factors, students also were less motivated in the process of writing.

Then, the English teacher and I decided to use Facebook group as one of the best solutions to those problems. Facebook group was chosen as one of the effective efforts used to deal with the students' writing problems because it has many benefits in the teaching and learning process of writing. The first advantage of using Facebook group is that it makes the students' writing motivation improved. By using Facebook as a learning medium, the students are more interested to write than the only write in the paper. It happens because every day the students use Facebook to communicate with his/her friends or only for entertaining them.

Then using Facebook group in the teaching and learning process of writing also improves their critical thinking skills. By giving comments and feedback to other friends, the student can learn how to express their brave to give the opinion directly to other friends.

In relation to the other benefits in writing, Facebook group can be used as a medium to practice English everywhere, every time along they have internet

connection to access it. The students do not have enough time to practice their writing in the classroom because one of English class meeting is only available for a teacher to teach and deliver the main material. The students need a medium to do those activities and certainly they also want to be guided by their teacher.

The last, Facebook group can be used to improve students' language use and vocabulary because it can be designed into several activities i.e. vocabulary and grammar exercises. The activities encourage the students to improve their vocabulary and language use.

To conclude, in this research study, I used Facebook group, handouts, group quiz, and rewards to be some effective actions to improve writing learning process.

CHAPTER III RESEARCH METHOD

A. Research Type

Because this research tries to solve the problems found in the teaching and learning process of writing based on the preliminary observations and interviews, so this research categorized as action research. Lodico et al. (2010:313) mentions that action research is a type of research that aims to enact immediate changes in an educational setting.

Here are some characteristics of action research as stated by Burns (1999) in McKay (2006:30)

1. Action research is contextual, small-scale and localized-it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

B. Subject of the Research

The subjects of the research were the students of VIII E class of SMP N 1 Pleret. This class was chosen as the subjects of the study based on the discussion between the English teacher and me. It was conducted collaboratively by all research team members. This study involved me, the English teacher, and the students of VIII E class of SMP N 1 Pleret.

C. Research Setting

This action research was carried out during August and September 2014 and conducted in VIII E class of SMP N 1 Pleret, Jalan Imogiri Timur km 9.2 in the academic year of 2014/2015.

The teaching and learning activities in SMP N 1 Pleret are generally grouped into intra-curricular and extra-curricular. Intra curricular activities are the realization of school curriculum program that starts from 07.00 a.m. to 12.45 p.m. Extra-curricular activities are teaching learning activities outside the curriculum to increase students' skill, such as Paskibra and Pramuka.

In the classroom there are white board and an attendance board. Behind the class room, the organization chart of the class and the schedules for cleaning the class hang on the wall. In the middle up of the class, there is a fan, 16 tables and 32 chairs.

D. Time of the Research

The research was conducted in the first semester of the academic year of 2014/ 2015. Then, the action was conducted from August to September 2014. I carried out the actions based on the school schedule, especially the English schedule of VIII E class of SMP N 1 Pleret. I carried out the actions based on the school schedule.

E. Data Collection Techniques and Instruments of the Research

The data were qualitative in nature. To collect the data, doing observation during the teaching and learning process, giving questionnaires, interviewing the students, giving some writing tests and holding discussion with the students, and the

English teacher were used. After the data were collected, they were transformed in the form of field notes, questionnaire, and interview transcripts. A digital camera, observation guide, interviews guide, questionnaire and pre-test were the instruments for collecting data.

The observation guide was used to describe what happened in the classroom. It was used in the reconnaissance and action steps. In the reconnaissance step, the observation guide was used to find out the problems faced by the teacher in the writing class. In the action step, the observation guide was used to see the implementation of the actions and the successes of the research.

Questionnaire was used to get data related to the English teacher's and students' feelings about the condition of teaching and learning process before and after the implementation of the actions. In the reconnaissance step, the questionnaire was used to find out the problems faced by students. The questionnaire was used to find the students' perception toward the English lesson, the difficulties in learning English, the techniques, the materials, the teaching media and the activities.

Interview guide was used to complete the data that hadn't covered yet by using questionnaire. This instrument was used especially to interview the teacher focuses on the teacher's perception toward students' writing ability, the students' involvement during the lesson, the techniques, the materials, the teaching media and the activities. It was also reinforced the result of questionnaire by interviewing some samples of students along teaching and learning process of writing in the class.

Pre-test was used to collect the students' writing ability and problems by seeing their result before the implementation of Facebook group.

F. Procedure of the Research

To conduct this action research, the action research steps were followed by suggestion of Kemmis and McTaggart (1988) in Burns (2010:9). The action research model can be seen below:

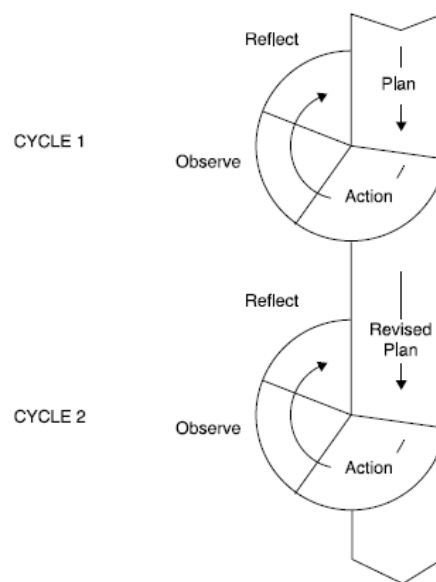


Figure 2: Action Research Model by Kemmis and McTaggart (1988) in Burns (2010:9)

1. Reconnaissance

In this first step, the school problems were found and analyzed. In this study, the teaching and learning process were observed, diagnostic writing test and questionnaire were given and interviews were conducted with some students of class VIII E of SMP N 1 Pleret and the English teacher, and discussions were held with the school principal.

Based on the observations, the questionnaire, the interviews, and the discussions, the existing problems were classified. They are the problems related to

the teaching techniques of the teacher, the activities of the teaching and learning process; and the material given during the teaching and learning process.

2. Planning

In this step, Together with the English teacher, and the school principle, some plans were made to be implemented in the action research. The instruments were prepared such as creating Facebook group, choosing materials, preparing handout for the students and tasks that will be posted in Facebook group and giving rewards to the students and to the most active group.

3. Action and Observation

In this stage, the action was taken. In this action, the students were supported and developed in their changed-behavior and responses. The action plans agreed by the involved members of the research were implemented. They were implemented in two cycles. Together with the collaborator, the students' reactions were observed and recorded during the activities and the interview was done with some students of VIII E class of SMP 1 Pleret after the English lesson. Based on the observation, field notes, an interviews, the involved members discussed the implemented actions and analyzed the result. The result of the discussion was used as an evaluation that would be used to improve the next actions.

4. Reflection

In this stage, an evaluation was made. The reflection was done every time after the implementation of the actions. All involved members in the research made the reflection. Each member contributed to the reflection on the taken actions. The

successful actions were continued in the next teaching and learning process but the unsuccessful actions were modified into the ones that were more suitable.

G. The Technique of Data Analysis

After getting all of the data needed in the research, I continued by analyzing the data. There are five stages that were followed in data analysis. Those are elaborated as follow:

1) Assembling the Data

Firstly, all of the data gained through interview, observation, and students' writing were assembled. The purpose of this step was to see the patterns of the collected data.

2) Coding the Data

In this stage, the large amounts of the data were reduced into more manageable categories. The purpose of coding the data was to be able to identify the patterns more specifically.

3) Comparing the Data

Once the data have been categorized in some way, comparisons can be made to see whether themes or patterns are repeated or developed across different data gathering techniques (Burns:1999). So, in this step, I compared the data in order to identify the relationship and connection between different sources of data.

4) Building Interpretations

In this stage, the meaning of the data was interpreted by involving the creative thinking. I also reflected to the data several times to pose question, rethink the connections and develop explanation of the data.

5) Reporting the Outcomes

The last stage is to present the report of the research. I made a report contained the major processes of the research and showed the findings with the supporting data.

H. Validity and Reliability of the Research

Denscombe (2007:335) states that validity means whether or not the data reflect the truth, reflect reality and cover the crucial matters. To fulfill the validity of the research, Anderson in Burns (1999:161) proposes five criteria namely democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity

It is related to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. In this research, the criterion is related to the participants' opportunity to give their personal opinion, ideas, and comments about the implication of the action research. The democratic validity was fulfilled by having discussions with the research team member. During the discussion they were given abundant chances to give ideas, comments, and suggestion toward the research. The first, some discussions were held to discuss the progress of the research. In the end of every meeting, the collaborators and I had a discussion to reflect the actions

of that day. In the end of every cycle, a discussion was held to evaluate the actions that had been implemented and to plan the actions in the next cycle.

2. Outcome Validity

Burns (1999) states that outcome validity refers to the action that leads to successful outcomes within the research context. To fulfill the outcome validity, some indicators that show improvement of the writing learning process were formulated together. The indicators are as follows:

- a. The students' opportunity to write increase;
- b. The teacher would focus on the teaching of writing with the use of Facebook group;
- c. The students would enjoy the writing activities;
- d. There would be interesting media in the teaching and learning process;
- e. The students would be active during the English teaching and learning process.

3. Process validity

It is related to the criterion to make the action research believable. To get the process validity, I collected the data by doing observation, taking note during the observation, and recording the interview process. In this case, the actions were believable.

4. Catalytic validity

It relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they

can make changes within it. This validity is accomplished by interviewing the teacher and the students to know their perceptions of the problem and the understanding of their roles in the research.

5. Dialogic validity

It is the process of peer review that is commonly used in the academic research. One of the values of the research is monitored by peer. In this case, the English teacher helped me to be the researcher's collaborator in conducting the research. The collaborator always got involved in the process of the research.

To obtain trustworthiness, a triangulation technique was used. Burns (1999:164) proposes four forms of triangulations, but in this research, two forms of triangulation were used only. They are time triangulation and investigator triangulation.

1. Time Triangulation

The data would be collected at one point in time or in over period of time to get a set sense of what are involved in the process. In this study, the data were collected from August to September 2014. During that period of time, this research was conducted in using Facebook group to improve students' writing learning process and done in two cycles consist of six meetings. During the research, the process of data collection was done.

2. Investigator triangulation

More than one observer was involved in the same research setting to avoid the observer being biased and to provide checks on the reliability of the observations. In this study, there were two observers in this study, i.e. the English teacher as a collaborator and the researcher teacher.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the process and the findings of the research. There are two sections in this chapter. The first section presents the reconnaissance steps. The second one reports the results of the action research cycles: plans, actions, observation and reflections. This action research was done in two cycles. In the reconnaissance step, I observed and identified the field problems concerning the teaching and learning process of writing. After finding the general problems, the English teacher and I decided to solve the field problems related to the improvement of English learning process especially writing. Then, the English teacher and I planned some actions that would be implemented to solve the field problems using Facebook group. After that, I moved on to the next levels, which were doing actions and observations. The planned actions were implemented and observed to evaluate whether the use of Facebook group could improve the writing learning process of VIII E students of SMP N 1 Pleret. The final step was reflection of the actions. It was done to make the better improvement in the next Cycle. The steps of this action research study that I conducted in VIII E of SMP N 1 Pleret are discussed in the following.

A. Reconnaissance

Initial fact-finding is the first step in conducting action research. To identify the field problems concerning the English teaching and learning process of VIII E class of SMP N 1 Pleret, I did some activities. First, a class observation was

conducted to know the teaching and learning process of English at SMPN 1 Pleret, especially in VIII E class. Second, some interviews were also conducted to get more information related to the teaching and learning process. The observation to VIII E students was conducted on August 13th, 2014 whereas interview to the English teacher of VIII E was on August 19th. Third, the questionnaires were distributed in order to strengthen the findings of general problems on August 16th, 2014.

1. Identification of the Field Problems

The first process of the research was identifying the field problems. To identify the field problems of the English teaching and learning process in Grade VIII E, I gathered the data through class observations, distributing questionnaires, conducting interviews and holding discussions. The situation of the teaching and learning process in VIII E class of SMPN 1 Pleret can be seen through the following vignette.

VIGNETTE
English Lesson at VIII E Class of SMPN 1 Pleret
(Duration: 2 X 40 minutes)

Day : Wednesday, August 13th, 2014
 Time : 10.00 – 11.20
 Place : VIII E Class of SMPN 1 Pleret
 Activity : Observation

The English lesson in SMPN 1 Pleret was about eighty minutes in every meeting. I had observed one of the class which was holding English teaching and learning process that was VIII E class. The class was conducted by Mrs. Ratna. She was one of the English teachers in SMPN 1 Pleret.

The English lesson was started at ten o'clock and began by greeting so that there was an interaction or short conversation between the teacher and the students. The interaction can be seen below.

(continued)

The teacher : “Assalamu’alaikum wr. wb.”
 Students : “Wa’alaikumsalam wr. wb.”
 The teacher : “Good morning my students”
 Students : “Good morning” (Some students kept silent.)
 The teacher : “Good morning my students” (said louder)
 Students : “Good morning” (All students responded the teacher’s greeting.)
 The teacher : “How are you today?”
 Students : “I’m fine thank you, and you?”
 The teacher : “I’m fine too.”

Most of the students were not ready for the lesson because they talked to their friends and did not pay attention to the teacher’s first greeting. The teacher needed to repeat her greeting by saying it louder to make the students paid attention to her and were ready to learn English at that time.

After greeting the students, the teacher checked the students’ attendance. She asked to the students “Who is absence today?” then some students replied by saying “*Nihil*, Ma’am.”

After checking the students’ attendance, the teacher continued the teaching and learning process by writing some expressions of asking for my friends’ attention on the whiteboard. She also asked the students to write down those expressions in their notebook. It took much time to do this activity, it was about 20 minutes. To check whether the students had written down the expressions or not, sometimes the teacher went around from one student’s table to others.

The teacher continued the activity by explaining those expressions to the students. While the teacher was explaining the materials, some students did not pay attention to her explanation and they chose to talk each other. To solve this problem, the teacher attracted the students’ attention by singing a song. Then the class atmosphere changed and she pronounced those expressions, whereas the students repeated after her.

The last activity, the teacher asked the students to create a dialogue that contained some expressions which had been explained recently. This activity was done in pair and they could take the expressions from the other sources. In doing this activity, many students got some problems. They had problems in finding the topic of conversation, using those expressions, and choosing the appropriate vocabulary.

Many students were doing the task when the bell rang. To finish the task, they went around and copied their friends’ work. Some of them had not done yet the task but they might to collect them. The teacher ended the class after she had got all the students’ work by saying:

(continued)

The teacher : “Ok my students, because the time is up, your work must be collected now. The next meeting, I will ask you to practice the dialogue. Thank you. Assalamu’alaikum wr.wb.”

Students : “Wa’alaikumsalam”

The teacher : “Good bye and see you next time”

Students : “Bye. See you”

Then the teacher left the class.

(Appendix A/Field Note 2/ Wednesday, August 13th 2014)

The vignette above indicates that the process of the teaching and learning writing was not quite successful. There were some problems which occurred during the process of the teaching and learning of writing. The first, it shows us that the teacher in that class was teaching by using conventional method. It happened because the teaching technique used by the teacher was teacher-centered. She did not provide a sufficient opportunity for the students to learn by experience. It can be seen during the teaching and learning process, the teacher was more dominant and the students tended to be passive participants.

The second, the teacher did not provide enough learning sources. In the teaching and learning process, the teacher only used the copy of student’s course book. It happened because the main students’ course book had not been distributed yet to the SMPN 1 Pleret, so the teacher only copied that book and distributed them only in the English class. The content of the main course book also was not good because there were not tasks that could give the students experience to practice writing. It can be seen from the teacher’s interview below.

R: *Ibu, selama ini anak-anak belajar bahasa inggris dari mana?* (During the teaching and learning process, what are the learning sources used by the students?)

T: *Ini sementara saya copy-kan buku pelajaran bahasa inggris yang dari pemerintah dan sesekali saya jelaskan lewat papan tulis.* (I only gave temporarily the copies of the main course book to the students and sometimes I explained the material using a white board.)

R: *Tapi saya lihat buku itu tidak menyediakan aktivitas yang bagus untuk belajar menulis? Gimana menurut ibu?* (But I think that book doesn't provide some good activities to practice writing, what's your opinion?)

T: *Sementara ini menjadi pegangan anak-anak dulu mas. Memang buku ini masih harus direvisi dan banyak sekali perbaikan.* (I give this copy temporarily to the students although it needs to revise.)

(Interview Transcript 4)

The students had to take the copies of English book from English teacher's desk. The students only could use them during the English class and could not bring them to their home. It happened because they had to turn them back after the class finished. It gave the students a little chance to learn the materials again at home. To give additional materials, sometimes the teacher explained the materials on the white board, but it made the students spent more time in writing them in their notebook.

During the observation, the classroom activities were monotonous and did not encourage the students to involve actively in the teaching and writing learning process. The teacher also rarely combined the activities with other interesting activities, such as using pictures as the medium to stimulate the students' ideas or browsing some interesting materials on the internet to increase students' motivation to get involved in the writing activities. This situation led the students to easily got bored.

Another problem, the students did not have enough time to practice writing during the English class whereas writing practice activity was important to improve

the writing learning process. We can see from the vignette above, one meeting of the English class in SMPN 1 Pleret was about 2 X 40 minutes but many students had not finished yet creating a dialogue with his/her friends. It showed that the students needed more time outside the English class to learn how to make a good writing.

Besides improving writing learning process, practicing also can improve the students' writing ability. Writing practice makes the students familiar with nouns, verbs, adjectives, and adverbs and how to use them to create some sentences, paragraphs or texts every time. It was widely believed that the time allocation for the students in the English class was not enough for them to practice writing. As the result, the students found many difficulties to make a better writing. The students' writing difficulties were about the content, vocabularies, grammars and writing mechanics.

The first difficulty faced by the students was about the content. The students faced difficulty to get idea that they wanted to write. They could not get the inspiration in writing because they did not have a writing habit. As the result, many students wasted the time only for finding what they wanted to write until the bell rang.

Vocabulary mastery was the next difficulty faced by the students in writing. It was represented in their word choices in writing. In the observation, the students preferred to ask the teacher about the meaning of some English words or what was the English of some Indonesian words. What they did was not good because it made them became dependent with their teacher and could not explore their ability by

themselves. It would be better if the students brought a dictionary or used their smart phone to help them increasing the vocabulary level.

The third difficulty was about grammar mastery. Besides vocabulary mastery, grammar mastery is one of the important requirements for the students to make an acceptable sentence. If someone does not understand the English grammar, she/he will not be able to fulfill the requirement. An example of grammatical error written by VIII E students can be shown in the figure below.

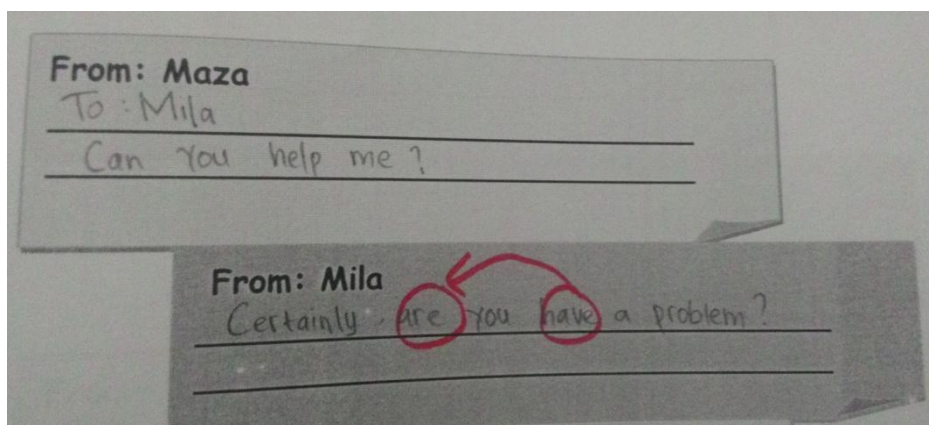


Figure 3: **The Grammar Error Made by the Students in the Pre-Test.**

The figure above is the example of a VIII E student's work. There was not only one student who made that kind of grammatical error, but there were also some students who had a similar problem. For the example, in the figure above, there was a student who could not distinguish the use of auxiliary verbs. She used incorrect auxiliary verb in creating an interrogative sentence. The students had to use auxiliary verb 'do' to make it became an acceptable sentence.

The mechanization in writing was something that was also another aspect of writing that the students forgot to use. In writing a short message as shown below,

the students made many errors in capitalization and spelling. It indicates that the students did not pay attention to the use of capital letter in the beginning of the first word and did not put the exclamation mark in the end of the sentence. The students also did not care about the spelling of the word that could be seen by incorrectly using the word 'please'. The student's writing mechanization error can be reflected by the figure below:

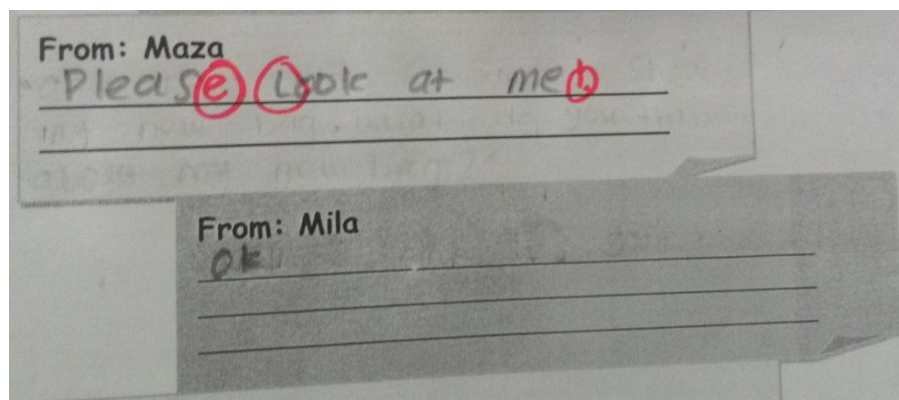


Figure 4: The Writing Mechanization Error Made by the Students in the Pre-Test.

When the students faced some writing difficulties during the English class, they preferred to do their favorite activity than solve them. By distributing some questionnaires to the students, I could conclude that their favorite activity at home was accessing Facebook website. They usually accessed Facebook website for at least 2-3 hours per day and it was only for entertainment purpose.

From the identified problems above, there were many problems which occurred during the teaching and learning process which were obtained from doing observation, distributing questionnaire and conducting interview. By doing these actions, this research had fulfilled process validity, democratic validity, and dialogic

validity. Table 3 shows that some problems concerning the teaching and learning process of English of Grade VIII E of SMPN 1 Pleret were related to the teaching technique, limited sources of learning and lack of writing practice. Those problems are presented in the following table.

Table 3: Field problems in the English teaching and learning process in VIII E of SMP N 1 Pleret

No.	Field Problems	Code
1.	The students were not ready to study when the teacher came to the class in the first period.	S
2.	The students did not pay attention to the teacher's explanation.	S
3.	The students talked to their friends about something which was not related to the teaching and learning process.	S
4.	The teaching technique used by the teacher was teacher-centered.	T
5.	The materials were mostly taken from the copy of the main course book that was only provided during the English class.	LM
6.	The teacher explained the additional materials on the whiteboard and the students needed much time to write down them.	LM
7.	Most of the students had difficulties in generating the ideas.	S
8.	Most of the students did not have sufficient vocabulary mastery.	S
9.	The students felt difficulty to do the task because they did not bring dictionary with them.	S
10.	The students could not finish the task by the given time.	S
11.	The students still had difficulties in terms of grammar, tenses, word order, spelling, and the use of the article.	S
12.	The activities were monotonous.	A
13.	The teacher did not create interesting writing activities.	A
14.	The students lacked of writing practice.	S
15.	The teacher did not use any interesting media to engage students with the lesson.	M
16.	The teacher did not give interesting materials.	LM
17.	Most of the students had a Facebook Account but they only used it for entertainment purpose.	S

Note

S: Students

LM : Learning Material

A: Activity

T: Teacher

M : Media

2. Selecting the Problems

As stated in the beginning of the Chapter I, I only focused on the effort to improve writing learning process by using Facebook group. By doing so, helpfully, the students could have enough time to write outside the class and enjoy that activity. Then, it could make the writing learning process improved. Considering this reason, the research team members decided to overcome the field problems based on the urgency level and feasibility to solve.

Table 4: Feasible Writing Problems of VIII E Class SMPN 1 Pleret to be Solved

No.	Field Problems	Code
1.	The materials were mostly taken from the copy of the main course book that was only provided during the English class.	LM
2.	The teacher did not create interesting writing activities.	A
3.	The students got bored with the classroom activities.	A
4.	The students lacked of writing practice.	S
5.	The teacher did not use any interesting media to engage the students with the lesson.	M
6.	Most of the students had Facebook account but they only used it for entertainment.	S

After selecting the field problems that would be solved, the English teacher and I analyzed the problems to find the main causes. This step was needed to recognize the obstacles and the weaknesses in relation to the field problems found.

Table5: Field Problems and Causes

No.	Field Problems	Causes
1.	The materials were mostly taken from the copy of the main course book that was only provided during the English class.	The curriculum 2013 just began and the teacher did not provide the materials from other sources beside the copy of main course book.
2.	The students got bored with the classroom activities.	The teaching and learning activities in the writing class were monotonous. There were not any activities that motivated the

		students to join the teaching and learning.
3.	Most of the students had Facebook Account but they only used it for entertainment purpose.	There was not innovation from the teacher to improve the writing learning process through the Facebook group.
4.	The students lacked of writing practice.	It took only 2X40 minutes in one meeting for a teacher to deliver the teaching and learning activity during the English class.
5.	The teacher did not create interesting writing activities.	The teacher only focused on the materials from the copy of main course book. She did not try to make the students interested with the lesson.
6.	The teacher did not use any interesting media to engage students with the lesson.	

After the problems were identified and documented, the English teacher and I made some plans of actions to solve the field problems. The actions are presented in the following table.

Table 6: Field Problems, Main Causes, and Actions

No.	Field Problems	Causes	Actions
1.	The materials were mostly taken from the copy of the main course book that was only provided during the English class.	The curriculum 2013 just began and the teacher did not provide the materials from other sources beside the copy of main course book.	Giving the students handouts and extra materials in the Facebook group to help them learnt the materials.
2.	The students got bored with the classroom activities.	The teaching and learning activities in the writing class were monotonous. There were not any activities that motivated the students to join the teaching and learning.	Creating a group quiz and giving some rewards for the best and the most active students and groups.
3.	Most of the students had a Facebook account but they only used it for entertainment	There was not innovation from the teacher to implement learning English especially writing in the Facebook group.	Creating a Facebook group and implementing it in the
4.	The students lacked of writing practice.	It took only 2X40 minutes in one meeting for a teacher to deliver the	

		teaching and learning activity during the English class.	writing learning process.
5.	The teacher did not create interesting writing activities.	The teacher only focused on the materials from the copy of main course book. She did not try to make the students interested with the lesson.	
6.	The teacher did not use any interesting media to engage students with the lesson.		

To solve the first problem, I used some handouts to help the students learnt the material. I made some handouts for the learning source which the materials were adapted and adopted from some internet websites and another book. In selecting the texts, I chose the appropriate materials such as reading texts and some tasks that were relevant to the students of junior high schools, especially for the students of grade VIII E SMPN 1 Pleret. The reason of giving some handouts was helping them to learn the materials and catching their attention so they would be interested in learning them. Before doing this action, I made some lesson plans of the action and discussed them with the English teacher.

To solve the second problem, I created a group quiz and gave some rewards. The group quiz was created in order to make the students had more effort to show their best competence in doing every teacher's instruction. The rewards were in the form of giving good comments and gifts were used to appreciate their effort for the best and active students and groups. By creating a group quiz and giving rewards, I could motivate the students to join all learning activities with high spirit.

I implemented Facebook group to solve the third-sixth problems. The aim of implementing it was to change the students' behavior that Facebook is not only used

for entertainment but also for education. So, besides entertainment purpose; writing status, uploading their private photos and videos or playing games in the Facebook, they could learn how to make a good writing outside English class, everywhere and every time as long as they had internet connection. The writing activities in the Facebook were interesting because they would be combined with uploading photos and stimulating other students to be active to response their friends' writing work.

B. The Implementation of Cycle I

1. Planning

Considering the problems identified above, some efforts were planned to solve them. The efforts were focused on improving writing learning process through Facebook group. Based on the results of the discussion with the collaborator in a democratic and dialogic atmosphere on August6, 2014, the action plans of the first Cycle that would be performed are presented below.

a. Giving some handouts of the materials

Each student would get some handouts during the English class to help his or her learning. Some handouts would be distributed whenever they learnt new materials. It would consist of the explanation of materials and tasks. The materials were about a short message containing the expressions of stating and asking someone's ability and willingness would be adapted and adopted from some internet websites and another main course book such as *Interactive English*. To enrich the materials and tasks, I also would develop the materials by myself.

The difficulty level of the materials and tasks in the handouts would be adapted to VIII E students' writing ability which was known from the interview, discussion with the collaborator, and the pre-test result.

b. Applying a group quiz

Considering the result of observations and interviews that some students were not motivated to take part in the teaching and learning process, I would give some actions to improve students' motivation. I planned to make the teaching and learning atmosphere more motivating that was creating a group quiz.

I would give a quiz to the groups every once a week and share the quiz scores before we ended the English class every meeting. I would also motivate them to join the quiz with high spirit during the implementation the teaching and learning. The questions of the quiz were around the tasks that I would give in the handouts. By doing them, the students would never give up and always try to show their best abilities. It happened because the quiz would create rivalry atmosphere between the students.

c. Giving some rewards

To appreciate the students' effort when they succeeded in doing the tasks, I would give them some rewards. The rewards would be in the form of good comments and gifts. Some good comments by saying *good, that's right, great, awesome, good job* or *I'm happy for having students like you* would be given for students who tried to be active in the teaching and learning process, whereas the gifts would be given for a student and group who succeeded to be the best and active student and group in the end of the actions.

d. Creating a Facebook group and implement it in the writing learning process

I would create the interesting Facebook group that would attract the students to learn. Creating interesting Facebook group to learn started from uploading the cover picture of the group and giving it the attractive name. I also would choose the enjoyable picture to make the students interested to learn.

After creating a Facebook group, I would give the students some individual, pair and group tasks to support the students in practicing writing. In individual task, they would write a sentence about the material explained recently. In pair task, the students were free to write and choose his /her friend and they could do the tasks as many as they liked. In a group task, I would make a group of four students by referring the pre-test result. The activity for the group task was analyzing the friends' sentence in the individual or pair task that would have been written before.

2. Action and Observation in Cycle 1

The implementation of the actions in the first Cycle was done in three meetings. The first meeting was conducted on Saturday, September 6th, 2014, the second was on Monday, September 8th, 2014 and the third meeting was on Wednesday, September 10th, 2014. I acted as the teacher and the English teacher became the observer. In this Cycle, while the teacher implemented the action, the collaborator took notes in the back of the class to observe the teaching and learning process. The complete description is provided below.

a. Giving Some handouts of the materials

Several days before the Cycle I implemented, I had prepared the handouts from many sources, such as some internet sources, from the students' main course

book; *When English Rings a Bell* and the additional book; *Interactive English*. Before distributing the handouts to the students, I had consulted the content of the handouts to the collaborator and got some feedbacks from her and directly revised it to the final version. After the handouts were ready to be distributed, I copied them as many as the number of the students, so when the students faced new materials, they all had been got it.

In The first meeting of the Cycle I, I distributed the handouts to the students. The handouts were given before the lesson started. It helped them to learn the materials explained and saved time not for making notes. The materials were about a short message containing the expressions of stating and asking someone's ability and willingness. I also gave the handouts to the collaborator in order to make her understood how far I could explain the handouts in the teaching and learning process.

The second and third meeting, I still used the same handouts. The materials and tasks only continued from the first meeting.

b. Applying a group quiz

In the second meeting of Cycle I, I divided VIII E students into some small groups. Each group consisted of four to five students with different gender and achievement. To gain students' motivation, I created group names by their desires. They mentioned the name of the group one by one and I wrote them in the white board. They were quite creative to create their group's name. Most of the students were smiling because they were satisfied to give the names of the group by their desires.

In Curriculum 2013, there was one of the learning processes which needed a group activity, it was presentation process. Before each group presented their understanding, I asked some groups to answer my question related to the materials given before. I promised to them to give the rewards for the group that had the highest score in answering them.

The group quiz was in the second meeting before they presented their understanding about the materials. The questions that I gave to the students were about the rearrangement of the words. I did not point someone but let the representative of the group to answer. Some students raised their hands and said, *“Mas, aku Mas”*. *“Mas, aku bisa njawab”*. *“Kita Mas, kita ngacung duluan”*. *“Mas, pilih kita dong”*. The class started to be noisy because these students’ activity. Finally, I gave a chance to the student who raised their hands fastest. If his/her answer was incorrect, I gave a chance to another student to answer the question. The score would be added to his/her group’s score.

In the group quiz, some students were busy with their business. Because they sat on the back row, they did other subject homework and thought that I did not pay attention to them. Finally I approached the students and asked them to join the English teaching and learning activities. After that, they put their mathematic book in their bag and they started to join the classroom activities.

The students were enthusiastic to answer my question. Most of them successfully answered my question and some of them might be willing their scores given to the other group. Finally, the Yosi’s group succeeded in collecting the highest score and entitled to get the rewards in the end of meeting.

c. Giving some rewards

To motivate the students, some rewards were given in the form of good comments and gifts. I gave good comments when they tried to be active in the teaching and learning process. It had purpose to appreciate the students. It was expected that the students would be more motivated in learning English because they would feel happy if they did the task successfully. This action was implemented by *saying excellent, good student, great, awesome, good job or I'm happy for having students like you* when they tried to answer the questions or did anything they were asked to do.

The main rewards were given in the end of Cycle. In this Cycle, I gave the rewards for two occasions. The first was for the most active student in joining the class activity. The second was for two groups which had the highest score. All rewards are in the form of chocolates. Before announcing the winner, I advised the students not to be sad and give up if they could not get rewards. The activity was shown in the field note below.

It's time for me to announce the student who becomes the most active in joining the activity and the group which had the highest score in the last activity, *"Ok students, and let me announce the most active student and the best group. Hopefully, this reward will encourage you all to be more active and do the best in the next activity. Buat yang belum menang di kesempatan lain pasti bisa dapat hadiah asal selalu aktif dalam mengikuti kegiatan yang mas berikan. And the winner is Yovita Febri Kinayungan and the group that gets the highest score is Bosno"*.

(Appendix A/Field Note 7/ Wednesday, September 10th 2014)

d. Implementing the Facebook Group in the teaching and learning process

The first step, I created a particular Facebook account for teaching and learning purpose before the implementation of Facebook group in the teaching and learning process. This action was useful to distinguish my public Facebook account with my particular Facebook account for teaching and learning. By distinguishing them, the students could not know my private activity like sharing private status, photos and videos about my social and family life. The appearances of my public Facebook account and the particular Facebook account for teaching and learning can be seen below:



Figure 5: My Public Facebook Account

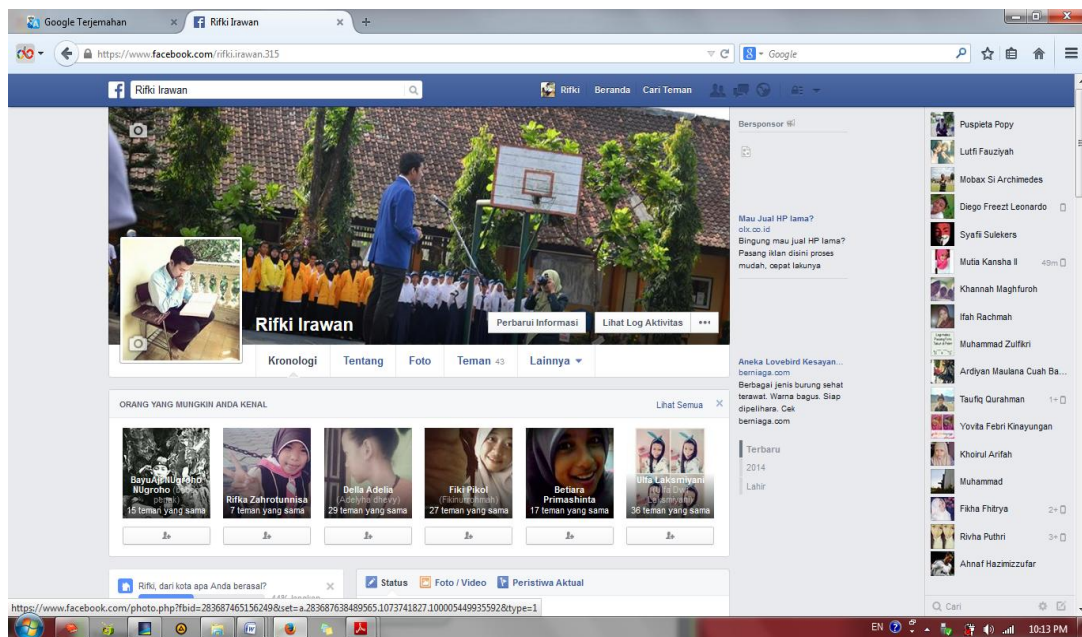


Figure 6: My Particular Facebook Account for Teaching and Learning

The particular Facebook account was used only for teaching and learning process, so there were not status, photos and videos that shared about my and family life in this account. Selecting the profile and cover photo were also important in order to give a good example to the students. By choosing the photo when I was studying for the profile photo and giving a speech as a cover photo would give them an inspiration to do the same things like what I did.

The second step was creating a Facebook group. I chose 8E English Club as the name of the group to identify the members of the group that were the students of VIII E. Same as a Facebook account, the Facebook group needed a cover photo, so I chose the attractive picture which could make them interested to open and join all of the activities contained in the Facebook group.



Figure 7: The Display of VIII E English Club Facebook Group

After creating a Facebook group, I invited the group members to join the activities that I had provided during the teaching and learning activities in the Facebook group. Because the members of the group were the students of VIII E, so I got their Facebook account by asking the students when I gave them a questionnaire several weeks before I implemented it in the teaching and learning activities especially writing. The information of their Facebook account that I asked was not only from their Facebook name, but also from the e-mail which they used.

Most of the students had a Facebook account, but there was one student who did not have it. I asked the student to create a Facebook account immediately and explained to her if it was important for the next teaching and learning activity. The student agreed and promised to create it.

I ensured all students' Facebook account were invited and were ready to join all activities in the Facebook group before I started to implement it in the teaching and learning activity. Finally, the student who did not have a Facebook Account had created it and added my Facebook account to be her friend. I confirmed and invited her account immediately to join the Facebook group.

To welcome VIII E students as the members of the Facebook group, I wrote some sentences to greet them. By the same post, I also hoped the students to participate well in every activity and motivate them.

As I said before, Facebook group was used to solve some problems in the writing learning process. I began to implement it from the first meeting in the Cycle I. The implementation of Facebook group in the teaching and learning of writing was begun when I gave the extra materials in the recently meeting by posting them in the wall of Facebook group. Immediately, Facebook would give the members a notification when there were new posts in the Facebook group, the students also could open it directly. After reading my explanation in the Facebook group, the students who had understood the materials could explore the materials deeper and the students who still confused them could ask some questions or give their opinions in the comment side in the below of my explanation. I, as the teacher here, could answer or respond directly to the students' questions or comments also by writing it in the comment side with mentioning his/her name. Automatically, Facebook would send the students notifications when I or his/her friend wrote something in the comment of my explanation's post.

The next step, I wrote some tasks in the wall of the Facebook group. I divided the tasks that were posted in the Facebook group in to three types. They are individual, pair, and group task.

In Individual task, I asked the students to write a short sentence and to upload photo to make the task more attractive. This activity was aimed for the students to use the sentence structure and to write individually a sentence that contained the expressions that had been taught by the teacher.

In the Cycle I, I asked the students to write a sentence that contained two expressions in the different tasks; they are expressions of stating and asking about ability and showing willingness. The students were free to write some sentences more than one. In the implementation, the students wrote around three sentences in these tasks. Moreover, there was a student who wrote more than six sentences.

 **Rifki Irawan**
6 September 2014 · Edited

TUGAS!!
Upload your photo in the Facebook Group about your ability and make a sentence stating if you can/can't do that activity. See the example:
(Upload foto kamu di sini tentang kemampuanmu dan buat kalimat yang menyatakan kamu bisa atau ga bisa mengerjakan akitivitasmu itu..
Contohnya...

Unlike · Comment

👍 You, Fina Idamatusilmi, Diego Freezt Leonardo, Ermin Fadlina and 6 others like this. ✓ Seen by 30

💬 View previous comments

 **Mobax De Fuhrer** I can build a pyramid from a cards. The pyramid is'nt like Giza Pyramid in Egypt... Hehe 😊



9951133/#

 **Ifah Rachmah** I can see the art exhibition



18 September 2014 at 20:30 · Like

Figure 8: The Examples of Individual Students' Work in the Facebook Group

In pair task, the students created short messages related to the material given by the teacher. In the Cycle I, the materials related to the expression of stating or asking about ability and willingness. In pairs, the first student created a short message and the other student replied it and this action repeat continuously.



Figure 9: The Examples of Pair Students' Work in the Facebook Group

The students were also asked to form a group that consisted of four students. These groups were mixed heterogeneously in terms of gender and students performance. The arrangement of small heterogeneous groups encouraged students to help, share, and support each other's learning. These groups were same as the group which had been made before in the group quiz activities. In a group, students analyzed some sentences or short messages from their friends that were re-posted by me in the Facebook group wall.

These activities were aimed at maintaining good working relationships among members and helped the students to share one's knowledge to others. In doing the task, the teacher gave permission to the students to discuss with their friends through Facebook Chat.

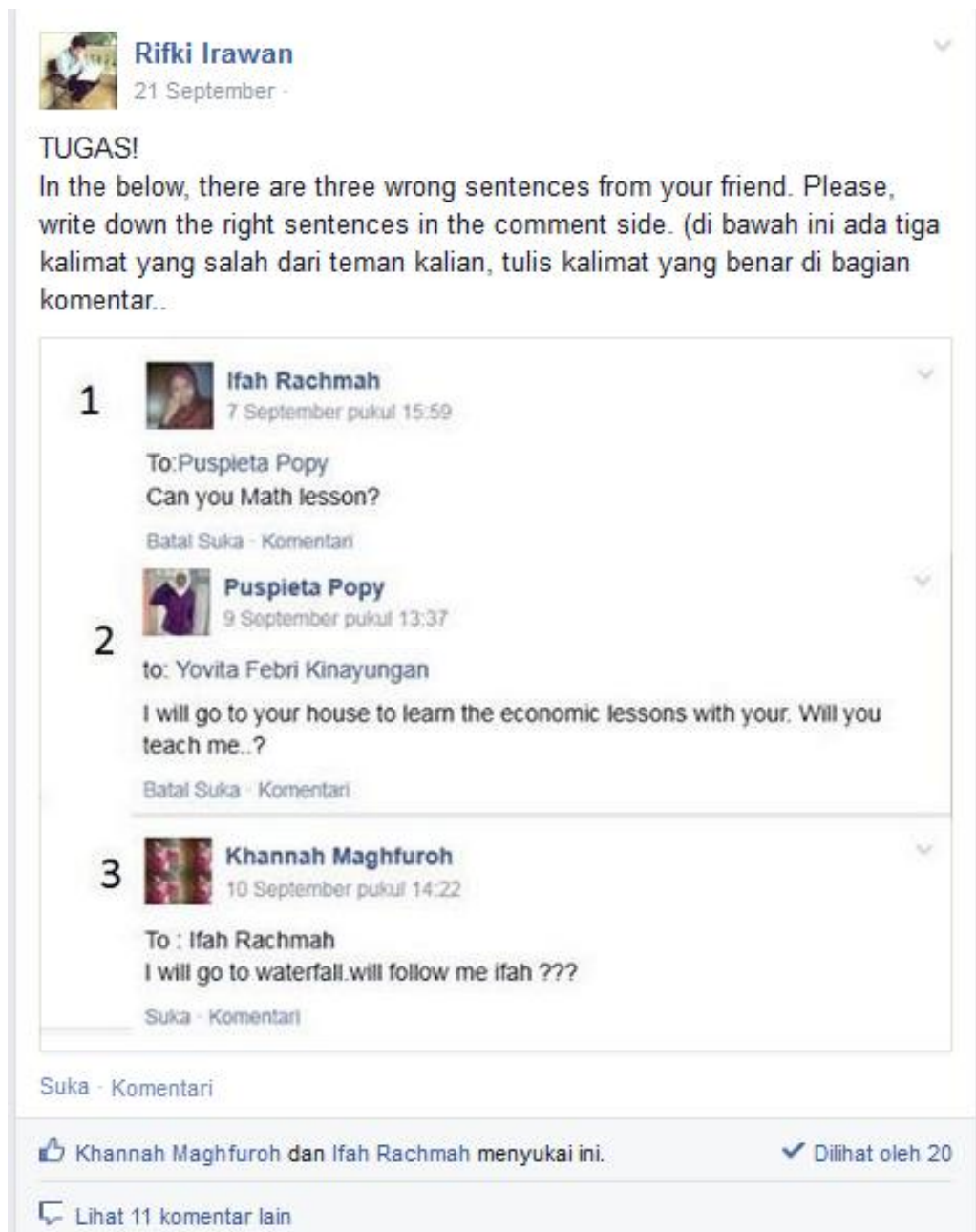


Figure 10: The Examples of Group's Work in the Facebook Group

3. Reflection of Cycle I

After conducting the actions in Cycle I, the collaborators and I conducted a discussion to make some reflections. It was to fulfill the democratic validity and the

dialogic validity as mentioned in Chapter III. In this discussion, we analyzed the data from the observations, and the interview transcripts to evaluate the action conducted. Everyone was free to express their opinions, feelings, and suggestions related to the actions that had been implemented. Based on the observation and the interview, it was found that there were some successful actions but some problems still occurring. So that, there were also some actions that needed to be re-applied or modified in order to achieve the goal of the research. The following were the results of the cycle I reflection.

a. Giving Some handouts of the materials

The handouts given to the students were effective to help the students in learning the materials. They did not need to write my explanation since the explanation had been given the handout. As the result, the students could focus on the teacher's explanation instead of making notes. Moreover, the handouts were also more complete from the teacher's copies which were usually distributed only when they studied during the English class.

The following interview transcript describes the students' feeling towards the use of handouts during the teaching and learning process.

R: *Selama ini kan kamu cuma belajar lewat fotokopian dari Bu Ratna tuh, kalo sekarang gimana belajarnya? terbantu ga dengan diberikannya hand out itu?* (So far, you just learnt English from some copies of Mrs. Ratna, how about now? Did the handouts that I gave to you help you understand the material?)

S: *Iya mas, kalo dibandingin dengan fotokopian dari Bu Ratna, lengkapan handout dari mas, saya jadi lebih paham materinya.* (Yes they did, **if they compares with the copies from Mrs. Ratna, its better the handout from you.** I can better understand the material)

(Interview Transcript 6)

R: *Handout atau lembaran yang mas berikan membantu gak dalam belajar kalian?* (Did some handouts or papers help you understanding the lessons?)
 S: *Ya mas. Kalo biasanya kan banyak nyatet, jadi banyak kehabisan waktu buat nyatet penjelasan dipapan tulis.* (Yes they did. Before you gave the handout, I used to write a lot and ran out of time to write all the explanation on the whiteboard.)

(Interview Transcript 7)

b. Applying a group quiz

Applying a group quiz was effective to improve the students' motivation in the teaching and learning process.

In general, the students were excited and enthusiastic in joining a group quiz. They were happy by having partners to work together with since the tasks were easy to be completed. By implementing this activity, most of the students liked it. It was reflected in the interview below:

R: *Susah ya menganalisis kalimat yang salah di Grup Facebook?* (What is your opinion about analyzing some wrong sentences in the Facebook group?)
 S: *Ya susah-susah gampang mas.* (I think they were difficult but we could do those tasks.)
 R: *Maksudnya gimana?* (What do you mean?)
 S: *Yo gampang kalo kerjainnya bareng-bareng temen.* (The tasks were easy if we did it together in a group)

(Interview Transcript 11)

c. Giving some rewards

Most of the students were happy when I gave the rewards as an appreciation for their efforts. In addition, the rewards that could motivate them in learning English. The interview transcripts below describe the student's feeling about the rewards in the teaching and learning process in the Cycle I.

R: *Eh kamu kok tiba-tiba posting banyak di facebook group?*(Why did you suddenly post a lot of answers in the Facebook Group?)

S: *Iya mas, saya ga mau kalah sama yang lain. Yang ini gimana mas cara ngerjainnya?*(Yeah. I did not want to lose with the others. How about this task? How can I do it?)

R: *Coba lihat contoh-contoh yang udah mas kasih.*(Look at the other examples that I had written there.)

S: *Ok mas siap. Saya bakal posting lebih banyak. Buka grupnya ya mas?* (Ok. I will post more answers. Open the the group notification please!)

(Interview Transcript 12)

R: *Gimana perasaanmu dikasih hadiah pas pelajaran tadi?* (What is your feeling after I gave the rewards to your group?)

S: *Seneng Mas. Jadi termotivasi. Tadi kelompokku dapet cokelat. Besok lagi hadiahnya barang yang awet aja ya mas?* (**I am happy. It motivated me. My team got the rewards.** We got some bars of chocolate. Next time, It will be better if you give the durable things.)

(Interview Transcript 13)

As the interview above, most of the students were happy when they got rewards. But there were few students who disagreed with the kind of the rewards. They suggested me if the rewards were in the form of durable objects that could be useful for them every time.

After accepting the student's suggestion, I asked the collaborator's opinion about my action to increase the students' motivation with the rewards. She suggested me to find the rewards that were durable and could be useful and helpful for students in learning English. Finally I chose to give the students an English dictionary and it will be implemented in the end of meeting of Cycle II. The collaborator's suggestion was reflected in the interview below:

R: *Menurut ibu, bagaimana hadiah yang sudah saya berikan kepada siswa? Apakah sudah tepat?* (In your opinion, how about the rewards that had been given by me to the students?)

C: *Menurut Ibu, kalau makanan belum terlalu baik ya. Lebih baik kalo barang itu awet sepertinya lebih berguna.* (In my opinion, the chocolate as a reward was not too good. The reward is better something that is durable and the students will always remember you.)

R: *barang yang awet?* (durable object?)

C: *oh iya. Plus berguna juga buat anak-anak terutama buat belajar bahasa inggris.* (Yes, and maybe something that is useful for students especially for learning English.)

R: *Hmm.. Ok bu makasih. Pertemuan selanjutnya saya akan beri mereka hadiah yang berupa kamus.* (O. Thank you. The next meeting I will give them a dictionary for the rewards.)

(Interview Transcript 14)

d. Implementing the Facebook Group in the teaching and learning process

As I mentioned in the field problems, the students did not have other learning sources except the copy of their main course book. Besides giving some handouts, I also used Facebook group to give them extra explanations to enrich the students' learning sources.

The implementation of using Facebook group to give the students extra materials was successful. This action provided opportunity to make the students explored more materials given recently in the classroom by asking or giving comments in the comment side of the explanation post. Besides those activities, the students could share their comprehension about the materials too. Thus, the students were more involved in the teaching and learning process outside the classroom. This can be inferred from the interview below:

R: *Eh tadi mas udah posting materi yang kemarin, gimana menurutmu? membantu ga?* (I had posted the last materials, what is your opinion? Did it help you?)

S: *Membantu banget mas, kemarin saya belum sempet nyatet contoh-contohnya.* (It helped me so much; yesterday I had yet written down the examples.)

R: *Wah bagus lah kalo begitu, jadi tambah paham kan?* (Good, did you get better understand?)

S: *Iya mas.* (Yes I did.)

(Interview Transcript 8)

R: *Katanya kemarin buku cetaknya ga lengkap? Kemarin mas udah posting materinya di Grup Facebook gimana sekarang?* (Yesterday, you said that your main course book was not complete, was not it? I had posted the material in the Facebook Group, what is your opinion?)

S: *Iya po mas? Saya belum lihat malahan.* (Are you sure? I had not seen sir.)

R: *Coba sekarang dilihat. Kamu punya hape android kan? Coba dibaca sekarang.* (Please check! Do you have an Android phone? Please read it now!)

S: *Iya mas.* (Ok Sir.)

R: *Gimana menurutmu?* (What is your opinion?)

S: *Membantu sekali mas, lebih praktis, dan aku bisa belajar dimana-mana.* (It is very helpful at all, simpler and I can study everywhere.)

(Interview Transcript 9)

The implementation of using Facebook group to improve writing learning process was successful. The tasks that were posted in the Facebook group provided opportunity for students to practice writing. Thus, the students were more involved in the teaching and learning process. This could be reflected from the numbers of post that were written by them. The average of their posts both in individually and pair tasks in the Facebook group was around 4-5 posts.

Most of the students were involved enthusiastically in all the activities provided in the Facebook group. They said that learning English especially writing in

the Facebook group was interesting and not boring as stated in the following interview transcripts.

R: *Suka gak sama aktivitas writing lewat Facebook Group?* (Did you like the writing activities in the Facebook Group?)

S: *Suka suka.* (I liked it.)

R: *Kenapa emangnya?* (Why did you like it?)

S: *Daripada menulis di buku tulis mas bikin bosen plus ngantuk. Kalo ada yang susah bisa ngeliat contoh tulisan temen yang lain.* (Writing in the Facebook Group is more interesting than only write on the paper. It does not make me bored and sleepy and I can see the other examples if I got some difficulties.

(Interview Transcript 10)

In addition, this action helped the students to have a new behavior that Facebook was not only for entertaining but also for learning a lesson.

R: *Bagaimana bu hasil dari action yang saya lakukan pada para siswa?* (What is your opinion about the result of the action that I did to the students?)

C: *Menurut ibu, hasilnya bagus ya.. Mereka jadi bisa latihan menulis ga cuma di dalam kelas tapi bisa di luar kelas dan masnya bisa mengontrol aktivitas yang mereka lakukan di dalam Grup Facebook.* (I think the result was good. The students could write not only in the English class but also in everywhere and you could control their activities in the Facebook Group.)

R: *Apakah ibu tau aktivitas siswa di Facebook sebelum saya mengadakan penelitian ini?* (Do you know the student's activity in the Facebook before I conducted this research?)

C: *Saya belum mengetahuinya mas.* (I do not know yet.)

R: *Seperti ini bu, ini contoh status, foto dan video yang mereka tulis di luar kegiatan pembelajaran di Facebook.* (These are some status, photos and videos that they wrote outside the learning activity in the Facebook.)

C: *Ya setidaknya mereka memiliki kebiasaan kalau Facebook ga cuma bisa buat main-main tapi juga bisa buat belajar.* (At least, they have a new behavior that Facebook is not only for entertaining but also for learning.)

Although generally the implementation of Facebook group in writing learning process was considered successful, the collaborator and I found that there was a

weakness. The weakness was few students had not been involved actively to join all of the tasks given in the Facebook group. There were some reasons why the students faced this problem.

The first reason was the students did not understand about my instructions that given for the Facebook group task. They did not pay attention them. Instead, they liked running and talking loudly. In the fact, most of VIII E students have a kinesthetic learning style and they needed some special treatments. It is indicated in the teacher's interview below.

R: Para siswa selalu ngobrol dan berjalan-jalan ketika saya menerangkan tugas yang akan diberikan di grup Facebook. Sebenarnya, apakah anak-anaknya memang seperti itu bu? (The Students talked and walked when I explained the task given in the Facebook Group. Actually, do they have those habits?)

C: Iya memang mas. Guru apapun yang mengajar, kebiasaan mereka seperti itu. Apalagi itu si Reni dan kawan-kawannya. Mereka itu heboh sendiri kalau ada di dalam kelas. (Yes they did. Every teacher who taught them, the students always did those bad habits. Moreover, Reni and her friends, they always made noises in the classroom.)

R: Apa mungkin mereka termasuk siswa dengan tipe belajar kinestetik bu? (Can I conclude that the students have kinesthetic learning style?)

C: Ya benar mas. Jadi ketika menerangkan sesuatu itu, mereka harus siap dulu biar mereka bisa mengerti. Bisa dengan lagu, atau bisa juga masnya diam. Nanti mereka mengerti sendiri. (Yes, you are right. So, if you want to explain something, they must be ready to make them pay attention. You can try it by singing a song, or keeping silent. I think they will be understood.

R: Oh seperti itu ya bu? Baik saya akan coba di pertemuan berikutnya. (I understand now and I will try them in the next meeting.)

(Interview Transcript 14)

The second problem, few students faced problems to access Facebook. There was a student who had a Facebook account that could not be opened because their account was hacked by someone. Another student could not access Facebook because her father limited the internet use in one week. Therefore, I tried to make all students be active in joining all activities posted in the Facebook group in the next Cycle.

To make all students engaged actively, I asked the student who got the hacked Facebook account problem to make the new one. I gave him three days to create it and he had to inform me if he had joined actively in that social media. I would invite his Facebook account immediately to join the Facebook group activity.

For the student who had limited time to access Facebook, I would encourage her to use that limited time for actively participating in the 8E English Club and convince her if the students' participation would influence their score in the semester report book.

4. Summary of Cycle I

From the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows.

- 1) Giving some handouts was effective to help the students in learning the materials.

The students did not need to write my explanation since the explanation had been given in the handouts. As the result, the students could focus on the teacher's explanation instead of making notes. Moreover, the handouts were also more

complete from the teacher's copies which were usually distributed only when they studied during the English class.

- 2) Creating a group quiz was effective in motivating the students in the teaching and learning process. The students were more involved in the teaching and learning activity. They said that they had more spirit to study but during the implementation of group quiz activity, there were some students who did other homework.
- 3) The rewards given as an appreciation for the best and the most active students and groups succeeded to make them felt happy. However, the kind of the reward was not appropriate for them.
- 4) The implementation of Facebook group was effective in improving writing learning process. It could be an innovation medium for the students to explore the extra materials besides the handouts. In addition, they had a new behavior that Facebook was not only for entertainment but also for learning especially learning English by joining and practicing all the activities and tasks inside it. Nevertheless, there were some students who still not involved in the Facebook activities because some reasons.

C. The Implementation of Cycle II

The strategic actions in the implementation of Cycle II were not much different from the strategic actions in the implementation of Cycle I. The descriptions of the stages in Cycle II were described below.

1. Planning

Based on the reflection of the actions implemented in Cycle I, I found that there were some aspects in the Cycle I that needed to be improved. Considering the improvement of writing learning process, I still implemented the same actions in the Cycle II. I decided to implement the same activities and some new actions with a hope that the teaching and learning process would be more enjoyable and the students' writing learning process would significantly improve. The action plans of Cycle II reveal the following points.

a. Giving Some handouts of the materials

In this Cycle, giving some handouts was still used to help the students to learn since its success in Cycle I. It would consist of the materials explanations and tasks. I planned to keep providing them until the last meeting.

Like the handouts in the Cycle I, I would give them to all students. The sources of the handouts which were about a short letter containing the expressions of asking for a permission, giving invitation, giving prohibition, and giving instruction would be adapted and adopted from some internet websites and another main course book like an English book entitled *Interactive English* . To enrich the materials and tasks, I would develop the materials by myself too.

The difficulty level of the materials and the tasks in the handouts would be considered from the development and the characteristic of VIII E students during the teaching and learning activity in the Cycle I.

b. Applying a group quiz

By considering from the reflection of Cycle I, I would still used a group quiz as the activity to activate rivalry atmosphere in the classroom. The implementation of applying a group quiz was as same as what I had done in the previous cycle. The difference action was forming new groups in order to make a new atmosphere in the teaching and learning activity

I would choose the members of a new group by considering their participations and performances during the group activity in the previous cycle. I would mix the members of the group and would not make all passive students in one group. At least, there was one active student in one group who would lead his/her friends to compete with other groups.

A quiz would be implemented to the groups every once a week and the quiz scores would be announced before we ended the English class every meeting. I would also motivate them to join the quiz with high spirit during the implementation of the teaching and learning. The questions of the quiz would be around the tasks that I would give in the handouts. By doing them, the students would never give up and always try to show their best abilities.

In addition, I would give the students some rules before the implementation of a group quiz. I did not want the students did other subject homework like in the previous cycle, so one of the rules was the students were prohibited to have their own business. They had to join the activities from the first to the last.

c. Giving some rewards

In the Cycle II, I would still use a reward to improve students' motivation in the teaching and learning process since its success in Cycle I that the students were enthusiastic in competing with others and becoming the winner. Beside rewards in the form of good comments to the students who tried to be active in the teaching and learning process, I would give the rewards in the form of dictionaries and pencil cases by considering the students and collaborator's suggestion in the Cycle.

d. Implementing a Facebook Group in the teaching and learning process

There were some technical problems during the teaching and learning process in Cycle I that needed to be fixed. I found few students were still passive in joining all activities in the Facebook group. So, in the Cycle II, I would create the tasks that were more interesting and remind the students to be active in the Facebook group.

I also would maximize my role as a controller during the activities by monitoring and guiding them if there were some mistakes in writing in the Facebook group.

In addition, to make the students paid more attention to my instructions when giving them some Facebook tasks, I would give the students a special treatment that was keeping silent until the students were ready to listen to my instructions.

2. Action and Observation in Cycle II

Cycle II consisted of three meetings. The first meeting was on September 15th, 2014, the second meeting on September 17th, 2014 and the last meeting was on September 22th, 2014. As in the previous cycle, the English teacher acted as the

observer and I taught the students as usual using planned actions. The implementation of the actions could be seen below.

a. Giving some handouts of the materials

By considering the VIII E students' characteristic and response during Cycle I, I modified the materials in the handouts to be more suitable for teaching and learning process. It was done to improve the quality of the handouts in order to make the students more enthusiastic when learning English especially writing.

Same as in the Cycle I, after the handouts were ready to distribute, I copied the handouts as many as the number of the students, so when the students faced new materials, they all had been got them.

In the first meeting of the cycle II, I distributed the handouts to the students. The handouts were given before the lesson started. It helped them learnt the materials given and saved time for writing. I also gave the handouts to the collaborator in order to make her understood how far I could explain the handouts in the teaching and learning process.

In the second and third meeting, I still used the same handouts. The materials and tasks only continued from the first meeting.

b. Applying a group quiz

To improve the students' motivation, I still used the previous action; it was dividing the students in to some groups. In this cycle, I formed new groups and each new member. I grouped the students by considering their participations and performances during joining all activities in the class.

Difference from the previous cycle, I announced the new groups and their members via Facebook group, so there was not noise because of the group forming and this action also saved much time.

The implementation of applying a group quiz was held in the second meeting in this cycle. It was begun by asking the students to gather in a group that was divided before. The activity was continued by asking the new group's name to the students and their names were written on the whiteboard. The quiz was answering the teacher's question related to the material given in this cycle those were about a short letter containing the expressions of asking for permission, giving invitation, giving prohibition, and giving instruction.

In the group quiz, the group competed with each other to get the highest score. The group members were enthusiastic to answer all my questions. Before they gave their answer, I asked them to raise their hands and the student who raised his/her hand first would be given an opportunity to answer the question.

Unlike in the previous cycle, there were no students who had their own business. It happened because before the implementation of a group quiz, I gave some rules including the prohibition for them to have another business outside the English activity.

In the end of the group quiz, there were two groups that have the highest scores. The groups are Boma's group and Popi's group. After the two groups competed to get the score, finally the Boma's group became a winner.

c. Giving some rewards

I gave some rewards in the form of good comments not only for the students who were active in the teaching and learning process but also for the students who were less active. Both comments aimed to motivate them in learning.

I gave the rewards in the form of snacks to all students every meeting whereas some dictionaries and pencil cases were given in the end of Cycle II meeting. Some dictionaries and pencil cases were given as special gifts from me for the students who were the most active in joining all activities posted in the Facebook group but I never talked or promised the rewards to them.

d. Implementing the Facebook Group in the teaching and learning process

Same as the action in the Cycle I, I began using a Facebook group as a learning medium to improve writing learning process by giving the students extra materials. Besides learning materials from the handouts, the students could explore their understanding by joining this activity. After reading the materials that I posted in the Facebook group, the students gave their comments or asked some questions in the comment side below it.

In the Cycle II, I still used the same tasks that were individual, pair and group tasks. In these tasks I only maximized my role as a controller, so if the students made some mistakes in writing, I would give them feedback. The feedback was not only given directly in the Facebook group by mentioning the students' name, but also in the classroom in order to make all students understood and did not repeat the mistakes in the next occasion.

In additional, I gave some interesting tasks in order to encourage students' participation to practice writing in the Facebook. The tasks were replying the teacher's message, and chatting with the teacher. Both tasks aimed as a special treatment for the students who were still passive in joining the activities in the Facebook group.

Because the material in this cycle was about a short letter that contained expressions of giving instruction, giving prohibition, asking for permission, and giving invitation, I wrote a short message that contained one of those expressions and mentioned the student's Facebook name. By doing this action, I encouraged the students to involve in the learning process. The task could be seen below.

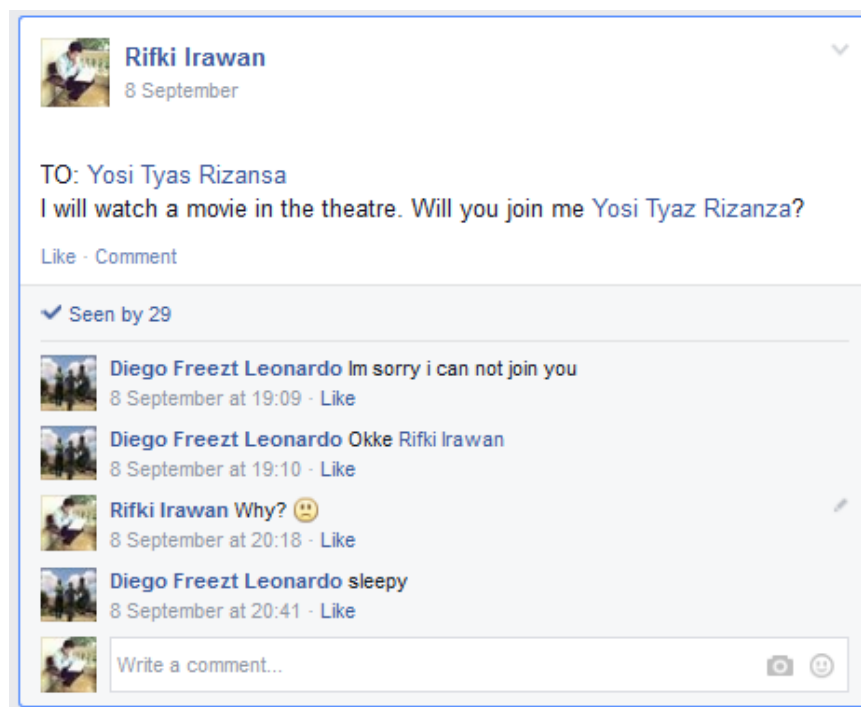


Figure 11: The First Additional Task in the Cycle II

Besides mentioning the student to reply a short letter in the Facebook group, I also used Facebook Messenger to encourage the students to involve in the learning process. I sent the student a message directly in the Facebook Chatting, and the notification would be got by the student. The student who got a message would reply the message like he/she chatted with his/her friend. The topic of the message was about the student's life. The example of the message could be seen below.



Figure 12: The Second Additional Task in the Cycle II

3. Reflection of Cycle II

The collaborators and I did the final reflection after all actions were implemented. The results of the reflection were gained from doing observation, conducting interviews and distributing questionnaire. It is described as follows.

a. Giving some handouts of the materials

Overall, the use of the handouts in the teaching and learning process was effective. The students only wrote small notes to cover my explanation. The students could bring the handouts to their home and learn them whenever and wherever they wanted.

The following interview transcript describes the collaborator's opinion towards the use of handouts during the teaching and learning process.

R: *Bagaimana menurut ibu tentang handout yang saya berikan selama action ini?*(What is your opinion about the handouts that I gave during this action?)

C: *Menurut ibu sudah bagus yaa. Siswa jadi punya pegangan untuk belajar. Biasanya hanya fotokopian dari buku saja, itupun tidak boleh dibawa pulang.* (I think it is good. The students could have something for learning. Commonly the students learnt the materials only from the book copies, and they were not permit to bring them to their home)

R: *Kalau isinya bu?* (How about the content?)

C: *Bagus. Langkah-langkah kurikulum 2013 nya sudah terlihat baik ketimbang buku yang dari pemerintah.* (Good. The steps of Curriculum 2013 in your handout was better than the government book)

(Interview Transcript 14)

b. Applying a group quiz

Applying a group quiz was effective to improve the students' motivation in the teaching and learning process. Most of the students who had kinesthetic learning style were enthusiastic to join the teaching and learning process in the form of a

group quiz. Most of them did not want to lose any scores and they wanted their group to be a winner. So they competed each other to collect the scores as many as possible.

Before the implementation of a group quiz, the class atmosphere made the students boring. They were not involved and did not pay attention to the teacher's explanation. They chose to do their own business like talking each other or doing other subject homework. The success of applying a group quiz to the students can be reflected in this interview below.

R: *Keliatannya adek seneng banget pas ada kuis?* (I think you are happy when joining a group quiz, do not you?)

S: *Iya lah mas. Saya ga mau kalah sama temen-temen saya. Saya mau dapet hadiah.* (Yes of course, I do not want losing some scores in this quiz. I want to get the rewards)

R: *Semangat ya adek belajarnya! Jangan mau kalah sama temen-temen yang lain.* (Keep spirit! Don't be a loser)

S: *Siap mas.* (Ok sir)

(Interview Transcript 15)

c. Giving some rewards

In order to improve the students' participation during the English teaching and learning process, the rewards in the form of good comments and gifts had successfully encouraged the students to do their best. Their involvement to ask and answer questions increased. When this action was done, there were more active students. They were more motivated in joining all activities in the Facebook group.

Finally I chose to give some English dictionaries and pencil cases to the students who were the most active in joining all activities in the Facebook group and they were happy when they got them.

R: *Piye dek hadiahnya? Seneng ga mas kasih hadiah?* (Are you happy getting the reward?)

S: *Seneng banget mas, kebetulan saya memang ga punya kamus sama tempat pensil jadi berguna sekali mas. Makasih ya mas.* (I am happy. Fortunately, I don't have a dictionary and pencil case before. Thank you sir.)

R: *Ya dek. Semoga hadiahnya bisa bermanfaat terutama biar lebih semangat belajar bahasa inggrisnya.* (I wish this rewards are useful especially to motivate you to learn English)

(Interview Transcript 18)

d. Implementing the Facebook Group in the teaching and learning process

The implementation of Facebook group was successful in providing extra materials and medium to practice writing. There was not significance problem that came in this Cycle. Moreover, some problems which related to the students' involvement in joining Facebook Group activity that came in the first cycle could be solved by some additional tasks. The tasks were chatting with the teacher through Facebook Messenger and stimulating the students by replying a message in the Facebook Group. The successful of implementing a Facebook group can be reflected in this interview below.

R : *"Facebook group bisa meningkatkan proses belajar mengajar siswa, terutama writing, bagaimana menurut pengamatan ibu setelah saya melakukan action selama ini?"* ("Facebook group can improve the writing learning process. What is your opinion after I did this action?")

T : *"Menurut saya, penggunaan Facebook dalam action Mas berhasil meningkatkan motivasi menulis siswa ya, biasanya buat sebagian siswa, menulis itu sesuatu yang membosankan. Tapi kalo dikemas lewat Facebook jadi terasa lebih menarik. Suatu terobosan baru. Apalagi aktivitas sebagian besar siswa di Facebook itu sangat tinggi, jadi mereka sembari Facebook-an bisa belajar menulis juga. Walaupun kemarin katanya ada sebagian anak yang bermasalah Facebook-nya, saya lihat anak tersebut sekarang sudah berpartisipasi juga mas."* (In my opinion, the use of Facebook in your action was successful to improve the students' writing motivation.

(Continue)

(Continue)

For some students, writing was a boring activity, but if it was packed through Facebook, it will be more interesting and I think it is a new writing innovation. Moreover, some students had high activities in the Facebook, so while they opened Facebook Website, they could also practice writing. Although I heard yesterday there were some students who had problems with their Facebook account, now I think those students also have participated actively.)

(Interview Transcript 19)

After the implementation of Cycle II, I distributed questionnaires to know the students' opinion about the implementation of Facebook group during the teaching and learning activity. The questionnaire's result was shown below.

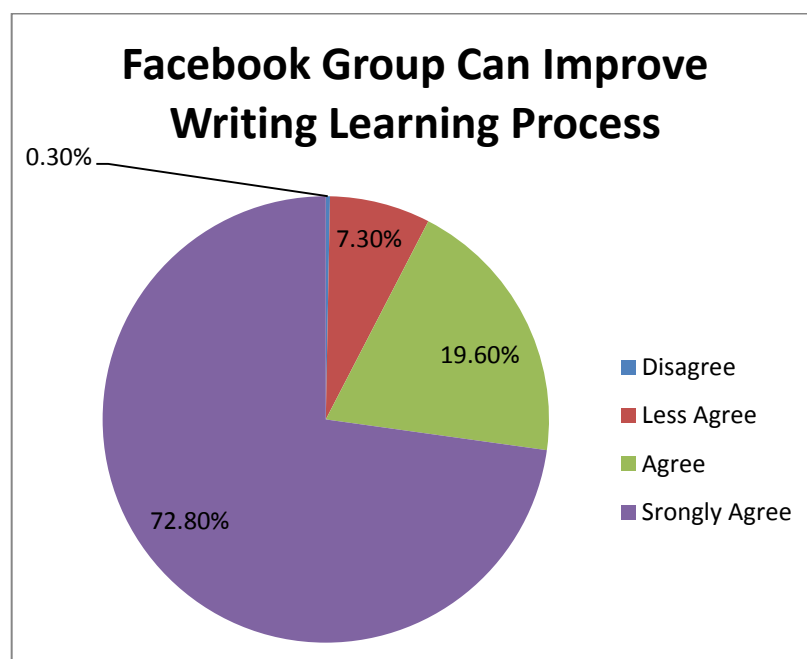


Figure 13: The Diagram of Students' Opinion in the Questionnaire's Result

In the diagram, 92.4% of VIII E students agreed that Facebook group could improve the writing learning process, 7.6% of them disagreed that Facebook group

could improve it. By referring to the diagram, we could conclude that most of the students assumed that they enjoyed practicing writing through Facebook group.

4. Summary of Cycle II

Based on the reflection above, the collaborator and I agreed that the implementation of Facebook group and its accompanying actions in Cycle II were successful. The summary of the implementation of those actions were as follows.

- a. Giving some handouts to the students was effective to help them learning the materials. The students could learn the materials not only in the English class but also at home. Moreover, the steps of Curriculum 2013 in each handout's task could improve the learning process.
- b. Creating new groups were successful to make a new atmosphere in the teaching and learning process. It was happened because there were not all active students only in one group. The used of rewards in the form of good comments and gifts really made the students had more spirit to join the learning activity. They were more involved to practice writing and did the tasks that were provided by the teacher.
- c. Giving some additional tasks in the implementation of Facebook group could make the passive students became active in practicing writing. Although they did not participate actively in the Facebook Group, but they could improve writing by chatting with the teacher through Facebook Messenger.

D. General Findings

This subchapter presents the research findings of all actions that had been done in the research. The findings could be inferred from the observation of the teaching and learning process, interviews with the students and interviews with the English teacher. As I stated before, this research aimed to improve the writing learning process in VIII E class of SMPN 1 Pleret through Facebook group. Hence, the findings of the research involved the actions reached that goal.

In the Cycle I, the implementation of Facebook group was successful to improve writing learning process. The Facebook group provided some tasks in the form of individual, pair, and group tasks which could make them could practiced writing every time and everywhere although there was not meeting in the classroom as long as they had internet connection. Beside some tasks, the teacher as a facilitator provided extra materials to make the students could explore more materials outside the handouts given. The teacher as a controller always controlled the students' writing in the Facebook group and would give them feedbacks if the students made some mistakes in writing. In addition, the use of handouts, applying a group quiz and giving rewards also supported the success of Cycle I. However, there were still some problems occurring in the implementation of the actions related to the students' motivation, and involvement. Therefore, the researcher tried to solve the problems so in Cycle II, the writing learning process could be improved successfully. Giving the additional tasks and some rewards to the best groups in the form of dictionaries and pencil cases improved the students' motivation to join the activity in the classroom

and involvement in the writing learning process in the Facebook group. The following table is the comparison between some actions in the Cycle I and Cycle II.

Table 7: The Comparisons of the Actions in the Cycle I and Cycle II

Cycle I	Cycle II
The difficulty level of the handouts based on the pre-test result.	The difficulty level of the handouts based on the characteristics and students' response during the Cycle I.
Improving students' motivation in the teaching and learning process by applying a group quiz and giving rewards in the form of chocolates.	Improving students' motivation in the teaching and learning process by making new groups and their new names to change the class atmosphere and giving rewards in the form of some gifts that were useful for learning; dictionaries and pencil cases.
Implementing the Facebook group in the writing learning process by providing extra materials beside handouts, giving individual, pair and group tasks to students as a medium for students to practice writing.	Implementing the Facebook group in the writing learning process by providing extra materials beside handouts, giving individual, pair and group tasks to the students as a medium for students to practice writing and giving some additional tasks for students in order to improve the students' involvement in joining all activities in the Facebook group.

Then, the table below shows the research findings. It described changes occurring in the teaching and learning process from the pre-action, Cycle I, and Cycle II.

Table 8: The Results of the Action Research Study

No	Pre-Condition	Cycle I	Cycle II
1.	The teaching method used in writing activity was not interesting.	The teaching method became interesting. However, there were some students who did their	The teaching method became interesting. All students involved in the teaching and learning

		own business while the teaching and learning process.	activity.
2.	Some students were not involved in the Facebook group learning process.	Most of the students were involved in the teaching and learning process in the Facebook group. However, some students were passive. They did not join the writing learning process.	All students were involved in the teaching and learning process in the Facebook group.
3.	The writing activities were boring.	The activity was interesting. The students got pleasure in this cycle. But, there were some instructions that made the students confused.	The activity was interesting. The students got pleasure in this cycle. All the instructions were understood by them.
4.	The students made a note when the teacher was explaining the materials.	The students could focus on the teacher's explanation instead of making notes.	The students could focus on the teacher's explanation instead of making notes.
5.	The students lacked of writing practice.	Most of the students used Facebook group as a medium to practice writing.	All the students used Facebook group as a medium to practice writing.
6.	Most of the students had Facebook Account but they only used it for entertainment	The students had a new behavior that Facebook was not only used for entertainment but also for education. They learnt and practiced writing through Facebook group.	The students learnt and practiced his/her writing through Facebook group.

Before the implementation of the actions, the teaching and learning process were less interesting and less attractive. The activities did not motivate the students to be actively practice writing every time.

After the actions were implemented, the use of handouts helped the students to learn the new materials. The students could be focus to the teacher's explanation and only wrote small notes to complete it. The students also could bring the handouts to their home and learn it whenever and wherever they wanted.

Then, applying a group quiz was helpful in motivating the students in teaching and learning activity. They were happy with the rewards given as well. They had more spirit to work harder after receiving the rewards.

Beside that, the teaching-learning process became more interesting and more attractive. The students were actively involved during the teaching-learning process of writing. They also could explore their understanding by giving opinion or asking a question to the teacher through Facebook.

E. Discussion

The implementation of Facebook group in this research brought some successful improvements in the writing learning process. As I mentioned before, there were some criteria to assume that the writing learning process was effective or no in the teaching and learning. By comparing the findings of the research and the criteria, we could assume that Facebook Group was an effective medium and could improve the writing learning process.

The first criterion of effective writing learning process was combining writing activity with a new technology (Hyland, 2003:144). As we know, Internet is one of the popular technologies now, by combining writing activity with internet, the students could be facilitated the combination of written texts with visual and audio

media. For the example, the first task in the Facebook group, the students wrote a sentence and uploaded their photo as a combination of visual media. By doing this action, the students were more enthusiastic to write than only wrote on the paper.

When we see the number of posts written by the students, we could assume that the students enjoyed practicing writing in the Facebook group. The student posted about five-seven posts each task. This fact also was supported by the opinion of the students after the conducting of Cycle II. This finding was similar with the second criterion that is increasing the students' motivation in writing (Harmer, 2001:51).

Besides using handout to enrich the materials, I also used Facebook group. It was similar with the third criterion of effective writing learning process that was providing various materials (Christison in Nunan, 2003:273). It is widely believed that every student had different learning styles. Rather than creating materials for a specific group of students, varying materials was more effective to address a broad range of learning styles and learning strategies. The students could get many examples from the various materials too. This could guide them to produce a better writing.

Such as the fourth criterion, that was providing vary activities (Christison in Nunan, 2003:273), Various tasks and activities including individual, pair and group tasks in the Facebook group were enough to provide the students who had different learning styles. Every student had their own favorite task; it depended on their learning style. Providing the various tasks could cover all students' need and make the teaching and learning process more effective.

The fifth criterion of effective learning process was providing many opportunities for students to write (Sokolik in Nunan, 2003:92), Facebook group could be a medium for students to practice writing. It can be seen when the students could write some sentences every time and everywhere as long as they had internet connection, although they did not meet each other.

Even though there was no meeting in the classroom, the students still got the feedbacks from the teacher. As a facilitator, the teacher provided and facilitated the students some various tasks for writing practice. As a controller, the teacher controlled all students' writing and gave them some feedbacks if the students did some mistakes in writing. The feedbacks from the teacher could be in the form of direct feedback by mentioning his/her name below his/her post in the Facebook and could be in the form of giving feedbacks during the English class in order to explain the mistakes that they made and reminded the students not to repeat them in the next occasion. This finding was similar with the last criterion that was getting meaningful feedback (Hyland, 2003:177).

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents about the conclusion of the research, implication and suggestion for the English teacher and the other researchers.

A. Conclusions

The action research was conducted at the VIII E students of SMPN 1 Pleret. It was carried out from August to September 2014. The objective of this research study was to improve the writing learning process of the VIII students through the use of Facebook group.

Facebook group could improve writing learning process by the following steps.

1. Creating a private Facebook account for teacher
2. Creating a Facebook group
3. Writing a materials review of the previous meeting
4. Asking the students to write many sentences every time in the Facebook group
5. Giving a homework to the students
6. Providing a group discussion room for the students
7. Giving feedbacks to the students' writing

In line with the discussions in the previous chapter, there were some changes to assume that Facebook group, handouts, group quiz, and rewards could improve the writing learning process. By considering those changes in the field, I concluded that

the use of Facebook group, handouts, group quiz, and rewards could solve the problems and improve the writing learning process. Those considerations are presented below.

1. The students had a new behavior that Facebook could not only be used for entertainment but also for education. They learnt and practiced their writing through Facebook group and did not depend on the teaching and learning activity in the English class that was only 2 X 40 minutes in each meeting. In the Facebook group activity, the teacher became a controller who could control the students' writing and give feedback to them. It was in contrast to the first time when I came to the VIII E class and they lacked of writing practice because it took only 2X40 minutes in one meeting for them to practice writing during the English class, whereas they did not try to practice their writing while they were at home. The teacher also did not create exciting writing activities and use any interesting media to engage the students with the lesson even most of the students had a Facebook Account. All those problems changed in the end of Cycle II. By using Facebook group, the teacher could create interesting writing activities and the questionnaire result mentioned that 92.4% of students agreed that Facebook group was an interesting medium to learn English especially to learn writing. Some students also added that learning writing through Facebook group was more interactive and not monotonous.
2. Giving handouts made the students learnt the materials not only in the English class but also at home. The students were also happy because they

had more materials sources and could learn them not only in the English class but also at home without making some notes. Before the actions, the students could only learn the materials from the copy of the main course book that was only provided during the English class. These improvements were caused by distributing handouts during the teaching and learning.

3. The students got more motivation to involve in the teaching and learning activities. It was different from before when I found many students got bored with the classroom activities. It happened because the teaching and learning activities in the writing class were monotonous. There were not any activities that motivated the students to join the teaching and learning. So the students chose to play or talk loudly with their friends during the English teaching and learning. This problem could not be found during the implementation of the actions. During the implementation, the students followed the teacher's instructions with high motivation and they enjoyed their writing. They happened because the result of conducting group quiz and giving some rewards for the best and the most active students and groups.

B. Implications

The research findings showed that the writing learning process had improved. It was related to the actions given in the classroom such as implementing the Facebook group to the writing learning activity, giving a handout of today's material as a brief guideline, applying some group quizzes and giving rewards to the best and the most active students and groups. Both successful and unsuccessful actions have some implications. They are described below.

1. The implementation of Facebook group was effective in improving writing learning process. Facebook could be a media for the students to explore the extra materials. In addition, they had a new behavior that Facebook was not only for playing but also for learning especially learning English by joining and practicing all the activities and tasks inside it. It also could motivate the students to practice writing more than only join the writing activities in the English class that only provided 2X40 minutes in each meeting. They imply that the teacher can implement Facebook group to improve writing learning process.
2. The implementation of giving handout helped the students learn the learning materials. The handout was an outline of the lesson so that the students knew what they would learn and it was also more complete from the teacher's copies which were usually distributed only when they studied in the English class, so they could prepare and learn it before the English class began. In the classroom activity, the students could be more focus on the teacher's explanation instead of making notes. It implies that the teacher can provide a handout as the learning sources for the students.
3. The implementation of applying group quizzes helped the students to learn the learning materials. The mixed ability group which was well arranged could help and encourage the slow learners in doing the writing tasks. It implies that the teacher has to encourage the students to work in pairs or groups so that they have friends to discuss the learning materials and do the writing tasks.
4. The implementation of giving rewards in the form of giving good comments and gifts to the best and the most active students and groups encouraged all students

to do their best. They were more motivated to follow the teacher's instructions such as asking some questions and answering by raising their hand. It implies some rewards given by the teacher can give motivation to the students in learning English.

C. Suggestions

Based on the conclusions and implications that have been previously explained, some suggestions can be directed toward the English teachers and other researchers. The suggestions are as follows:

1. For the English teachers

It is better to use Facebook group as one of the media during the process of the teaching and learning of writing, since it brings many benefits. All writing activities could be implemented through Facebook group. It depends on the teacher's creativity to provide the interesting materials and tasks in the Facebook group. During the implementation, the teacher should control all activities in the Facebook group and should be ready to give comment or feedback every time.

2. For other researchers

Other researchers could use this study as a reference for conducting further research of the relevant topics. Because of the limitations that the research has, other researchers may conduct other researches on the use of Facebook group in other materials to improve the writing learning process.

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APPENDICES

APPENDIX A

FIELD NOTES

Field note 1Date : Wednesday, August 6th 2014

R : Researcher

S : Satpam

GP : Guru piket

GBI: Guru Bahasa Inggris

KS: Kepala Sekolah

Place : School

No.	Kegiatan
1.	R datang ke sekolah pukul 09.00 WIB untuk koordinasi kembali dengan GBI.
2.	R kemudian melapor kepada S. R menyampaikan maksud kedatangannya yaitu untuk bertemu dengan GBI. S kemudian meminta R untuk menemui GP. R mengucapkan terima kasih kepada S dan kemudian menemui GP.
3.	GP bertanya maksud kedatangan R, lalu GP menangkap maksud R dan mempersilahkan R menunggu kedatangan GBI di lobi sekolah.
4.	GBI bertemu dengan R dan berdiskusi tentang jadwal kegiatan belajar dan mengajar, sekaligus bertanya perkembangan pembelajaran siswa kelas 8 selama ini.
5.	GBI dan R mencapai persetujuan tentang kelas yang akan digunakan untuk penelitian dan memberikan jadwal pembelajaran.
6.	R dipersilahkan untuk datang kembali minggu depan.
7.	R meminta izin kepada GBI untuk menemui KS sekaligus untuk berpamitan.
8.	R bertemu dengan KS di ruangnya dan meminta izin. KS mempersilahkan dengan syarat R membuat surat penelitian dari BAPEDA.
9.	R berterimakasih dan berpamitan kepada KS.

Field note 2 (Class Observation)Date : Wednesday, August 13th 2014

R : Researcher

S : Satpam

GBI : Guru Bahasa Inggris

Place : School

No.	Kegiatan
1.	R menemui GBI pukul 10.00 di ruang guru.
2.	R diizinkan GBI untuk masuk ke kelas dan mengamati pembelajaran Bahasa Inggris.
3.	GBI membuka pembelajaran dengan menyapa siswa "good morning" how are you". Sebagian siswa merespons dengan ekspresi "good morning", namun sebagian lagi diam. Kemudian GBI kembali mengulang salam pembuka, dan akhirnya para siswa dengan serentak menjawab "good morning". "I'm fine".

4.	Setelah itu GBI menuliskan berbagai ekspresi “ <i>asking for my friend’s attention</i> ” di papan tulis lalu para siswa diperintahkan untuk mencatat.
5.	GBI berkeliling untuk memastikan para siswa mencatat apa yang GBI tulis di papan tulis.
6.	GBI memberi penjelasan berbagai ekspresi yang sudah ditulis di papan tulis.
7.	Saat GBI sedang menjelaskan, sebagian besar siswa tidak memperhatikan dan memilih untuk mengobrol dengan temannya.
8.	GBI kemudian menarik perhatian siswa dengan menyanyikan lagu yang mempunyai lirik mengajak para siswa untuk berpartisipasi dalam kegiatan belajar mengajar.
9.	Setelah suasana belajar mengajar kembali kondusif, GBI melanjutkan penjelasannya kemudian mem- <i>pronounce</i> -kan ekspresi yang ia tulis kemudian diucapkan ulang oleh para siswa.
10.	GBI memerintahkan siswa secara berpasangan untuk membuat dialog yang berisikan ekspresi “ <i>asking for my friend’s attention</i> ”
11.	Siswa tidak sedikit yang merasa kebingungan dalam membuat dialog dan tidak sedikit pula yang bertanya kepada GBI tentang kesulitan yang dialami.
12.	GBI memberikan penjelasan tentang pertanyaan yang diajukan oleh siswa.
13.	GBI memerintahkan siswa untuk mengumpulkan hasil pekerjaan yang mereka buat.
14.	GBI mempersilahkan R untuk memberikan pre-test kepada siswa.
15.	R mengucapkan terima kasih kepada GBI dan memulai pembelajaran dengan mengucapkan salam “ <i>good morning</i> ”, para siswa belum siap sehingga hanya sebagian siswa yang merespons sapaan dari R.
16.	R mengulang kembali salam perjumpaannya dengan lebih semangat sehingga membuat siswa lebih siap dan merespons sapaan R juga dengan lebih semangat.
17.	R membagikan lembar pre-test kepada setiap siswa dan memastikan bahwa setiap siswa menjawab semua butir jawaban dengan sungguh-sungguh.
18.	R meyakinkan siswa dengan cara berjanji untuk memberikan <i>reward</i> kepada siswa yang menjawab pling benar pre-test hari ini.
19.	Para siswa mengerjakan pre-test dengan sungguh-sungguh dan selesai tepat pada bel akhir pembelajaran berbunyi.
20.	R dengan teliti mengecek pre-tes siswa terutama penulisan alamat e-mail Facebook siswa.
21.	R menemukan ada dua orang siswa yang alamat Facebooknya kosong dan menelusuri mengapa mereka tidak mengisi bagian tersebut.
22.	R menemukan bahwa dua orang yang tidak menuliskan alamat Facebooknya dalam lembar pre-tes belum memiliki akun Facebook. R dengan tegas meminta dua orang siswa tersebut untuk membuat akun Facebook dengan segera, sehingga pembelajaran Bahasa Inggris ke depan

	akan berjalan lebih efektif.
23.	Para siswa mengumpulkan pekerjaan masing –masing,
24.	R mengakhiri pertemuan hari ini dengan memimpin siswa untuk berdoa sebelum pulang.
25.	R mengucapkan terimakasih dan salam perpisahan”good bye” kepada siswa.
26.	R keluar kelas dan menemui GBI di ruang guru.
27.	GBI meminta R untuk datang kembali di hari sabtu untuk melakukan observasi kelas.
28.	R berterima kasih kepada GBI dan mengucapkan salam perpisahan.

Field note 3 (Giving Questionnaire)

Date : Wednesday, August 16th 2014

R : Researcher

S : Satpam

GBI : Guru Bahasa Inggris

Place : School

No.	Kegiatan
1.	R datang ke sekolah pukul 07.00 WIB untuk observasi pertama kelas 8E dan mengumpulkan data dari questionnaire dan interview.
2.	R melapor S dan menyampaikan tujuan kedatangan. S mempersilahkan.
3.	R menemui GBI dan GBI mempersilahkan R untuk masuk ke dalam kelas 8E.
4.	R masuk ke dalam kelas 8E dan menyapa siswa “ <i>Good Morning Everybody</i> ”, kelas masih kurang kondusif, hanya sebagian saja yang membalas salam dari R.
5.	R lalu mengulangi salam dan akhirnya dijawab serentak oleh para siswa.
6.	R memperkenalkan diri di depan para siswa dengan bahasa inggris, namun beberapa siswa protes, kemudian R memperkenalkan diri dengan bahasa Indonesia.
7.	R membagikan questionnaire kepada siswa dan menyampaikan tujuan diberikannya questionnaire tersebut.
8.	Saat siswa mengisi data questionnaire tersebut, R beberapa kali melakukan interview terhadap siswa secara acak terhadap pembelajaran writing yang selama ini siswa alami dan tidak lupa menanyakan pendapat siswa tentang penggunaan Facebook untuk pembelajaran khususnya pembelajaran Bahasa Inggris.
9.	GBI masuk kelas ketika siswa sedang mengisi questionnaire. Dengan suara yang kecil karena sedang radang tenggorokan, GBI menyarankan para siswa untuk mengisi questionnaire dengan sungguh-sungguh agar R dapat mengambil data secara Valid.
10.	Siswa mengisi questionnaire dan sesekali beberapa siswa bertanya tentang maksud poin questionnaire tersebut.
11.	R dengan sabar membalas satu demi satu pertanyaan siswa dan akhirnya

	semua poin dalam questionnaire tersebut berhasil dijawab oleh siswa.
12.	R mengucapkan terimakasih kepada para siswa karena telah mengisi questionnaire dan bersedia untuk di-interview.
13.	R mengucapkan salam perpisahan terhadap siswa “good bye” dan serentak siswa menjawab salam R.
14.	R keluar kelas dan menemui GBI di ruang guru. Di dalam ruang guru, GBI mengajak R untuk berdiskusi tentang jadwal melakukan penelitian dan sedikit meyinggung KI dan KD pelajaran Bahasa Inggris.
15.	R berterimakasih dan berpamitan pulang kepada GBI.

Field note 4 (Teacher’s Interview)

Date : Tuesday, August 19th 2014

R : Researcher

S : Satpam

GBI : Guru Bahasa Inggris

Place : School lobby

No.	Kegiatan
1.	R datang ke sekolah pada pukul 09.00.
2.	R menemui Satpam untuk menyampaikan tujuan dan meminta izin bertemu GBI.
3.	Satpam meminta R untuk menunggu di lobi sekolah.
4.	GBI menemui R dan mempersilahkan untuk di- <i>interview</i> .
5.	R melakukan interview dengan GBI. (lihat interview transcript).
6.	R berterimakasih kepada GBI karena rela menyisihkan waktunya untuk diinterview.
7.	R pamit dan mengucapkan salam perpisahan kepada GBI.

Field Note 5 (1st meeting of Cycle I)

Date: Saturday, September 6th 2014

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and VIII E

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.00.
2.	R menemui Satpam untuk meminta izin bertemu GBI.
3.	Satpam meminta R untuk menunggu di lobi sekolah.
4.	GBI menemui R dan langsung mengizinkan R untuk masuk ke dalam kelas.
5.	R memberikan Observation Checklist dan RPP kepada GBI.
6.	GBI dipersilahkan duduk di kursi belakang untuk mengobservasi jalannya kegiatan belajar mengajar yang akan dilakukan R.
7.	R membuka kelas dengan mengucapkan salam pembuka

	“assalamu’alaikum wr. Wb” “good morning everybody” “how are you” kepada siswa.
8.	Siswa yang memiliki tpe belajar kinestetik merespons kurang kompak.
9.	R mengulang sapaan salamnya kemudian siswa mengulang dengan lebih kompak.
10.	R menceritakan tujuan pembelajaran pada pertemuan kali ini.
11.	R membagikan hand-out yang telah disusun-nya kepada masing-masing siswa.
12.	R memerintahkan siswa untuk mengamati pesan teks sederhana di dalam hand-out.
13.	R menstimulasi siswa untuk menanyakan fungsi social, struktur teks, unsur kebahasaan ekspresi menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dalam pesan singkat.
14.	Siswa mengikuti dengan semangat mengikuti dan bertanya tentang kesulitan yang ia dapatkan ketika mengerjakan beberapa task yang diperintahkan guru.
15.	Siswa mengerjakan dengan keadaan gaduh dan beberapa tidak mengerti penjelasan dari guru sehingga guru harus menghampiri dan mengulangi penjelasannya.
16.	Pembelajaran terkesan monoton karena R belum mengetahui karakter sesungguhnya dari para siswa sampai akhir pembelajaran, siswa terlihat gaduh namun tetap mengerjakan pekerjaan yang sudah diberikan oleh R.
17.	Di akhir pembelajaran, R dengan suara lantang memberikan tugas yang harus siswa kerjakan di rumah melalui Facebook group, namun karena keadaan sangat gaduh, beberapa siswa terlihat tidak memahami apa yang diinstrusikan oleh R.
18.	R menutup pembelajaran dengan menginstrusikan siswa untuk berdoa sebelum pulang.
19.	R memberikan reward kepada salah satu siswa yang hasil pre-tesnya paling baik.
20.	Siswa nampak antusias dengan apa yang dilakukan oleh R.
21.	R mengucapkan salam perpisahan kepada siswa “good bye, wassalamu’alaikum wr. Wb”
22.	Siswa menjawabnya dengan “good bye” dan menyalami R.
23.	R keluar kelas dan menemui GBI, R menanyakan bagaimana biasanya ibu mengendalikan siswa yang memiliki tipe pembelajaran kinestetik.
24.	GBI menjelaskan bahwa mereka sebenarnya punya potensi, namun sifat mereka memang berbeda dengan yang lain, kamu mesti mengkolaborasikan pengajaran dengan sesuatu yang lebih menarik.
25.	R pun terinspirasi dan berjanji akan memberikan sesuatu yang berbeda pada pertemuan –pertemuan hari ini.
26.	R meminta kepada GBI, daftar hadir siswa sekaligus meminta izin untuk pulang.
27.	GBI mengizinkan dan memberikan informasi bahwa jadwal pembelajaran bahasa inggris akan berganti menjadi hari senin dan hari rabu untuk kelas

	8E.
28.	R meninggalkan sekolah pada pukul 11.30

Field Note 6 (2nd meeting of Cycle I)

Date: Monday, September 8th 2014

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and VIII E

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.00.
2.	R menemui guru piket untuk meminta izin masuk ke sekolah.
3.	R dijelaskan guru piket jika jam pelajaran dikurangi 10 menit dan jam ke5 dan ke 6 baru akan dimulai pada pukul 10.30.
4.	R menunggu masuk jam pelajaran sembari mempersiapkan perangkat pembelajaran.
5.	Pukul 10.30 R menemui GBI di ruang guru dan bersama-sama masuk ke ruang kelas 8E.
6.	R membuka pembelajaran dengan sapaan salam "assalamu'alaikum" good morning everybody", dan kali ini para siswa nampak lebih antusias dengan menjawab sapaan dari guru. "good morning, I'm fine thank you".
7.	R kemudian menanyakan siapa siswa yang tidak hadir "who is absent today." Siswa merespon dengan "Nihil mas"
8.	R menceritakan tujuan pembelajaran hari ini dan menceritakan implementasi yang akan didapatkan oleh siswa di kehidupan sehari-hari.
9.	Setelah suasana pembelajaran sudah kondusif, R menginstruksikan siswa untuk membuat kelompok yang berisikan 4 orang.
10.	R memulai pembelajaran dengan membagikan hand-out yang berisikan pesan teks sederhana kemudian siswa secara berkelompok mengamati teks tersebut dengan seksama.
11.	R menstimulus siswa untuk menanyakan isi pesan singkat, tujuan, fungsi sosial, unsur kebahasaan, serta ekspresi menyatakan dan menanyakan kemauan melakukan suatu tindakan yang terdapat dalam pesan singkat sederhana.
12.	Siswa kemudian mencari kata-kata sulit yang terdapat dalam pesan singkat.
13.	Siswa kemudian juga diberi stimulus untuk mencari di berbagai sumber formula pembentuk kalimat present future tense, kemudian salah satu siswa menuliskan hal tersebut di papan tulis.
14.	Siswa yang lain diberikan kesempatan untuk menulis kalimat yang berstruktur present future tense yang memiliki tujuan untuk menyatakan dan menanyakan kemauan melakukan suatu tindakan. Siswa kemudian diberikan feedback oleh guru dengan cara mengamati hand-out selanjutnya yang diberikan oleh guru.
15.	Siswa menjawab pertanyaan guru tentang menyusun kembali kata-kata

	acak menjadi kalimat yang tepat dengan cara menuliskan jawaban di papan tulis. Siswa pun mengikuti kegiatan ini dengan semangat dan antusias.
16.	Selama kegiatan berlangsung, terdapat beberapa siswa yang mengerjakan tugas mata pelajaran lain, R pun menegur dan mengancam akan menyita buku yang sedang dikerjakan siswa tersebut.
17.	R kemudian menstimulus kembali tentang “possessive adjective” yang terdapat dalam pesan teks sederhana tersebut. R memberikan clue kepada siswa dimana posisi possessive adjective dalam kalimat.
18.	Siswa dengan aktif menunjuk tangan berusaha menjawab posisi possessive adjective yang ada di dalam kalimat.
19.	R kemudian memilih siswa yang paling cepat dalam menunjuk tangan untuk menjawab pertanyaannya.
20.	R memberi feedback kepada siswa dengan cara memberikan hand-out yang berisi perubahan possessive adjective. Siswa pun diperintahkan untuk mengamati kembali.
21.	R memberikan pertanyaan kembali secara lisan kepada siswa tentang kalimat yang rumpang. Mereka harus menyebutkan possessive adjective yang tepat untuk melengkapi kalimat tersebut. Siswa lagi-lagi dengan bersemangat menunjukan tangannya pertanda ingin menjawab soal dari R.
	R kemudian masuk ke materi pesan singkat sederhana yang mengandung ekspresi menyatakan dan menanyakan kemauan melakukan suatu tindakan. R memnberikan tugas untuk melengkapi teks pesan singkat yang rumpang dengan kalimat yang sesuai dengan konteks. R menuliskannya di papan tulis. Lagi-lagi siswa sangat antusias dan bersemangat dalam menjawab pertanyaan guru. Namun guru hanya memilih salah satu siswa yang mengangkat tangan paling cepat
22.	Siswa pertama menuliskan hasil jawabannya di papan tulis, R menanyakan kepada siswa yang lain atas jawaban temannya, ternyata jawaban mereka salah. R pun menunjuk siswa kedua untuk menjawab pertanyaan R. Kali ini siswa kedua menjawab pertanyaan R dengan tepat.
23.	Karena waktu pembelajaran dikurangi 10 menit, maka akhirnya bel akhir pelajaran berbunyi. R pun mengakumulasi poin dari grup yang memiliki jawaban yang paling benar. R pun mengapresiasi siswa tersebut dengan memberikan hadiah.
24.	R kemudian memberikan tugas yang mesti dikerjakan siswa lewat media facebook group. Siswa pun diminta bertanya atas ketidakpahaman mereka pada saat mengerjakan tugas lewat Facebook. R pun selalu menyemangati siswa agar aktif dalam Facebook Group.
25.	R mengakhiri pembelajaran dengan mengucapkan terimakasih dan menyampaikan salam “good bye” “Wassalamu’alaikum Wer. Wb.”

Field Note 7 (3rd meeting of Cycle I)Date: Wednesday, September 10th 2014

R: Researcher

GBI: Guru Bahasa Inggris

Place: Teacher office and English Laboratory

No.	Kegiatan
1.	R datang ke sekolah pada pukul 10.55
2.	R menemui guru piket untuk meminta izin masuk ke sekolah.
3.	R kaget menemui beberapa anak kelas 8E pergi dari ruang kelas dan ternyata mereka masuk ke ruang Laboratorium Bahasa.
4.	R bertemu GBI di ruang Laboratorium Bahasa dan menanyakan mengapa para siswa belajar dan pindah ke ruang ini.
5.	GBI mengkonfirmasi bahwa ia lupa jika R masih memiliki jatah mengajar penelitian dan akan mengerjakan sesuatu sambil mengajar para siswa. Kemudian GBI meminta maaf kepada R.
6.	R mempersiapkan perangkat pembelajaran seperti LCD dan computer.
7.	R membuka pembelajaran dengan salam pembuka " <i>Assalamu'alaikum Wr. Wb. Good morning Everybody. How are you today?</i> " Kemudian para siswa menjawab " <i>Wa'alaikumsalam Wr. Wb. Good morning. I'm fine.</i> " Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab " <i>Nihil mas</i> ". Guru kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
8.	R kemudian mempresentasikan dan menjelaskan tugas-tugas yang harus dikerjakan oleh para siswa dalam <i>Facebook Group</i> . R kemudian menyebutkan nama anak-anak yang belum aktif di <i>Facebook Group</i> untuk segera aktif mengikuti dan memposting setiap aktivitas yang diperintahkan oleh R.
9.	R juga membahas beberapa tulisan siswa yang kurang tepat dan menanyakan kepada siswa bagaimana membuat kalimat yang benar.
10.	R kemudian memberikan tugas kepada siswa untuk membuat beberapa pesan teks berbalas.
11.	Beberapa siswa aktif bertanya kepada R soal kosakata dan penulisan yang tepat.
12.	R menjawab semua pertanyaan yang diajukan oleh siswa.
13.	Siswa mengumpulkan hasil dari pekerjaannya lalu R mengingatkan kembali untuk aktif di <i>Facebook Group</i> .
14.	R berterima kasih atas partisipasi dari siswa dan menceritakan materi yang akan disampaikan R di pertemuan selanjutnya.
15.	Sebelum mengucapkan salam perpisahan, R mengumumkan siswa dan grup yang akan mendapatkan hadiah karena telah aktif dalam <i>Facebook Group</i> dan mendapatkan skor tertinggi dari aktivitas grup kuis. It's time for me to announce the student who is the most active in joining

	the activity and the group which had the highest score in the last activity, <i>“Ok students, and let me announce the most active student and the best group. Hopefully, this reward will encourage you all to be more active and do the best in the next activity. Buat yang belum menang di kesempatan lain pasti bisa dapat hadiah asal selalu aktif dalam mengikuti kegiatan yang mas berikan. And the winner is Yovita Febri Kinayungan and the group which gets the highest score is Bosno”</i>
16.	R mengucapkan salam perpisahan <i>“Good bye, Wassalamu;alaikum Wr. Wb.”</i>
17.	R menemui GBI di ruang guru dan melakukan diskusi terkait action yang telah diberikan pada cycle I.
18.	R meminta izin pulang kepada GBI dan berterima kasih atas kritik dan saran yang diberikan untuk cycle selanjutnya.
19.	R meninggalkan sekolah.

Field Note 8 (1st meeting of Cycle II)

Date: Monday, September 15th 2014

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Teacher office and 8E Classroom

No.	Kegiatan
1.	R datang ke sekolah pada pukul 09.55
2.	R menemui GP untuk meminta izin masuk ke sekolah. R diminta untuk menunggu di lobi sekolah.
3.	GBI menemui R di lobi sekolah dan berdiskusi di ruang guru.
4.	R meminta izin kepada GBI ingin memakai LCD untuk keperluan mengajar nanti. GBI menyarankan untuk menukar ruang kelas bagi siswa kelas 8E dengan kelas 8 G.
5.	R mempersiapkan perangkat pembelajaran seperti LCD dan computer.
6.	R membuka pembelajaran dengan salam pembuka <i>“Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?”</i> Kemudian para siswa menjawab <i>“Wa’alaikumsalam Wr. Wb. Good morning. I’m fine.</i> Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab <i>“Nihil mas”</i> . Guru kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
7.	R menampilkan beberapa <i>“short letter”</i> pada layar. Para siswa diharapkan membacanya. Untuk mengetahui <i>pronunciation</i> para siswa, R menawarkan siswa untuk mencoba membaca nyaring <i>“short letter”</i> tersebut. Setelah Siswa membaca, R memberikan feedback bagaimana mengucapkan kata-kata tersebut dengan tepat. <i>“Repeat after me!”</i> para siswa pun mengulang kata-kata yang telah diucapkan oleh R.

8.	R memastikan semua siswa sudah membaca “ <i>Short message</i> ” tersebut, dan meminta mereka untuk mencari kata-kata yang belum mereka ketahui artinya. Mereka boleh mencarinya dari berbagai sumber.
9.	R kemudian bertanya kata-kata apa saja yang sekiranya dianggap sulit oleh siswa, mereka diminta pula untuk menyebutkan artinya.
10.	R mengulang lagi ucapan yang tepat dari kata-kata yang menurut para siswa masih sulit dengan siswa menirukan apa yang guru ucapkan.
11.	R membagikan tugas kepada siswa untuk menganalisis apakah pernyataan yang terdapat dalam soal sesuai atau tidak dengan isi dari “ <i>short letter</i> ” yang ditampilkan oleh R. R menerangkan bagaimana menjawab soal yang baru saja diberikan.
12.	Beberapa siswa yang masih bingung lalu bertanya kepada R. R pun menjawab seluruh pertanyaan siswa.
13.	R kemudian membahas soal yang baru saja dikerjakan siswa.
14.	R memerintahkan siswa untuk mencari contoh berbagai ungkapan ‘ <i>giving instruction, giving invitation, giving prohibition, serta asking for permission</i> ’.
15.	R membagi papan tulis menjadi empat bagian dan menuliskan judul <i>giving instruction, giving invitation, giving prohibition, serta asking for permission</i> ’ dan memerintahkan siswa yang sudah dapat contoh-contoh tersebut untuk menuliskannya ke papan tulis.
16.	Setelah para siswa menuliskan ungkapan-ungkapan tersebut, R menanyakan kepada siswa yang lain, apakah apa yang ditulis di papan tulis adalah kalimat yang benar. R kemudian memberikan tanggapannya.
17.	Beberapa siswa juga menanyakan pertanyaan terkait hal-hal yang menurut mereka masih bingung. R kemudian menjawab kembali pertanyaan yang diajukan oleh siswa.
18.	Tak lama kemudian bel pun berbunyi sehingga R langsung memberikan tugas yang mesti dikerjakan pada <i>Facebook Group</i> kepada siswa. R pun menjelaskan terlebih dahulu apa yang harus dilakukan oleh siswa.
19.	R mengucapkan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”

Field Note 9 (2nd meeting of Cycle II)

Date: Wednesday, September 17th 2014

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Teacher office and 8E Classroom

No.	Kegiatan
1.	R datang ke sekolah pada pukul 11.00
2.	R menemui GP untuk meminta izin masuk ke sekolah. R diminta untuk menunggu di lobi sekolah.
3.	GBI menemui R di lobi sekolah dan berdiskusi di ruang guru.

4.	R meminta izin kepada GBI ingin memakai LCD untuk keperluan mengajar nanti. GBI menyarankan untuk menukar ruang kelas bagi siswa kelas 8E dengan kelas 8 G.
5.	R mempersiapkan perangkat pembelajaran seperti LCD dan computer.
6.	R membuka pembelajaran dengan salam pembuka " <i>Assalamu'alaikum Wr. Wb. Good morning Everybody. How are you today?</i> " Kemudian para siswa menjawab " <i>Wa'alaikumsalam Wr. Wb. Good morning. I'm fine.</i> " Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab " <i>Nihil mas</i> ". Guru kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
7.	R menampilkan beberapa " <i>short letter</i> " pada layar. Para siswa diharapkan membacanya. Untuk mengetahui <i>pronunciation</i> para siswa, R menawarkan siswa untuk mencoba membaca nyaring " <i>short letter</i> " tersebut. Setelah Siswa membaca, R memberikan feedback bagaimana mengucapkan kata-kata tersebut dengan tepat. " <i>Repeat after me!</i> " para siswa pun mengulang kata-kata yang telah diucapkan oleh R.
8.	R memastikan semua siswa sudah membaca " <i>Short message</i> " tersebut, dan meminta mereka untuk mencari kata-kata yang belum mereka ketahui artinya. Mereka boleh mencarinya dari berbagai sumber.
9.	R kemudian bertanya kata-kata apa saja yang sekiranya dianggap sulit oleh siswa, mereka diminta pula untuk menyebutkan artinya.
10.	R mengulang lagi ucapan yang tepat dari kata-kata yang menurut para siswa masih sulit dengan siswa menirukan apa yang guru ucapkan.
11.	R membagikan tugas kepada siswa untuk menganalisis apakah pernyataan yang terdapat dalam soal sesuai atau tidak dengan isi dari " <i>short letter</i> " yang ditampilkan oleh R. R menerangkan bagaimana menjawab soal yang baru saja diberikan.
12.	Beberapa siswa yang masih bingung lalu bertanya kepada R. R pun menjawab seluruh pertanyaan siswa.
13.	R kemudian membahas soal yang baru saja dikerjakan siswa.
14.	R memerintahkan siswa untuk mencari contoh berbagai ungkapan ' <i>giving instruction, giving invitation, giving prohibition, serta asking for permission</i> '.
15.	R membagi papan tulis menjadi empat bagian dan menuliskan judul ' <i>giving instruction, giving invitation, giving prohibition, serta asking for permission</i> ' dan memerintahkan siswa yang sudah dapat contoh-contoh tersebut untuk menuliskannya ke papan tulis.
16.	Setelah para siswa menuliskan ungkapan-ungkapan tersebut, R menanyakan kepada siswa yang lain, apakah apa yang ditulis di papan tulis adalah kalimat yang benar. R kemudian memberikan tanggapannya.
17.	Beberapa siswa juga menanyakan pertanyaan terkait hal-hal yang menurut mereka masih bingung. R kemudian menjawab kembali pertanyaan yang diajukan oleh siswa.
18.	Tak lama kemudian bel pun berbunyi sehingga R langsung memberikan tugas yang mesti dikerjakan pada <i>Facebook Group</i> kepada siswa. R pun

	menjelaskan terlebih dahulu apa yang harus dilakukan oleh siswa.
19.	R mengucapkan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”

Field Note 10 (3rd meeting of Cycle II)

Date: Monday, September 22nd 2014

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

Place: Ruang Guru, Lab. Bahasa and Ruang kelas 8E

No.	Kegiatan
1.	R datang ke sekolah pada pukul 09.50
2.	R menemui GP untuk meminta izin masuk ke sekolah. R dipersilahkan masuk ke dalam sekolah.
3.	R menerima informasi bahwa jam ke 5-6 akan diselenggarakan sekolah diundur menjadi pukul 10.20
4.	R mencari GBI di ruang guru namun beliau tidak ada, akhirnya R bisa bertemu dengan GBI di lab. Bahasa.
5.	R berdiskusi sekaligus melakukan interview pada GBI seputar action yang R berikan terhadap siswa.
6.	Pada pukul 10.20, R meminta izin kepada GBI untuk masuk ke kelas 8 E.
7.	R membuka pembelajaran dengan salam pembuka “ <i>Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?</i> ” Kemudian para siswa menjawab “ <i>Wa’alaikumsalam Wr. Wb. Good morning. I’m fine.</i> ” Guru kemudian menanyakan siswa yang tidak hadir. Dan siswa menjawab “Nihil mas”. Guru kemudian mengingatkan siswa perihal pembelajaran sebelumnya, lalu mengkaitkan dengan aktivitas pembelajaran di pertemuan di hari ini.
8.	R mulai mengingatkan para siswa tentang materi yang diajarkan pada pertemuan kemarin, dan menulis kata ‘ <i>giving instruction, giving prohibition, giving invitation dan asking for permission</i> ’ di papan tulis.
9.	R kembali menjelaskan fungsi-fungsi ungkapan tersebut dan memberikan sebuah contoh pada masing-masing ungkapan.
10.	R memerintahkan siswa untuk membuat masing-masing 5 contoh ungkapan <i>giving instruction, giving prohibition, giving invitation dan asking for permission</i> .
11.	Sebagian siswa tidak mau mengerjakan apa yang diperintahkan oleh R. R tidak tinggal diam, ia pun menegur mereka namun tetap saja usahanya sia-sia.
12.	R pun mensiasati ketidakmauan mereka dalam mengerjakan tugas dengan menyuruh mereka mengerjakan di papan tulis, kali ini usaha R berhasil dan mereka mau mengerjakannya.
13.	Dalam mengerjakan tugas tersebut, para siswa berkali-kali bertanya tentang masalah-masalah yang ia hadapi kepada R, R pun secara sabar

	menjawab setiap pertanyaan dari siswa.
14.	Setelah semua siswa mengerjakan tugas, para siswa mengumpulkan hasil dari pekerjaan mereka kepada R. Setelah itu, R pun memeriksa hasil dari pekerjaan para siswa yang mengerjakan di papan tulis.
15.	Karena jam belajar dikurangi, bel pun sudah berbunyi, namun ada satu tugas yang belum terselesaikan oleh siswa yaitu membuat teks surat singkat yang berisi ungkapan-ungkapan <i>giving instruction, giving prohibition, giving invitation dan asking for permission</i> .
16.	Sebelum berpisah R memberikan instruksi kepada siswa untuk membuat teks surat singkat dan mem-postingkannya lewat Facebook Group.
17.	R mengucapkan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”

Field Note 11

Date: Wednesday, September 24st 2014

R: Researcher

GBI: Guru Bahasa Inggris

GP: Guru Piket

KS: Kepala Sekolah

Place: Ruang Guru, Lab. Bahasa and Ruang kelas 8E

Farewell day

No.	Kegiatan
1.	R datang ke sekolah pada pukul 12.15
2.	R menemui GP untuk meminta izin masuk ke sekolah. R dipersilahkan masuk ke dalam sekolah.
3.	R mengecek siswa di ruang kelas mereka namun mereka tidak berada di sana.
4.	R kemudian bertanya kepada salah seorang guru di ruang guru, dan akhirnya R tau bahwa siswa kelas 8E ada di lab. Bahasa,
5.	R menemui guru dan meminta izin untuk mengucapkan salam perpisahan kepada para siswa.
6.	R membuka pembelajaran dengan salam pembuka “ <i>Assalamu’alaikum Wr. Wb. Good morning Everybody. How are you today?</i> ” Kemudian para siswa menjawab “ <i>Wa’alaikumsalam Wr. Wb. Good morning. I’m fine.</i> ” R kemudian menyampaikan maksudnya untuk bertemu para siswa.
7.	R mengucapkan terimakasih kepada siswa yang telah berpartisipasi dalam action yang diberikan oleh R.
8.	R memberikan hadiah kepada siswa dan grup yang aktif berpartisipasi dalam kegiatan belajar mengajar dan menyampaikan pesan kepada siswa agar rajin dan terus belajar bahasa inggris.
9.	R berfoto bersama dengan siswa.
10.	R mengucapkan salam perpisahan “ <i>Good Bye, Wassalamu’alaikum Wr. Wb.</i> ”
11.	Sementara siswa pulang ke rumah masing-masing, R melakukan interview dengan GBI

12.	R mengucapkan rasa terimakasihnya kepada GBI dan berharap apa yang telah dilakukan bisa bermanfaat bagi R, GBI dan siswa-siswa.
13.	R berpamitan kepada GBI, Kepala Sekolah, GP dan KS.

APPENDIX B

INTERVIEW GUIDE AND

TRANSCRIPTS

INTERVIEW GUIDE BEFORE THE ACTION

A. Interview with the Teacher

1. Masalah-masalah apa yang ibu hadapi di kelas khususnya pada saat pembelajaran *writing* di kelas ibu?
2. Menurut ibu mengapa pembelajaran *writing* itu sulit?
3. Aktivitas apa yang sering ibu lakukan dalam pembelajaran *writing* di kelas?
4. Media apa saja yang sering ibu gunakan dalam pembelajaran *writing*?
5. Menurut ibu, bagaimana kemampuan *writing* siswa kelas VIII?
6. Kesulitan apa yang biasanya siswa hadapi ketika menulis teks?
7. Bagaimana cara ibu meningkatkan motivasi siswa dalam hal *writing*?
8. Apakah ibu tau bahwa Facebook dapat meningkatkan proses pembelajaran siswa?
9. Apakah ibu pernah atau sering menggunakan media Facebook Group untuk memperkuat pembelajaran?
10. Ada yang ingin ibu tambahkan?

B. Interview with the Students

1. Apakah kamu suka belajar Bahasa Inggris terutama *writing*?
2. masalah apa yang biasa kamu temui pada saat pelajaran *writing* di kelas?
3. Selama ini bagaimana cara kamu mengatasi masalah tersebut?
4. Materi dan aktivitas apa yang sering digunakan guru di kelas pada saat pelajaran *writing*?
5. Kamu punya Facebook tidak?
6. Untuk apa biasanya Facebook digunakan?
7. Menurut kamu, Menulis sesuatu di Facebook itu aktivitas yang menyenangkan tidak?
8. Ada yang ingin ditambahkan?

INTERVIEW GUIDE AFTER THE IMPLEMENTATION

Teacher

1. Apa pendapat ibu tentang actions yang telah saya terapkan?
2. Menurut ibu, apakah materi yang sudah saya sampaikan sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan KI dan KD?
3. Menurut ibu apakah writing activity lewat Facebook menarik dan memotivasi siswa?
4. Menurut ibu apakah siswa dapat memahami materi dengan jelas dan mudah?
5. Menurut ibu apakah materi-materi dan aktivitas-aktivitas pembelajaran writing lewat Facebook efektif untuk meningkatkan proses belajar menulis siswa?
6. Peningkatan itu terutama terlihat dimana bu?
7. Apa saran ibu untuk action selanjutnya?

Students

1. Bagaimana pendapat kamu tentang pertemuan kemarin?
2. Apakah kamu menikmati belajar menulis bahasa inggris lewat Facebook?
3. Menurut pendapat kamu, apakah belajar menulis bahasa inggris dengan Facebook menarik dan memotivasi kamu?
4. Dapatkah kamu memahami materi tersebut dengan jelas dan mudah?
5. Dapatkah kamu memahami penjelasan guru?
6. Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan reading kamu?
7. Ada masalah yang lain?

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

Date: Wednesday, August 13th 2014

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Muhammad Ardiyan Mualana (S14)

- R : "Pagi dik."
S14 : "Pagi."
R : "Namanya siapa?"
S14 : "ardiyana"
R : "Oh ya, de ardiyan suka gak bahasa inggris?"
S14 : "Suka mas."
R : "Ehm. Kalo writing? pelajaran menulis dalam bahasa inggris gitu kamu suka nggak?"
S14 : "Kurang terlalu suka."
R : "Kurang suka ya,, kenapa dik?"
S14 : "Ehh, susah mas,,"
R : "Jadi kamu menganggap writing susah ya. apa saja kesulitannya dek?"
S14 : "Sulitnya kosakatanya mas.."
R : "Kalo dapet kesulitan gitu kamu ngapain?"
S14 : " Saya nyari kosakatanya di kamus mas."
R : "Oalaaah. Makasih dek"
S14 : "Sama-sama mas."

INTERVIEW TRANSCRIPT 2

Date: Wednesday, August 13th 2014

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Meutia Khansa Fadhila (S12)

- R : "Selamat pagi.."
S12 : "Pagi."
R : "Nama kamu siapa ya?"
S12 : "aku khansa,,"
R : "Dik khansa, suka gak dengan bahasa inggris.."
S12 : "Suka.."
R : "Kenapa suka?"
S12 : " Karena suka aja mas."
R : "Bagaimana dengan kegiatan menulis dalam bahasa inggris?"
S12 : "Enggak begitu seneng."
R : "Kenapa dik?"
S12 : "Kesulitan dalam menulis mas."

R : "Lah dulu guru bahasa inggrisnya gimana ngajarinnya?"
 S12 : "Cuma suruh nulis aja mas."
 R : "Terus kesempatan nulisnya banyak ga?"
 S12 : "Enggak sih mas. Bikin cepet bosan."
 R : "Woalaah yoo aku paham dek. Makasih ya dek."
 S12 : "Iya mas. Sama-sama"

INTERVIEW TRANSCRIPT 3

Date: Saturday, August 16th 2014

Place: Classroom

Interviewer: Researcher (R)

Interviewee: Muhammad Taufiqurrahman (S17)

R : "Udah selesai kamu taufiq?"
 S17 : "Udah mas.."
 R : "Eh menurut kamu belajar menulis di Facebook bakalan seru ga?"
 S17 : "Kayaknya seru mas,"
 R : "Kenapa serunya dek?"
 S17 : "Aku suka main facebook mas."
 R : "Emang Facebook mu buat apa biasanya?"
 S17 : " Buat nge-game sih mas."
 R : "Woalaah. Makasih ya dek."
 S17 : "Iya mas. Sama-sama"

INTERVIEW TRANSCRIPT 4

Date: Saturday, August 16th 2014

Place: Teacher's office

Interviewer: Researcher (R)

Interviewee: Dra. Ratna Handarini, M.Pd. (T)

R : Ibu, selama ini anak-anak belajar bahasa inggris dari mana?
 T : Ini sementara saya copy-kan buku pelajaran bahasa inggris yang dari pemerintah dan sesekali saya jelaskan lewat papan tulis.
 R : Tapi saya lihat buku itu tidak menyediakan aktivitas yang bagus untuk belajar menulis? Gimana menurut ibu?
 T : sementara ini menjadi pegangan anak-anak dulu mas. Memang buku ini masih harus direvisi dan banyak sekali perbaikan.

INTERVIEW TRANSCRIPT 5

Interviewer: Researcher (R)

Interviewee: Dra. Ratna Handarini, M.Pd. (T)

Day/date: Saturday, August 19th 2014

Place: School Lobby

R : “Selamat pagi bu!”

T : “Iya, selamat pagi!”

R : “Ibu saya ingin tahu bu, bagaimana sih proses pembelajaran khususnya pembelajaran *writing* di kelas ibu? Apakah siswa langsung disuruh menulis atau bagaimana bu?”

T : “Sebelum siswa menulis ada tahapan-tahapannya ya, misalnya sebelum menulis, kita memberikan materi. Misalnya subject, susunan kalimatnya seperti apa, kemudian bagian-bagiannya seperti apa. Kalau tingkat awal bagian-bagian tersebut harus didalami terlebih dahulu, misalnya dengan task jumble word lalu disusun menjadi kalimat. Namun jika tingkatannya sudah lebih tinggi bisa lebih sulit seperti jumble sentence disusun menjadi paragraph.

R : “Istilahnya mereka mengerjakan yang lebih mudah terlebih dahulu kemudian mengerjakan ke tingkatan yang lebih sulit, seperti itu ya bu?”

T : “Iyaa bisa dikatakan seperti itu.”

R : “Kemudian ada tidak bu masalah-masalah yang ibu hadapi di kelas khususnya pada saat pembelajaran *writing*?”

T : “Kesulitan ya maksudnya?”

R : “Iya seperti kesulitan-kesulitan bu.”

T : “Kesulitan pada siswa itu (saat menulis), susunannya kayak Bahasa Indonesia itu.”

R : “Jadi siswa-siswa itu masih?” (terpotong)

T : “He eem. Susunannya seperti Bahasa Indonesia”

R : “Jadi misalnya kayak ayam goreng, jadi chicken fried”

T : “Iyaa. Jadi susunannya masih seperti kamus banget. Misalnya di kamus bermain itu play ya jadi to play. Biasanya ada to kamus yang seperti itu? Jadi membuat kalimat ya seperti itu. I to play badminton. Jadi kamus banget gitu. Tapi sekarang ada teknologi seperti apa? Google translate itu. Kadang-kadang anak-anak sekarang sudah mulai kesana juga. Kalau misalnya kita ada tugas, karena kalau di sini kan mereka tidak bisa mengakses. Karena mereka ga boleh membawa hape. Tapi kalau namanya tugas kan bebas, jadi biasanya mereka menggunakan itu.”

R : “Hmm. Lalu bagaimana dengan kesempatan menulis siswa di dalam kelas, apakah mereka memiliki kesempatan yang banyak untuk menulis? Padahal mereka di kelas hanya memiliki waktu 2 X 40 menit saja.

- T : “iya memang writing itu prosesnya lama ya dan memeriksa pekerjaan siswa juga harus satu demi satu seperti memberikan feedback pada setiap kesalahan yang dibuat siswa dalam menulis.
- R: “Apa saja aktivitas yang sering ibu lakukan pada saat pembelajaran writing di kelas agar lebih menarik?”
- T : “Biasanya ibu berikan gambar. Gambar itu sangat membantu siswa dalam menulis dan imajinasi siswa langsung muncul. Kemudian waktu mempelajari recount text, ibu menyuruh mereka untuk menulis pengalamannya pada saat liburan.
- R : “Jadi kemampuan writing para siswa kelas VIII berbeda-beda ya bu?”
- T : “Iya kemampuan writing mereka berbeda-beda.”
- R : “Apakah ibu pernah menggunakan Facebook dalam aktivitas writing siswa?”
- T : “Saya sih belum pernah mas. Yang saya tahu itu pak Suhaeni. Pak Suhaeni itu sering sekali menggunakan Facebook untuk media pembelajaran. Misalnya kalimat ini benar atau tidak? Nanti muncul komentar-komentar yang akan menjawab dari status beliau. Tapi kalau levelnya masih smp saya kira belum bisa untuk sampai ke sana.
- R : “Bagaimana menurut ibu jika Facebook dapat meningkatkan kemampuan writing siswa?”
- T : “Menurut ibu itu tergantung ya. Biasanya mereka menggunakan Facebook untuk menulis lirik lagu ya. Biasanya nulis move on. Kata ini kan sudah familiar buat anak-anak.
- R : “Terima kasih bu atas waktunya. Semoga Ibu tambah sukses”
- T : “Iya sama-sama mas.”

INTERVIEW TRANSCRIPT 6

Interviewer: Researcher (R)

Interviewee: Yovita Febri Kinayungan (S30).

Day/date: Saturday, September 8th 2014

Place: Class lobby

- R : “Halo dek. Mas mau Tanya sesuatu nih?”
- S30 : “Tanya apa mas?”
- R : “Selama ini kan kamu cuma belajar lewat fotokopian dari Bu Ratna tuh, kalo sekarang gimana belajarnya? terbantu ga dengan diberikannya hand out itu?”
- S30 : “Iya mas, kalo dibandingin dengan fotokopian dari Bu Ratna, lengkapan handout dari mas, saya jadi lebih paham materinya”.
- R : haha. Dipelajari ya dek hanbdoutnya. Jangan dianggurin doang.”
- S30 : “Insya Allah mas yaa.”

INTERVIEW TRANSCRIPT 7

Interviewer: Researcher (R)

Interviewee: Sokhifah Amin Nur Rahmah (S25) dan Tri Puspita (S26).

Day/date: Saturday, September 8th 2014

Place: Class lobby

R : "Hai cah. Sorry ganggu bentar"

S25&26: "Ada apa ya mas?"

R : "Handout atau lembaran yang mas berikan membantu gak dalam belajar kalian?"

S25 : "Ya mas. Kalo biasanya kan banyak nyatet, jadi banyak kehabisan waktu buat nyatet penjelasan yang dipapan tulis."

S26 : "Bisa dibawa pulang juga mas, bisa dibaca-baca di rumah."

R : "Oke lah kalo begitu." Makasih ya."

S26 : "Haha. Gitu doang mas. Kirain mau apa."

INTERVIEW TRANSCRIPT 8

Interviewer: Researcher (R)

Interviewee: Muhhadzik Ma'sum (S19).

Day/date: Saturday, September 8th 2014

Place: Class lobby

R : "Mas Muhadzik ya?"

S19 : "Iya mas. Ada apa?"

R : "Tadi mas udah posting materi yang kemarin, gimana menurutmu? membantu ga?"

S19 : "Membantu banget mas, kemarin saya belum sempet nyatet contoh-contohnya."

R : "Wah bagus lah kalo begitu, jadi tambah paham kan?"

S19 : "Iya mas."

INTERVIEW TRANSCRIPT 9

Interviewer: Researcher (R)

Interviewee: Ermin Fadlina Rosyida (S5).

Day/date: Saturday, September 8th 2014

Place: Class lobby

R : "Katanya kemarin buku cetaknya ga lengkap? Kemarin mas udah posting materinya di Grup Facebook gimana sekarang?"

S5 : "Iya po mas? Saya belum lihat malahan."

R : "Coba sekarang dilihat. Kamu punya hape android kan? Coba dibaca sekarang."

S5 : "Iya mas."

R : "Gimana menurutmu?"

S5 : "Membantu sekali mas, lebih praktis, dan aku bisa belajar dimana-mana."

INTERVIEW TRANSCRIPT 10

Interviewer: Researcher (R)

Interviewee: Khoirul Arifah (S9).

Day/Date: Wednesday, September 10th 2014

Place: Class lobby

- R : "Namanya siapa dek?"
S9 : "Ifah Mas."
R : "Suka gak sama aktivitas menulis lewat Facebook Group?"
S9 : "Suka suka."
R : "Kenapa emangnya?"
S9 : "Daripada menulis di buku tulis mas bikin bosan plus ngantuk. Kalo ada yang susah ga bisa ngeliat contoh tulisan temen yang lain."
R : "Oh gitu ya dek? Makasih ya dek."
S9 : "Iya mas. Sama-sama."

INTERVIEW TRANSCRIPT 11

Interviewer: Researcher (R)

Interviewee: Muhammad Zulfikri (S18)

Day/Date: Wednesday, September 10th 2014

Place: Class lobby

- R : "Dek aku mau tanya nih sebentar. Jangan pulang dulu."
S18 : "Tanya apa mas?"
R : "Kemarin kan mas ngasih tugas nganalisis kalimat salah di grup Facebook tuh."
S18 : "Terus kenapa mas?"
R : "Susah ya menganalisis kalimat yang salah di Grup Facebook?"
S18 : "Ya susah-susah gampang mas."
R : "Maksudnya gimana?"
S18 : "Yo gampang kalo kerjainnya bareng-bareng temen."
R : "Oh gitu ya dek? kalo sendiri ngerjainnya gimana?"
S18 : "Susah kayaknya mas."
R : "Haha. Siip dek"

INTERVIEW TRANSCRIPT 12

Interviewer: Researcher (R)

Interviewee: Yosi Tyas Rizansa (S29)

Day/Date: Wednesday, September 10th 2014

Place: Classroom

- R : "Eh kamu kok tiba-tiba posting banyak di facebook group?"
S29 : "Iya mas, saya ga mau kalah sama yang lain. Yang ini gimana mas cara ngerjainnya?"
R : "Coba lihat contoh-contoh yang udah mas kasih."
S29 : "Ok mas siap. Saya bakal posting lebih banyak. Buka grupnya ya mas?"

INTERVIEW TRANSCRIPT 13

Interviewer: Researcher (R)

Interviewee: Dimas Febrian Bomanarakasura (S4)

Day/Date: Wednesday, September 10th 2014

Place: Class lobby

- R : "Eh Boma."
S4 : "Ada apa mas?"
R : "Gimana perasaanmu dikasih hadiah pas pelajaran tadi?"
S : "Seneng Mas. Jadi termotivasi. Tadi kelompokku dapet coklat. Besok lagi hadiahnya barang yang awet aja ya mas?"
R : "Gitu ya?"
S4 : "Iya mas biar ga cepet habis."
R : "Oh ya udah deh, nanti di pertemuan berikutnya ya."
S4 : "Haha. Makasih mas."

INTERVIEW TRANSCRIPT 14

Interviewer: Researcher (R)

Interviewee: Dra. Ratna Handarini, M.Pd. (T)

Day/Date: Wednesday, September 10th 2014

Place: Teacher's office

- R: "Ibu, bagaimana pembelajaran saya di action pertama ini?"
T: "Ya saya kira dengan kuis grup itu anak-anak bisa lebih antusias buat ngikutin pelajaran bahasa Inggris ya. Keliatan kan? Waktu pertemuan pertama itu anak-anak keliatan bosan, kurang antusias gitu mas. Tapi waktu udah ada kuis per grup jadi anak-anak semangat buat tunjuk jari, buat jawab pertanyaan."
R: "Jadi kuis grup itu udah bagus ya untuk menarik perhatian siswa?"
T: "Iya mas. Soalnya kebanyakan siswa itu sering rame sendiri saat pelajaran, tapi kali ini ramainya mereka karena semangat buat ngikutin pelajaran."
R: "Jadi pada Cycle berikutnya, mungkin masih pake kuis grup ini ya bu?"
T: "Yaa."
R: "Para siswa selalu ngobrol dan berjalan-jalan ketika saya menerangkan tugas yang akan diberikan di grup Facebook. Sebenarnya, apakah anak-anaknya memang seperti itu bu?"
T: "Iya memang mas. Guru apapun yang mengajar, sifat mereka seperti itu. Apalagi itu si Reni dan kawan-kawannya. Mereka itu heboh sendiri kalau ada di dalam kelas."
R: "Apa mungkin mereka termasuk siswa dengan tipe belajar kinestetik bu?"
T: "Ya benar mas. Jadi ketika menerangkan sesuatu itu, mereka harus siap dulu biar mereka bisa mengerti. Bisa dengan lagu, atau bisa juga masnya diam. Nanti mereka mengerti sendiri."
R: "Oh seperti itu ya bu? Baik saya akan coba di pertemuan berikutnya."
R: "Lalu bagaimana dengan Facebook Group yang saya gunakan untuk meningkatkan proses pembelajaran menulis siswa bu? Begini tampilannya. Bagaimana bu?"

- T: "Menurut ibu, hasilnya bagus ya. Mereka jadi bisa latihan menulis ga cuma di dalam kelas tapi bisa di luar kelas dan masnya bisa mengontrol aktivitas yang mereka lakukan di dalam Grup Facebook."
- R: "Apakah ibu tau aktivitas siswa di Facebook sebelum saya mengadakan penelitian ini?"
- T: "Saya belum mengetahuinya mas."
- R: "Seperti ini bu, ini contoh status, foto dan video yang mereka tulis di luar kegiatan pembelajaran di Facebook."
- T: "Ya setidaknya mereka memiliki pemikiran kalau Facebook ga cuma bisa buat main-main tapi juga bisa buat belajar."
- R: "Oh iya bu, Menurut ibu, bagaimana hadiah yang sudah saya berikan kepada siswa? Apakah sudah tepat?"
- T: "Menurut Ibu, kalau makanan belum terlalu baik ya. Lebih baik kalo barang itu awet seandainya lebih berguna."
- R: "Barang yang awet?"
- T: "Oh iya. Plus berguna juga buat anak-anak terutama buat belajar bahasa inggris."
- T: "Hmm. Ok bu makasih. Pertemuan selanjutnya saya akan beri mereka hadiah berupa kamus."

INTERVIEW TRANSCRIPT 15

Interviewer: Researcher (R)

Interviewee: Wildan Maulana (S32)

Day/Date: Wednesday, September 17th 2014

Place: Classroom

- R : "Keliatannya adek seneng banget pas ada kuis?"
- S32 : "Iya lah mas. Saya ga mau kalah sama temen-temen saya. Saya mau dapet hadiah."
- R : "Semangat ya adek belajarnya! Jangan mau kalah sama temen-temen yang lain."
- S32 : "Siap mas."

INTERVIEW TRANSCRIPT 16

Interviewer: Researcher (R)

Interviewee: Khannah Maghfurroh (S8)

Day/Date: Wednesday, September 17th 2014

Place: Classroom

- R : "Suka ga dek belajar nulis bahasa inggris di Facebook?"
- S8 : "Suka banget mas."
- R : "Lah kenapa?"
- S8 : "Pembelajarannya lebih interaktif dan ga ngebosenin."

INTERVIEW TRANSCRIPT 17

Interviewer: Researcher (R)

Interviewee: Tri Puspita Dyah S. (S26)

Day/Date: Wednesday, September 17th 2014

Place: School lobby

- R : "Setelah 5 pertemuan ini gimana dek? Lebih enak menulis di Facebook Group atau di kertas biasa?"
- S26 : "Lebih enak di Facebook mas."
- R : "Kenapa?"
- S26 : "Menulisnya lebih seru aja."
- R : "Karena bisa upload foto gitu ya?"
- S26 : "Iya mas. Gimana ya? Pokoknya lebih seru lewat Facebook mas."
- R : "Apa karena bisa ngame di sana?"
- S26 : "Enggak mas. Saya kan emang sering Facebookan jadinya ngerjain tugas bahasa inggris lewat Facebook jadi makin seneng."
- R : "Oke dek. Makasih ya. Mau pulang ya? Hati-hati di jalan ya dek."
- S26 : "Iya mas."

INTERVIEW TRANSCRIPT 18

Interviewer: Researcher (R)

Interviewee: Yovita Febri Kinayungan. (S30)

Day/Date: Wednesday, September 24st 2014

Place: School lobby

- R : "Piye dek hadiahnya? Seneng ga mas kasih hadiah?"
- S30 : "Seneng banget mas, kebetulan saya memang ga punya kamus sama tempat pensil jadi berguna sekali mas. Makasih ya mas."
- R : "Ya dek. Semoga hadiahnya bisa bermanfaat terutama biar lebih semangat belajar bahasa inggrisnya."
- S30 : "Amiin."

INTERVIEW TRANSCRIPT 19

Interviewer: Researcher (R)

Interviewee: Dra. Ratna Handarini, M.Pd. (T)

Day/Date: Wednesday, September 10th 2014

Place: Teacher's office

- R : "*Facebook group* bisa meningkatkan proses belajar mengajar siswa, terutama writing, bagaimana menurut pengamatan ibu setelah saya melakukan *action* selama ini?"
- T : "Menurut saya, penggunaan Facebook dalam *action* Mas berhasil meningkatkan motivasi menulis siswa ya, biasanya buat sebagian siswa, menulis itu sesuatu yang membosankan. Tapi kalo dikemas lewat Facebook jadi terasa lebih menarik. Suatu terobosan baru. Apalagi aktivitas sebagian besar siswa di Facebook itu sangat tinggi, jadi mereka sembari *Facebook-an* bisa belajar menulis juga. Walaupun kemarin

- katanya ada sebagian anak yang bermasalah Facebook-nya, saya lihat anak tersebut sekarang sudah berpartisipasi juga mas.”
- R : “Menurut ibu apakah anak-anak dapat memahami materi dengan jelas dan mudah?”
- T : “Saya rasa pemberian handout dan menerangkan ulang materi di Facebook sedikit banyak membantu anak-anak memahami materi yang diajarkan.”
- R : “Jadi penggunaan Handout sudah baik ya bu?”
- T : “Menurut ibu sudah baik yaa. Siswa jadi punya pegangan untuk belajar. Biasanya hanya fotokopian dari buku saja, itupun tidak boleh dibawa pulang.”
- R : “Kalau isinya bu?”
- T : “Lumayan bagus. Langkah-langkah kurikulum 2013 nya sudah terlihat baik ketimbang buku yang dari pemerintah.”
- R : Makasih ya bu atas waktunya dan mohon maaf apabila saya punya salah saat penelitian di sini.
- T : Oh iya mas. Maafin ibu juga kalo banyak kekurangannya ya mas. Kapan-kapan mampir ke rumah ibu di daerah kotagede.
- R : Iya bu Insya Allah.

APPENDIX C

COURSE GRIDS

THE COURSE GRID OF SMPN 1 PLERET USING FACEBOOK GROUP
IN THE ACADEMIC YEAR OF 2014/2015

Mata Pelajaran : Bahasa Inggris

Kelas : 8

Skills : Reading and writing

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Cycle I				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi	Teks tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan	a. Mengamati <ul style="list-style-type: none"> Para siswa mengamati dengan membaca seksama beberapa teks pesan singkat yang berisi ungkapan menyatakan dan 	➤ Mengamati <ul style="list-style-type: none"> Siswa mengamati dengan membaca materi ekstra yang di tulis guru pada Facebook group 	<ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menanyakan tentang kemampuan dan

Cycle I				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
<p>internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan keamauan melakukan suatu tindakan, sesuai dengan konteks</p>	<p>melakukan suatu tindakan.</p> <p>Fungsi sosial</p> <p>Mampu menggunakan ungkapan kemampuan dan keamauan melakukan suatu tindakan pada kehidupan sehari-hari.</p> <p>Struktur teks</p> <p>a. Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast, dan</p>	<p>menanyakan kemampuan dan keamauan melakukan suatu tindakan dalam hand-out yang telah diberikan oleh guru.</p> <ul style="list-style-type: none"> Para siswa menuliskan hal-ikhwal yang belum diketahui berkaitan dengan menuliskan teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemampuan dan keamauan melakukan suatu tindakan. <p>b. Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengajukan pertanyaan terkait dengan kosa kata sulit, fungsi sosial, isi, struktur kalimat, unsure kebahasaan dan bagaimana menyatakan 	<p>➤ Menanya</p> <ul style="list-style-type: none"> Siswa menanyakan hal-ikhwal yang belum mereka mengerti terkait materi yang sudah ditulis guru di Facebook group. <p>➤ Menganalisis data</p> <ul style="list-style-type: none"> Siswa secara berkelompok menganalisis hasil tulisan teman yang masih salah dan menuliskannya ke dalam bentuk yang benar. <p>➤ Mencipta</p> <ul style="list-style-type: none"> Siswa mengunggah foto dirinya yang sedang 	<p>keamauan melakukan suatu tindakan</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks menanyakan tentang kemampuan dan keamauan melakukan suatu tindakan Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, tanda baca. Tingkat kesesuaian format penulisan/penyampaian

Cycle I				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
<p>penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.</p>	<p>semacamnya.</p> <p>b. I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train, dan semacamnya.</p> <p>Unsur kebahasaan</p> <p>Kata kerja bantu modal, kosa kata, penggunaan nominal, ejaan dan tanda baca.</p> <p>Topik</p> <p>Berbagai</p>	<p>ungkapan-ungkapan dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan dan responnya.</p> <p>c. Mengumpulkan informasi</p> <ul style="list-style-type: none"> Siswa mencari kata-kata sulit dalam pesan singkat dan menemukan artinya dalam kamus. Siswa menemukan ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan dari teks pesan singkat yang telah dibaca. Siswa mencari berbagai 	<p>melakukan aktivitas dalam <i>Facebook Group</i> dan menuliskan kalimat untuk menyatakan kemampuan dan kemauan atau ketidakmampuan melakukan suatu tindakan.</p> <ul style="list-style-type: none"> Siswa membalas teks pesan singkat untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan. Siswa secara berpasangan membuat dan merespons teks pesan singkat dalam <i>Facebook Group</i> tentang ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan 	<p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Mengungkapkan dan merespon secara tertulis berbagai ungkapan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan menanyakan tentang kemampuan dan kemauan

Cycle I				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
	kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	<p>ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan dan responsnya selain dari <i>hand out</i> yang telah diberikan guru.</p> <ul style="list-style-type: none"> Siswa mengidentifikasi struktur kalimat yang dipergunakan dalam menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan dan responsnya. <p>d. Menganalisis data</p> <ul style="list-style-type: none"> Secara berpasangan, siswa menjawab pertanyaan tentang isi teks, fungsi social, struktur kalimat, unsure kebahasaan, dari teks pesan singkat yang telah dibaca. Siswa meminta bantuan 	suatu tindakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>melakukan suatu tindakan</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menghafal dan memahami berbagai struktur teks ungkapan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. <p>Kesungguhan siswa dalam menggunakan Facebook group</p>

Cycle I				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
		<p>guru bila memerlukannya.</p> <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa membentuk kelompok dari dua pasangan lalu mempresentasikan jawaban terhadap pertanyaan-pertanyaan yang telah dirumuskan melalui wakil kelompok. Siswa menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. <p>.</p>		<p>untuk meningkatkan kemampuan writing mereka.</p>

**THE COURSE GRID OF SMPN 1 PLERET USING FACEBOOK GROUP
IN THE ACADEMIC YEAR OF 2014/2015**

Mata Pelajaran : Bahasa Inggris

Kelas : 8

Skills : Reading and writing

Kompetensi Inti :

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Cycle II				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	Teks tulis yang berisi ungkapan: a. Memberi instruksi	a. Mengamati <ul style="list-style-type: none"> Siswa secara berpasangan mengamati dengan membaca teks surat singkat yang berisi ungkapan memberi 	➤ Menanya <ul style="list-style-type: none"> Siswa menanyakan hal ikhwal yang belum mereka mengerti terkait materi yang sudah ditulis guru di Facebook 	<ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial menanyakan tentang memberi

Cycle II				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1 Menunjukkan perilaku <u>santun</u> dan <u>peduli</u> dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari	b. Mengajak c. Melarang d. Minta ijin, serta responnya. <u>Fungsi sosial</u> Menjaga hubungan interpersonal dengan guru dan teman <u>Struktur teks</u> (ungkapan hafalan, tidak perlu dijelaskan	instruksi, mengajak, melarang, dan minta ijin yang ditampilkan oleh guru. <ul style="list-style-type: none"> Para siswa menuliskan hal-ikhwal yang belum diketahui berkaitan dengan menuliskan teks pesan singkat yang melibatkan ungkapan memberi instruksi, mengajak, melarang, dan minta ijin yang ditampilkan oleh guru. b. Menanya <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengajukan pertanyaan terkait dengan kosa kata yang sulit, fungsi social, isi teks, unsur kebahasaan, struktur kalimat, dalam teks 	group. ➤ Menganalisis data <ul style="list-style-type: none"> Siswa secara berkelompok menganalisis hasil tulisan teman yang masih salah dan menuliskannya ke dalam bentuk yang benar. ➤ Mencipta <ul style="list-style-type: none"> Secara individu, siswa menuliskan ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam bentuk kalimat disertai mengupload gambar yang sesuai dalam <i>Facebook Group</i>. 	instruksi, mengajak, melarang, minta ijin <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks menanyakan tentang memberi instruksi, mengajak, melarang, minta ijin Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, tanda baca. Tingkat kesesuaian format penulisan/

Cycle II				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
<p>ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks</p> <p>4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan menanyakan dan merespons ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan</p>	<p>tata bahasanya)</p> <p>f. <i>Come in, please! Thank you. Put the book on the table, please. Yes, sure.,</i> dan sebagainya.</p> <p>g. <i>Let's go! Okay. Come with me! Sorry, I'm busy.,</i> dan sebagainya.</p> <p>h. <i>Don't be late again! Sure, I won't. Don't open it, ok? OK.,</i> dan sebagainya.</p>	<p>pesan singkat yang melibatkan ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan bagaimana menyatakan dan menanyakan ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat. <p>c. Mengumpulkan informasi</p> <ul style="list-style-type: none"> Secara berpasangan, siswa mencari kata-kata sulit dalam pesan singkat dan 	<ul style="list-style-type: none"> Siswa membuat teks surat singkat untuk memberi instruksi, mengajak, melarang, minta ijin serta responnya dengan tema yang disediakan oleh guru dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 	<p>penyampaian</p> <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Mengungkapkan dan merespon secara tertulis berbagai ungkapan memberi instruksi, mengajak, melarang, minta ijin Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam ungkapan memberi instruksi, mengajak,

Cycle II				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>i. <i>May I use your pen, please? Sure, here you are. May I wash my hands? Certainly.</i>, dan semacamnya.</p> <p><u>Unsur kebahasaan</u></p> <p>a. Kosakata: <i>please, okay, certainly, sure, sorry</i> dan <i>let's</i>.</p> <p>b. Tata bahasa: kalimat imperatif positif, kalimat imperatif</p>	<p>menemukan artinya dalam kamus.</p> <ul style="list-style-type: none"> Secara berpasangan, siswa mengidentifikasi ungkapan menyatakan dan menanyakan memberi instruksi, mengajak, melarang dan minta izin yang terdapat dalam teks surat singkat. Secara berpasangan, siswa dipersilahkan mencari berbagai ungkapan memberi instruksi, mengajak, melarang dan minta izin dan responsnya selain dari <i>hand out</i> yang telah diberikan guru. Siswa secara berpasangan mengidentifikasi unsur kebahasaan berbagai ungkapan memberi instruksi, mengajak, melarang dan minta izin 		<p>melarang, minta izin.</p> <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menghafal dan memahami berbagai struktur teks ungkapan menanyakan memberi instruksi, mengajak, melarang, minta izin Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. <p>Kesungguhan</p>

Cycle II				
Kompetensi Dasar	Materi Pokok	Pembelajaran	Pembelajaran pada Facebook Group	Penilaian
	negatif. c. Ejaan dan tanda baca.	<p>dalam teks surat singkat.</p> <p>d. Menganalisis data</p> <ul style="list-style-type: none"> • Secara berpasangan, siswa menjawab pertanyaan tentang struktur, isi dan fungsi sosial teks dari teks pesan singkat yang telah dibaca. • Siswa meminta bantuan guru bila memerlukannya. <p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok. • Siswa menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 		siswa dalam menggunakan Facebook group untuk meningkatkan kemampuan writing mereka.

APPENDIX D

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 1 PLERET
 Mata pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Materi Pokok : Teks tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan.
 Waktu : 6 × 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2.	2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa menghormati guru dan menghargai sesama teman. 2.1.2 Siswa menggunakan bahasa yang santun saat menyampaikan pendapat

		<p>2.1.3 Siswa menggunakan bahasa yang santun saat mengkritik pendapat teman</p> <p>2.1.4 Siswa bersikap 3S (salam, senyum, sapa) saat bertemu orang lain</p> <p>2.1.5 Siswa bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan.</p> <p>2.1.6 Siswa menjawab pertanyaan yang diajukan oleh guru secara santun.</p> <p>2.1.7 Siswa bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan.</p> <p>2.1.8 Siswa yang sudah paham materi yang telah disampaikan guru memberikan penjelasan ke siswa lain yang membutuhkan penjelasan.</p> <p>2.1.9 Siswa mengucapkan terima kasih setelah menerima bantuan orang lain.</p>
3.	3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan , sesuai dengan konteks penggunaannya.	<p>3.2.1 Mengidentifikasi isi teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dalam teks pesan singkat;</p> <p>3.2.2 Mengidentifikasi isi teks</p>

		<p>pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dalam teks pesan singkat;</p> <p>3.2.3 Mengidentifikasi fungsi sosial menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat.</p> <p>3.2.4 Mengidentifikasi fungsi sosial menyatakan dan menanyakan kemauan melakukan suatu tindakan dan responnya dalam teks pesan singkat.</p> <p>3.2.5 Mengidentifikasi struktur kalimat menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dalam teks pesan singkat.</p> <p>3.2.6 Mengidentifikasi struktur kalimat menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responnya dalam teks pesan singkat.</p> <p>3.2.7 Mengidentifikasi unsur kebahasaan seperti kata kerja modal (<i>'can'</i>) pada ungkapan menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya.</p>
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		<p>3.2.8 Mengidentifikasi unsur kebahasaan seperti kata kerja modal (<i>'will'</i>) pada ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya.</p> <p>3.2.9 Mengidentifikasi unsur kebahasaan seperti penggunaan <i>possesive adjective</i> pada ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya.</p> <p>3.2.10 Mengidentifikasi kosa kata sulit yang terdapat dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemampuan dan kemauan melakukan suatu tindakan.</p>
4.	<p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.</p>	<p>4.2.1 Melengkapi teks pesan singkat yang berisi menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responnya.</p> <p>4.2.2 Melengkapi teks pesan singkat yang berisi menyatakan dan menanyakan tentang kemauan melakukan suatu</p>

		<p>tindakan dan responnya.</p> <p>4.2.3 Membuat teks pesan singkat untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responnya dengan tema yang disediakan oleh guru dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.2.4 Membuat teks pesan singkat tentang ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responnya dengan tema yang disediakan oleh guru dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

Pertemuan Pertama

1. melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat;

2. melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius;
3. menghormati guru dan menghargai sesama teman;
4. menggunakan bahasa yang santun saat menyampaikan pendapat;
5. menggunakan bahasa yang santun saat mengkritik pendapat teman;
6. bersikap 3S (salam, senyum, dan sapa) saat bertemu orang lain;
7. bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan;
8. menjawab pertanyaan yang diajukan oleh guru secara santun;
9. bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan;
10. memberikan penjelasan ke siswa lain yang membutuhkan penjelasan;
11. mengucapkan terima kasih setelah menerima bantuan orang lain;
12. mengidentifikasi fungsi sosial menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat;
13. mengidentifikasi isi teks menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dalam teks pesan singkat;
14. mengidentifikasi struktur kalimat menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dalam teks pesan singkat;
15. mengidentifikasi unsur kebahasaan seperti kata kerja modal ('*can*') dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya;
16. menentukan makna kosa kata yang sulit dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemampuan melakukan suatu tindakan dan responnya.

Pertemuan Kedua

1. melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat;
2. melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius;
3. menghormati guru dan menghargai sesama teman;
4. menggunakan bahasa yang santun saat menyampaikan pendapat;
5. menggunakan bahasa yang santun saat mengkritik pendapat teman;
6. bersikap 3S (salam, senyum, dan sapa) saat bertemu orang lain;

7. bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan;
8. menjawab pertanyaan yang diajukan oleh guru secara santun;
9. bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan;
10. memberikan penjelasan ke siswa lain yang membutuhkan penjelasan;
11. mengucapkan terima kasih setelah menerima bantuan orang lain;
12. melengkapi teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responnya;
13. membuat teks pesan singkat untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responnya dengan tema yang disediakan oleh guru dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks;
14. mengidentifikasi fungsi sosial menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya dalam teks pesan singkat;
15. mengidentifikasi isi teks menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dalam teks pesan singkat;
16. mengidentifikasi struktur kalimat menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dalam teks pesan singkat;
17. mengidentifikasi unsur kebahasaan seperti kata kerja modal ('*will*') dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya;
18. mengidentifikasi penggunaan *possesive adjective* menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat;
19. menentukan makna kosa kata yang sulit dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemauan melakukan suatu tindakan dan responnya.

Pertemuan Ketiga

1. melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat;
2. melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius;
3. menghormati guru dan menghargai sesama teman;
4. menggunakan bahasa yang santun saat menyampaikan pendapat;

5. menggunakan bahasa yang santun saat mengkritik pendapat teman;
6. bersikap 3S (salam, senyum, dan sapa) saat bertemu orang lain;
7. bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan;
8. menjawab pertanyaan yang diajukan oleh guru secara santun;
9. bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan;
10. memberikan penjelasan ke siswa lain yang membutuhkan penjelasan;
11. mengucapkan terima kasih setelah menerima bantuan orang lain;
12. melengkapi teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responnya;
13. membuat teks pesan singkat untuk menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responnya dengan tema yang disediakan oleh guru dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks;

D. Materi Pembelajaran

Teks tulis yang melibatkan ungkapan:

- a. menyatakan dan menanyakan kemampuan.
- b. menyatakan dan menanyakan kemauan.
1. Fungsi sosial
Menjaga hubungan interpersonal dengan guru dan teman
2. Struktur teks
 - a. *Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast.*, dan semacamnya.
 - b. *I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train.*, dan semacamnya.
3. Unsur kebahasaan
 - a. Kata kerja bantu modal: *can, will*.
 - b. Kosa kata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah dan masyarakat.
 - c. Penggunaan *possesive adjective*; *my, their*, dsb secara tepat dalam frasa nominal.
 - d. Ejaan dan tanda baca

E. Sumber/Media Pembelajaran

1. Sumber: *Hand out*,
Prianto, Agus. *The Exercise Of Short Functional Text*. Retrieved from <http://aprihanto.blogspot.com/2012/02/exercise-of-short-functional-text.html> on August 30th 2014.
Isnandar, Arif. *Short Message*. Retrieved from <http://sis1dy.wordpress.com/2010/04/18/short-message/> on August 30th 2014.
Yulia, Wilma. Pengertian dan Contoh Kalimat Possessive Adjective. Retrieved from <http://www.wordsmile.com/pengertian-dan-contoh-kalimat-possessive-adjectives> on August 30th 2014.
Lestari, Puji Indah. *Latihan Soal dan Jawaban Personal Pronoun: Possesive Adjective*. Retrieved from <http://literaryku.wordpress.com/2012/09/20/latihan-soal-dan-jawaban-personal-pronoun-possesive-adjective> August 30th 2014.
2. Media Pembelajaran :
White Board, Board marker, Facebook.

F. Metode Pembelajaran

1. Pendekatan : *Scientific Approach*

G. Langkah Pembelajaran

Pertemuan Pertama

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none">a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama.b. Guru mengkondisikan suasana belajar yang menyenangkan.c. Guru memeriksa kehadiran siswa.d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan;e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.	5 menit
	a. Mengamati	

Inti	<ul style="list-style-type: none"> • Para siswa membaca teks pesan singkat yang berisi menyatakan dan menanyakan kemampuan melakukan suatu tindakan dalam hand-out yang telah diberikan oleh guru. • Para siswa menuliskan hal-ikhwal yang belum diketahui berkaitan dengan menuliskan teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemampuan melakukan suatu tindakan 	5 menit
	b. Menanya <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan kosa kata yang sulit dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemampuan melakukan suatu tindakan dan responnya. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan fungsi sosial untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan isi teks pesan singkat menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan struktur kalimat yang digunakan untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan bagaimana menyatakan kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan bagaimana menanyakan kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan unsur kebahasaan seperti kata kerja modal ('<i>can</i>') untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. 	10 menit
	c. Mengumpulkan informasi <ul style="list-style-type: none"> • Siswa mencari kata-kata sulit dalam pesan singkat dan menemukan artinya dalam kamus. • Siswa menemukan ungkapan menyatakan dan menanyakan 	

	<p>tentang kemampuan melakukan suatu tindakan dari teks pesan singkat yang telah dibaca.</p> <ul style="list-style-type: none"> • Siswa mencari berbagai ungkapan menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya selain dari <i>hand out</i> yang telah diberikan guru. • Siswa mengidentifikasi struktur kalimat yang dipergunakan dalam menanyakan tentang kemampuan melakukan suatu tindakan dan responsnya. 	20 menit
	<p>d. Menganalisis data</p> <ul style="list-style-type: none"> • Secara berpasangan, siswa menjawab pertanyaan tentang isi teks dari teks pesan singkat yang telah dibaca. • Secara berpasangan, siswa menjawab pertanyaan tentang fungsi sosial teks pesan singkat yang telah dibaca. • Secara berpasangan, siswa menjawab pertanyaan tentang struktur kalimat dari teks pesan singkat yang telah dibaca. • Secara berpasangan, siswa menjawab pertanyaan tentang unsur kebahasaan dari teks pesan singkat yang telah dibaca. • Siswa meminta bantuan guru bila memerlukannya. 	15 menit
	<p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membentuk kelompok dari dua pasangan lalu mempresentasikan jawaban terhadap pertanyaan-pertanyaan yang telah dirumuskan melalui wakil kelompok. • Siswa menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 	15 menit
	<p>f. Mencipta</p> <ul style="list-style-type: none"> • Siswa menyusun kata-kata acak yang mengandung ekspresi menyatakan dan menanyakan kemampuan melakukan suatu tindakan menjadi sebuah kalimat yang benar. 	10 menit
	<p>Siswa mengunggah foto dirinya yang sedang melakukan aktivitas dalam <i>Facebook Group</i> dan menuliskan kalimat untuk menyatakan kemampuan atau ketidakmampuan melakukan suatu tindakan.</p>	H O M E W

		O R K
Penutup	a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan siswa mengucapkan salam perpisahan.	5 menit

Pertemuan 2

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.	5 menit
	f. Mencipta <ul style="list-style-type: none"> Siswa melengkapi teks pesan singkat untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan. Siswa membalas teks pesan singkat untuk menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan. 	40 menit
	f. Mencipta <ul style="list-style-type: none"> Siswa secara berpasangan membuat dan merespons teks pesan singkat dalam <i>Facebook Group</i> tentang ungkapan menyatakan dan menanyakan tentang kemampuan melakukan suatu tindakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks 	H O M E W O R

		K
Inti	a. Mengamati <ul style="list-style-type: none"> • Para siswa membaca teks pesan singkat yang berisi menyatakan dan menanyakan kemauan melakukan suatu tindakan dalam hand-out yang telah diberikan oleh guru. • Para siswa menuliskan hal-ikhwal yang belum diketahui berkaitan dengan menuliskan teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemauan melakukan suatu tindakan 	5 menit
	b. Menanya <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan fungsi sosial untuk menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan isi teks pesan singkat menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan struktur kalimat yang digunakan untuk menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan unsur kebahasaan seperti kata kerja modal (<i>'will'</i>) untuk menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya dalam teks pesan singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan unsur kebahasaan seperti penggunaan <i>possesive adjective</i> dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemauan melakukan suatu tindakan dan responnya. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan kosa kata yang sulit dalam teks pesan singkat yang melibatkan ungkapan menyatakan dan menanyakan kemauan melakukan suatu tindakan dan responnya. 	10 menit

	c. Mengumpulkan informasi <ul style="list-style-type: none"> • Siswa mencari kata-kata sulit dalam pesan singkat dan menemukan artinya dalam kamus. • Siswa menemukan ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dari teks pesan singkat yang telah dibaca. • Siswa mencari berbagai ungkapan menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan dan responsnya selain dari <i>hand out</i> yang telah diberikan guru. • Siswa mengidentifikasi struktur kalimat yang dipergunakan dalam menanyakan tentang kemauan melakukan suatu tindakan dan responsnya. 	15 menit
Penutup	a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan siswa mengucapkan salam perpisahan.	5 menit

Pertemuan 3

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. f. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti tes.	5 menit
	d. Menganalisis data <ul style="list-style-type: none"> • Secara berpasangan, siswa menjawab pertanyaan tentang isi teks dari teks pesan singkat yang telah dibaca. • Secara berpasangan, siswa menjawab pertanyaan tentang fungsi sosial teks pesan singkat yang telah dibaca. • Secara berpasangan, siswa menjawab pertanyaan tentang struktur teks dari teks pesan singkat yang telah dibaca. 	20 menit

	<ul style="list-style-type: none"> • Secara berpasangan, siswa menjawab pertanyaan tentang unsur kebahasaan dari teks pesan singkat yang telah dibaca. • Siswa meminta bantuan guru bila memerlukannya 	
	e. Mengkomunikasikan <ul style="list-style-type: none"> • Siswa membentuk kelompok dari dua pasangan lalu mempresentasikan jawaban terhadap pertanyaan-pertanyaan yang telah dirumuskan melalui wakil kelompok. • Siswa menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 	15 menit
Kegiatan Inti	f. Mencipta <ul style="list-style-type: none"> • Siswa menyusun kata-kata acak yang mengandung ekspresi menyatakan dan menanyakan kemauan melakukan suatu tindakan menjadi sebuah kalimat yang benar. • Siswa melengkapi teks pesan singkat untuk menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan. • Siswa membalas teks pesan singkat untuk menyatakan dan menanyakan tentang kemauan melakukan suatu tindakan. 	35 menit
	f. Mencipta <ul style="list-style-type: none"> • Siswa mengunggah foto dirinya yang sedang melakukan aktivitas dalam <i>Facebook Group</i> dan menuliskan kalimat untuk menyatakan kemauan atau ketidakmauan melakukan suatu tindakan. • Siswa secara individu membuat dan merespons teks pesan singkat dalam <i>Facebook Group</i> tentang ungkapan menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 	H O M E W O R K
Penutup	<ol style="list-style-type: none"> a. Siswa bersama guru menyimpulkan pembelajaran. b. Guru memberikan umpan balik secara lisan terhadap aktivitas yang dilakukan oleh siswa dalam <i>Facebook Group</i> di pertemuan sebelumnya c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan siswa mengucapkan salam perpisahan. e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang. 	5 menit

H. Penilaian (Instrumen penilaian terlampir)

1. Penilaian sikap
2. Penilaian pengetahuan
3. Penilaian keterampilan

Guru,

Bantul, September 2014
Peneliti,

Dra. Ratna Handarini, M. Pd.
NIP.196709061995122000

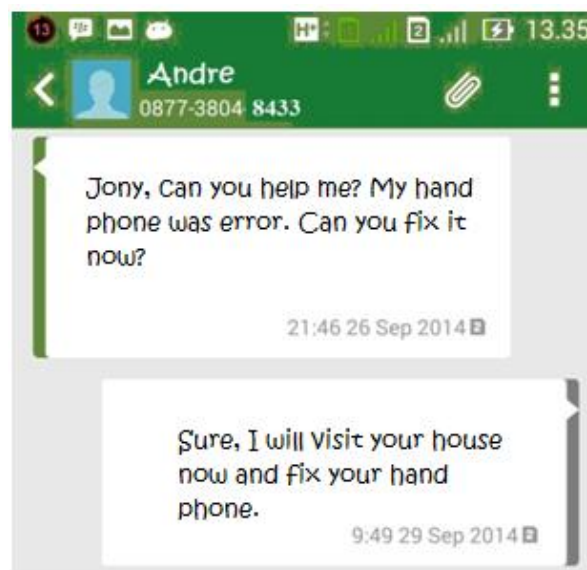
Rifki Irawan
NIM. 10202244084

Lampiran (meeting 1)

Observing

TASK 1

Observe some short messages below and then tick (✓) and write items that you do not know and/or you want to know further.



I want to know....	(✓)
1. The Indonesian meaning from the difficult words.	
2. The social purpose of the text.	
3. The text about	
4. How to state someone's ability.	
5. How to ask someone's ability.	
6. The sentence structure of stating and asking someone's ability.	
7. The use of modal 'can' in the expression of stating and asking someone's ability.	
Write more things you do not know or you want to know further.	
1.	
2.	
3.	
4.	
5.	
6.	

Questioning

Task 2

Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No.	Items	(✓)
1.	What is the Indonesian meaning from the difficult words?	
2.	What is the social purpose of the text?	
3.	What is the text about?	
4.	How do you state someone's ability?	
5.	How do you ask someone's ability?	
6.	What is the sentence structure of stating and asking someone's ability?	
7.	How do you use of modal 'can' in the expression of stating and asking someone's ability?	
No.	Answers	
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....
7.	....

Collecting

Analyzing

Communicating

TASK 3

Underline the difficult words from the short messages in the task 1 and find their meaning in the dictionary.

Difficult Words	Indonesian

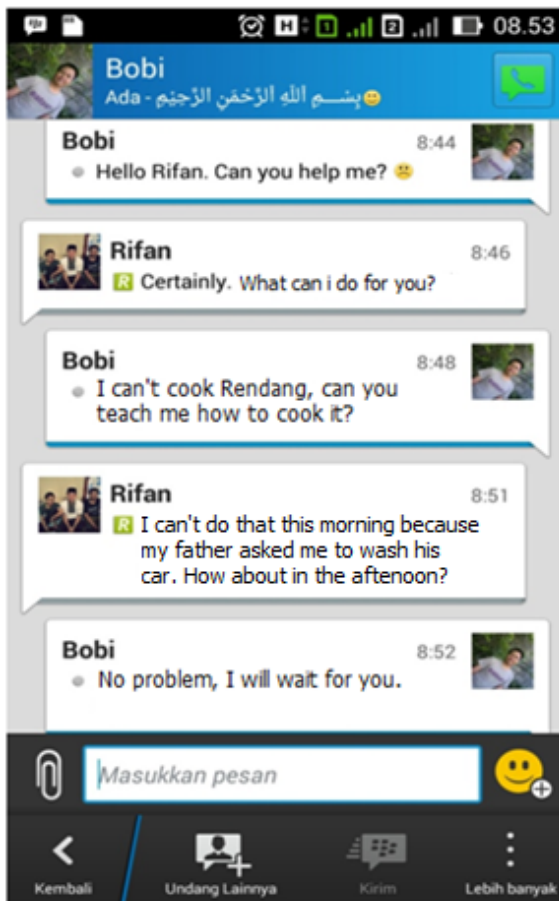
Task 4

Read again the short messages in the task 1 and answer the following questions.

1. Who sent the short message first?
2. Why did Andre send Joni a short message?
3. What did Joni do after he received Andre's message?

Task 5

Read the following Blackberry message between Bobi and Rifan. Identify which expressions stating or asking someone's ability in the message. Write down in the box and then share your answer to the class. You may work in pairs.



Expressions of stating or asking someone's ability:

1. _____
2. _____
3. _____
4. _____
5. _____

Task 6

Read again the texts in Task 4. Answer the following questions. Work with your friend sitting next to you and then share your answer to the class.

1. What expressions did Bobi use to ask Rifan's ability?

2. What expressions did Rifan use to answer the questions from Bobi?

3. What is the social purpose of the message?

Task 7

Study the table below then rearrange the jumbled words in to a good sentence.

(+)

Subject	Can	Verb 1	Object	Adverb
I	can	write	a short story	every day.
Mirna	can	dive	-	in the sea.
We	can	play	Angklung	-

(-)

Subject	Cannot/can't	Verb 1	Object	Adverb
I	Cannot	write	a short story	every day.
Mirna	Can't	dive	-	in the sea.
We	Can't	play	Angklung	-

(?)

Can	Subject	Verb 1	Object	Adverb
Can	I	write	a short story	every day?
Can	Mirna	dive	-	in the sea?
Can	we	play	Angklung	?

Example: Dini – fast- read – can't : Dini can't read fast.

1. read – She – Braille – can.
2. They – sing and dance- Aceh – can.
3. can't – draw – Dimas – a mountain.
4. you – can – play – saxophone?
5. The president – an aeroplane – can – buy.
6. can - Ayu and Indri – me – help?
7. He – catch – a thief – can't.
8. Can – run – The tiger – fast.
9. drive – can – your father – a truck?
10. a bird – fly – on the sky – can.

Task 7

After you did some tasks in the above, in a group of four, discuss the answer of task 2 and present your answer in front of your friends.

Task 8

Upload your photo when you are doing something in the *Facebook Group* and make a sentence of stating if you can/can't do that activity. See the example:



I can jump high.

Task 9

Fill in the blanks by an appropriate sentence that contains modal 'can' to make a good short message. See the example.

Example:

From: Indra

Tomorrow, there will be a *Maulid Nabi Muhammad*, can you read tilawah for that event?

1

From: Mira

Your handwriting is very bad. _____.
_____. Can you come to my house?

2

From: Udin

I'm in the Bengawan River, there are many fishes here but _____. Can you teach me how to catch a fish?

3

From: Andra

Next week, there is an English singing competition. I know _____. Dian, you must join that.

Task 10

Fill in the blanks by an appropriate clause that contains expression of stating or asking someone's ability to make a good short message in *The Facebook Group*. Each student must write with the different clause.

From: Falah

Can you learn Arabic? _____

Task 11

Reply the short messages below. See the example.

From: Anin

Can you win the football competition? I will always support you.

From: Dina.

Yes, I try my best.

1

From: Andra,

Can you play a piano? I want to invite you to play it in my birthday party.

From: Lukman,

2

From: Mirna,

My computer is full of viruses. Can you reinstall it? I need it to do my task now.

From: Maman,

3

From: Dika,

I can translate the English novel without a dictionary. How about you?

From: Maman,

Task 12

Write your own short message based on these following topics. You may choose one topic. Write on a *Facebook Group* and your friend will reply it.

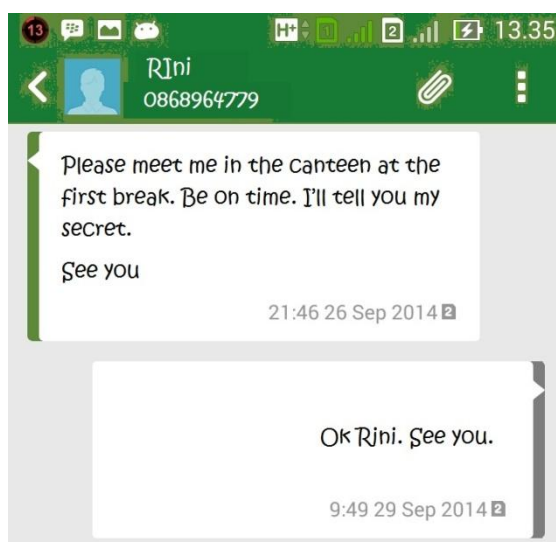
Topics:

1. You write a short message asking that your friend can do something.
2. You write a short message stating that your friend can do something.
3. You write a short message stating that you can't do anything.

Observing

TASK 1

Observe some short messages below and then tick (✓) and write items that you do not know and/or you want to know further.



I want to know....	(✓)
1. The Indonesian meaning from the difficult words.	
2. The social purpose of the text.	
3. The text about	
4. How to state someone's willingness.	
5. How to ask someone's willingness.	
6. The sentence structure of stating and asking someone's willingness.	
7. The use of modal 'will' in the expression of stating and asking someone's willingness.	
8. The use of possessive adjective in the expression of stating and asking someone's willingness.	
Write more things you do not know or you want to know further.	
1.	
2.	
3.	
4.	
5.	
6.	

Questioning

Task 2

Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.

No.	Items	(✓)
1.	What is the Indonesian meaning from the difficult words?	
2.	What is the social purpose of the text?	
3.	What is the text about?	
4.	How do you state someone's willingness?	
5.	How do you ask someone's willingness?	
6.	What is the sentence structure of stating and asking someone's willingness?	
7.	How do you use of modal 'will' in the expression of stating and asking someone's willingness?	
8.	How to use possessive adjective in the expression of stating and asking someone's willingness.	
No.	Answers	
1.	....
2.	....
3.	....
4.	....
5.	....
6.	....
7.	....
8.	....

Collecting Data

Analyzing Data

Communicating

TASK 3

Underline the difficult words from the short messages in the task 1 and find their meaning in the dictionary.

Difficult Words	Meaning

Task 4

Read again the short messages in task 1 and answer the following questions.

1. Who sent the short message first?
2. Why did Rini send Ana a short message?
3. Why would Rini tell to Ana?

4. What would Ana do after she received Rini's message?

Task 5

Read the following WhatsApp message between Iskandar and Wawan. Identify the expressions of stating or asking someone's willingness in the message. Write down in the box and then share your answer to the class. You may work in pairs.



Expressions of stating or asking someone's willingness:

1. _____

2. _____

3. _____

4. _____

5. _____

Task 6

Read again the texts in Task 4. Answer the following questions. Work with your friend sitting next to you and then share your answer to the class.

1. What expressions did Iskandar use to ask if Wawan will do something?

2. What expressions did Wawan use to answer the questions from Iskandar?

3. What is the social purpose of the message?

Task 7

Study the table below then rearrange the jumbled words in to a good sentence.

(+)

Subject	Will	Verb 1	Object
I	Will	read	a novel
Mirna	Will	write	a letter
We	Will	study	English

(-)

Subject	Will not	Verb 1	Object
I	Will not	read	a novel
Mirna	Will not	write	a letter
We	Will not	study	English

(?)

Will	Subject	Verb 1	Object?
Will	I	read	a novel?
Will	Mirna	write	a letter?
Will	We	study	English?

Example: Reni- to Surabaya - go – will : Reni will go to Surabaya.

1. will – I – visit - museum - the
2. miss – you - She – will.
3. will – buy - Dian and Dina - a car?
4. Will not – science – study - They
5. wash Gina will a bike?
6. will – the party - He – attend?
7. We – will – trophy – get – the.
8. The aeroplane – take off – will.
9. Learn – I – will – English.
10. Will - The students - a surprise – get?

Task 8

Upload your photo when you will do something in the *Facebook Group* and make a sentence stating if you will/won't do that activity. See the example:



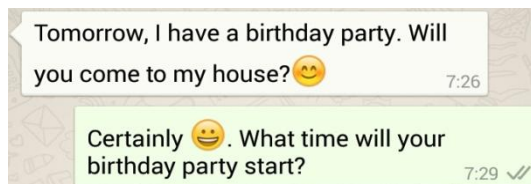
I will go to Parangtritis Beach.

Task 9

After you did some tasks in the above, in a group of four, discuss the answer of task 2 and present your answer in front of your friends.

Task 10

Read the short message below, study the explanation about possessive adjectives and fill in the blanks with the correct possessive adjective.



Number	Person	Personal Pronoun			Number	Person	Possessive Adjective
		Subjective	Object.	Possessive			
Singular	1st	I	me	mine	Baik singular maupun plural	1st	my
	2nd	you	you	yours		2nd	your
	3rd	she, he, it	her, him, it	hers, his, its		3rd	her, his, its
Plural	1st	we	us	ours		1st	our
	2nd	you	you	yours		2nd	your
	3rd	they	them	theirs		3rd	their

1. I am a student. _____ school is on Jl. Mawar.
2. They live in Semarang. _____ house is big and beautiful.
3. Mom loves cooking. _____ cake is always delicious.
4. Look at the cat! _____ eyes are green.
5. Are you new student? Where is _____ classroom?
6. Nia has a pencil. _____ pencil case is new.
7. They are my parents. _____ names are Mr. Adi and Ms Ina.
8. Andy has a sister. _____ name is Shinta.
9. Alvian is at home. He is cleaning _____ bedroom.
10. Rita has two cousins. _____ names Matthew and Shelly.

Task 11

Fill in the blanks by an appropriate clause that contains expression of stating or asking if someone will do something to make a good short message. See the example.

Example:

From: Dara

I will be late to come home today.

I have an additional English class after school.

1

From: Henny

_____? My bicycle was broken.

2

From: Mom

Tomorrow _____, you must prepare some cakes and clean the house.

3

From: Nia,

Next week, we must go picnic.
_____?

Task 12

Fill in the blanks by an appropriate clause that contains expression of stating or asking if someone will do something to make a good short message in *Facebook Group*. Each student must write with the different clause.

From: Mr. Rifki

Tomorrow, _____ I can't attend the class. So you must study by yourself.

Task 13

Reply the short messages below. See the example

1

From: Maza,

I will go to Semarang, will you accompany me to go there?

From: Mila

2

From: Mr. Rifki

There will not be an English class today, please give this information to others.

3

From: Anto

From: Nashor

Will you take my hat for me? I need it now.

From: Maman

Task 14

Write your own short message based on these following topics. You may choose one topic. Write on a *Facebook Group* and your friend will reply it.

Topics:

1. You write a short message asking if your friend will do something.
2. You write a short message stating if your friend will do something.
3. You write a short message stating if you won't do anything.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : SMPN 1 PLERET
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1
Materi Pokok : Teks tulis untuk memberi instruksi,
mengajak, melarang dan minta ijin.
Waktu : 6 × 40 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No.	Kompetensi Dasar	Indikator
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa	1.1.3 Bersemangat dalam melaksanakan setiap kegiatan pada

	Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	pembelajaran Bahasa Inggris. 1.1.4 Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
2.	2.1 Menunjukkan perilaku <u>santun</u> dan <u>peduli</u> dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa menghormati guru dan menghargai sesama teman. 2.1.2 Siswa menggunakan bahasa yang santun saat menyampaikan pendapat 2.1.3 Siswa menggunakan bahasa yang santun saat mengkritik pendapat teman 2.1. Siswa bersikap 3S (salam, senyum, sapa) saat bertemu orang lain 2.1.5 Siswa bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan. 2.1.6 Siswa menjawab pertanyaan yang diajukan oleh guru secara santun. 2.1.7 Siswa bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan. 2.1.8 Siswa yang sudah paham materi yang telah disampaikan guru memberikan penjelasan ke siswa lain yang

		<p>membutuhkan penjelasan.</p> <p>2.1.9 Siswa mengucapkan terima kasih setelah menerima bantuan orang lain.</p>
3.	<p>3.3. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya.</p>	<p>3.3.1 Mengidentifikasi isi teks pesan singkat yang melibatkan ungkapan memberi instruksi, mengajak, melarang, minta ijin dalam teks pesan singkat;</p> <p>3.3.2 Mengidentifikasi fungsi sosial memberi instruksi, mengajak, melarang, minta ijin serta responnya dalam teks surat singkat.</p> <p>3.3.3 Mengidentifikasi struktur kalimat memberi instruksi, mengajak, melarang, minta ijin serta responnya dalam teks surat singkat.</p> <p>3.3.4 Mengidentifikasi kosa kata sulit yang terdapat dalam teks surat singkat yang melibatkan ungkapan mengajak, melarang, minta ijin serta responnya.</p> <p>3.3.5 Mengidentifikasi unsur kebahasaan ungkapan memberi instruksi,</p>

		mengajak, melarang, minta ijin serta responnya dalam teks surat singkat.
4.	4.3. Menyusun teks lisan dan tulis sederhana untuk menyatakan menanyakan dan merespons ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>4.3.1 Melengkapi surat singkat yang berisi memberi instruksi, mengajak, melarang, minta ijin serta responnya.</p> <p>4.3.2 Membuat teks surat singkat untuk memberi instruksi, mengajak, melarang dan minta ijin serta responnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

Pertemuan Pertama

1. melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat;
2. melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius;
3. menghormati guru dan menghargai sesama teman;
4. menggunakan bahasa yang santun saat menyampaikan pendapat;
5. menggunakan bahasa yang santun saat mengkritik pendapat teman;
6. bersikap 3S (salam, senyum, dan sapa) saat bertemu orang lain;
7. bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan;
8. menjawab pertanyaan yang diajukan oleh guru secara santun;

9. bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan;
10. memberikan penjelasan ke siswa lain yang membutuhkan penjelasan;
11. mengucapkan terima kasih setelah menerima bantuan orang lain;
12. mengidentifikasi fungsi sosial ungkapan mengajak dalam teks surat singkat;
13. mengidentifikasi fungsi sosial ungkapan meminta izin dalam teks surat singkat;
14. mengidentifikasi fungsi sosial ungkapan memberi instruksi dalam teks surat singkat;
15. mengidentifikasi fungsi sosial ungkapan melarang dalam teks surat singkat;
16. mengidentifikasi unsur kebahasaan seperti kosa kata yang sukar dalam teks surat singkat.

Pertemuan kedua

1. melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat;
2. melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius;
3. menghormati guru dan menghargai sesama teman;
4. menggunakan bahasa yang santun saat menyampaikan pendapat;
5. menggunakan bahasa yang santun saat mengkritik pendapat teman;
6. bersikap 3S (salam, senyum, dan sapa) saat bertemu orang lain;
7. bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan;
8. menjawab pertanyaan yang diajukan oleh guru secara santun;
9. bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan;
10. memberikan penjelasan ke siswa lain yang membutuhkan penjelasan;
11. mengucapkan terima kasih setelah menerima bantuan orang lain;

12. mengidentifikasi struktur kalimat ungkapan mengajak dalam teks surat singkat;
13. mengidentifikasi struktur kalimat ungkapan meminta izin dalam teks surat singkat;
14. mengidentifikasi struktur kalimat ungkapan memberi instruksi dalam teks surat singkat;
15. mengidentifikasi struktur kalimat ungkapan melarang dalam teks surat singkat.

Pertemuan ketiga

1. melaksanakan setiap kegiatan yang diberikan oleh guru dengan semangat;
2. melaksanakan setiap kegiatan yang diberikan oleh guru dengan serius;
3. menghormati guru dan menghargai sesama teman;
4. menggunakan bahasa yang santun saat menyampaikan pendapat;
5. menggunakan bahasa yang santun saat mengkritik pendapat teman;
6. bersikap 3S (salam, senyum, dan sapa) saat bertemu orang lain;
7. bertanya dengan santun kepada guru perihal materi yang sedang maupun yang sudah diajarkan;
8. menjawab pertanyaan yang diajukan oleh guru secara santun;
9. bertanya secara santun kepada siswa lain perihal materi yang sedang maupun yang sudah diajarkan;
10. memberikan penjelasan ke siswa lain yang membutuhkan penjelasan;
11. mengucapkan terima kasih setelah menerima bantuan orang lain;
12. melengkapi surat singkat yang berisi memberi instruksi, mengajak, melarang, minta izin serta responnya;
13. membuat teks surat singkat untuk memberi instruksi, mengajak, melarang, minta izin serta responnya dengan tema yang disediakan oleh guru dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Materi Pembelajaran

Teks tulis yang berisi ungkapan:

- a. memberi instruksi

- b. mengajak
 - c. melarang
 - d. minta ijin, serta responnya.
4. Fungsi sosial
Menjaga hubungan interpersonal dengan guru dan teman
5. Struktur teks
(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)
- a. *Come in, please! Thank you. Put the book on the table, please. Yes, sure.,* dan semacamnya.
 - b. *Let's go! Okay. Come with me! Sorry, I'm busy.,* dan semacamnya.
 - c. *Don't be late again! Sure, I won't. Don't open it, ok? OK.,* dan semacamnya.
 - d. *May I use your pen, please? Sure, here you are. May I wash my hands? Certainly.,* dan semacamnya.
6. Unsur kebahasaan
- a. Kosa kata: *please, okay, certainly, sure, sorry* dan *let's*.
 - b. Tata bahasa: kalimat imperatif positif, kalimat imperatif negatif.
 - c. Ejaan dan tanda baca.

E. Sumber/Media Pembelajaran

- 1. Sumber :
Kementerian Pendidikan dan Kebudayaan. 2014. "*When English Rings a Bell SMP/MTS Kelas VII*". Jakarta: Kementerian Pendidikan dan Kebudayaan , Hal. 40
- 2. Media Pembelajaran :
White Board, Board marker, Facebook.

F. Metode Pembelajaran

Pendekatan : *Scientific Approach*

G. Langkah Pembelajaran

Pertemuan Pertama

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari. f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.	10 menit
	a. Mengamati <ul style="list-style-type: none"> Siswa secara berpasangan membaca teks surat singkat yang berisi ungkapan memberi instruksi, mengajak, melarang, dan minta ijin yang ditampilkan oleh guru. Para siswa menuliskan hal-ikhwal yang belum diketahui berkaitan dengan menuliskan teks pesan singkat yang melibatkan ungkapan memberi instruksi, mengajak, melarang, dan minta ijin yang ditampilkan oleh guru. 	10 menit
	b. Menanya <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan kosa kata yang sulit dalam teks pesan singkat yang melibatkan ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat. Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan fungsi sosial ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat. Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan isi teks surat singkat yang berisi ungkapan memberi instruksi, mengajak, melarang, dan minta ijin. Dengan bimbingan dan arahan guru siswa merumuskan pertanyaan terkait dengan unsur kebahasaan seperti kosa kata dalam teks surat singkat. Dengan bimbingan dan arahan guru, siswa 	10 menit

	<p>mempertanyakan struktur kalimat ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat.</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan bagaimana menyatakan ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat. • Dengan bimbingan dan arahan guru, siswa merumuskan pertanyaan terkait dengan bagaimana menanyakan ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat. 	
	<p>c. Mengumpulkan informasi</p> <ul style="list-style-type: none"> • Secara berpasangan, siswa mencari kata-kata sulit dalam pesan singkat dan menemukan artinya dalam kamus. • Secara berpasangan, siswa mengidentifikasi ungkapan menyatakan dan menanyakan memberi instruksi, mengajak, melarang dan minta ijin yang terdapat dalam teks surat singkat. • Secara berpasangan, siswa dipersilahkan mencari berbagai ungkapan memberi instruksi, mengajak, melarang dan minta ijin dan responsnya selain dari <i>hand out</i> yang telah diberikan guru. • Siswa secara berpasangan mengidentifikasi unsur kebahasaan berbagai ungkapan memberi instruksi, mengajak, melarang dan minta ijin dalam teks surat singkat. 	40 menit
Penutup	<ol style="list-style-type: none"> a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan siswa mengucapkan salam perpisahan. 	10 menit

Pertemuan 2

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	<ol style="list-style-type: none"> a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan; e. Guru menyampaikan kompetensi yang akan dicapai dan 	10 menit

	<p>manfaatnya dalam kehidupan sehari-hari.</p> <p>f. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.</p> <p>g. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan.</p>	
Inti	<p>a. Menganalisis data</p> <ul style="list-style-type: none"> • Secara berpasangan, siswa menjawab pertanyaan tentang struktur teks dari teks pesan singkat yang telah dibaca. • Secara berpasangan, siswa menjawab pertanyaan tentang isi teks dari teks pesan singkat yang telah dibaca. • Secara berpasangan, siswa menjawab pertanyaan tentang fungsi sosial teks pesan singkat yang telah dibaca. • Siswa meminta bantuan guru bila memerlukannya. 	20 menit
	<p>e. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Setiap kelompok mempresentasikan jawaban terhadap pertanyaan-pertanyaan melalui wakil kelompok. • Siswa menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru. 	20 menit
	<p>f. Mencipta</p> <ul style="list-style-type: none"> • Siswa secara berkelompok menyusun kata-kata acak yang mengandung ungkapan ungkapan memberi instruksi, mengajak, melarang dan minta izin menjadi sebuah kalimat yang benar. 	20 menit
	<ul style="list-style-type: none"> • Secara individu, siswa menuliskan ungkapan memberi instruksi, mengajak, melarang dan minta izin dalam bentuk kalimat disertai mengupload gambar yang sesuai dalam <i>Facebook Group</i>. 	H O M E W O R K
Penutup	<p>a. Siswa bersama guru menyimpulkan pembelajaran.</p> <p>b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan</p> <p>c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini.</p> <p>d. Guru dan siswa mengucapkan salam perpisahan.</p>	10 menit

Pertemuan 3

FASE	KEGIATAN PEMBELAJARAN	WAKTU
Pendahuluan	a. Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar <i>English Atmosphere</i> dapat langsung tercipta di pertemuan pertama. b. Guru mengkondisikan suasana belajar yang menyenangkan. c. Guru memeriksa kehadiran siswa. d. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan. e. Guru menyampaikan lingkup dan teknik penilaian yang akan digunakan. f. Guru menyiapkan siswa secara psikis dan fisik untuk mengikuti tes.	10 menit
Inti	f. Mencipta <ul style="list-style-type: none"> Siswa melengkapi kata-kata dalam kalimat yang menggunakan ungkapan memberi instruksi, mengajak, melarang dan minta ijin yang masih kosong dengan unsur bahasa yang tepat. Siswa membuat teks surat singkat untuk memberi instruksi, mengajak, melarang, minta ijin serta responnya dengan tema yang disediakan oleh guru dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 	50 menit
Penutup	a. Siswa bersama guru menyimpulkan pembelajaran. b. Siswa melakukan refleksi terhadap kegiatan yang sudah dilakukan c. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik di pertemuan kali ini. d. Guru dan siswa mengucapkan salam perpisahan. e. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	20 menit

Guru,

Bantul, September 2014
Peneliti,

Dra. Ratna Handarini, M. Pd.
NIP.196709061995122000

Rifki Irawan
NIM. 10202244084

Observing

TASK 1

Read some short letters below and then tick (✓) and write items that you do not know and/or you want to know further.

1

Hello Sugeng,

Next sunday, our grandfather will come from Bantul, prepare some delicious foods and fresh beverages.

Regards,

Joni

2

Dear Indra,

Next week, we will have an examination test. I don't want to get 60. Let's discuss the lesson, study hard and we will get the best score.

Love,

Dina

3

Dear Cyntia,

Don't play a computer again. I know you got 50 in the last English test. Please take my advice and I hope you will get the best score.

Regards,

Winda

4

Dear Mirna,

I know you will move from Yogyakarta to Manado. Before you move, may I request something from you? Don't forget our wonderful moment in this place. Take care in Manado.

Love,

Dista

I want to know....	(√)
1. The Indonesian meaning from the difficult words.	
2. The social purpose of the text.	
3. The text about	
4. How to give instruction.	
5. How to give invitation.	
6. How to give prohibition.	
7. How to ask for a permission.	
8. The sentence structure of giving instruction .	
9. The sentence structure of giving invitation .	
10. The sentence structure of giving prohibition .	
11. The sentence structure of asking for a permission.	
12. The positive and negative imperative sentence.	
Write more things you do not know or you want to know further.	
1.	
2.	
3.	
4.	
5.	

Task 2

Referring to the items you want to know, tick (√) relevant questions and propose your answers based on your current knowledge.

Items	(√)
1. What is the Indonesian meaning from the difficult words?	
2. What is the social purpose of the text?	
3. What is the text about?	

4. How do you give instruction?	
5. How do you give invitation?	
6. How do you give prohibition?	
7. How do you ask for a permission?	
8. What is the sentence structure of giving instruction?	
9. What is the sentence structure of giving invitation?	
10. What is the sentence structure of give prohibition?	
11. What is the sentence structure of asking for a permission?	
12. What are the positive and negative imperative sentence?	
Answers	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	



TASK 3

Underline the difficult words from the short letters in the task 1 and find their meaning in the dictionary.

Difficult Words	Indonesian

TASK 4

Read again the short letters in the task1, write T if the statement is TRUE and F if the statement is FALSE and identify which expressions containing expression of giving instruction, giving invitation, giving prohibition, and asking for a permission in the letter. Write down in the available box below.

1. Indra writes a letter to Dina ()
2. Dista writes a letter to Mirna ()
3. Joni asks sugeng to prepare some food and drink ()
4. Dina ask for permission to Indra ()
5. Winda give prohibition to Cyntia ()

Expressions of Giving Instruction

1. _____
2. _____
3. _____
4. _____
5. _____

Expressions of Giving Invitation

1. _____
2. _____
3. _____
4. _____
5. _____

Expressions of Giving Prohibition

1. _____
2. _____
3. _____
4. _____
5. _____

Expressions of Asking for a Permission

1. _____
2. _____
3. _____
4. _____
5. _____

TASK 5

Find the expressions of giving instruction, giving invitation, giving prohibition, and asking for a permission in the other resources and write them in the white board.

TASK 6

Discuss the expressions of giving instruction, giving invitation, giving prohibition, and asking for a permission that written by your friend in the whiteboard. Is it true or false? Correct the mistakes to create a good sentence.

TASK 7

Find and study the explanation of how to give instruction, give invitation, give prohibition, and ask for a permission from some resources. Upload the explanation to Facebook Group in the '*Microsoft Word*' Format.

(Meeting 2)

Task 1

Observe some short letters below and then tick (✓) and write items that you do not know and/or you want to know further.

Dear Fista,

I knew from the attendance list, you were absent more than five days this month. Meet me in my room and don't be late.

Regard,

Mrs. Anita

Dear Father,

My English teacher teaches me using computer and each of my friends has one. I can't learn English well like them because I don't have a computer. Would you buy a laptop for me? Let's buy it tonight!

Regard,

TASK 3

Underline the difficult words from the short messages in the task 1 and find their meaning in the dictionary.

Difficult Words	Indonesian

TASK 4

Find the structure of expressions of giving instruction, giving invitation, giving prohibition, and asking for a permission in the other resources and write them in the white board.

TASK 5

Discuss the structure of expressions of giving instruction, giving invitation, giving prohibition, and asking for a permission that written by your friend in the whiteboard. Is it true or false? Please correct the mistakes.

TASK 6

Read again the short letter in the task 1. Identify which expressions containing expression of giving instruction, giving invitation, giving prohibition, and asking for a permission and study these following explanation.

Expressions of Giving Instruction

1. _____
2. _____
3. _____

Expressions of giving instruction have a structure:

Verb + Noun/Adverb

Study these explanation.

Word 'Please' is used to make a sentence more polite.

Expression of Giving Prohibition

1. _____
2. _____
3. _____

Expressions of giving prohibition have a structure:

Don't + Verb + Noun/Adverb

Don't open the door

Word 'Please' is used to make a sentence more polite.

Expression of Giving Invitation

1. _____
2. _____
3. _____

Expressions of giving invitation have a structure:

Let + Object + Verb!
Let us study !

Expression of Asking for a Permission

1. _____
2. _____
3. _____

Expressions of asking for a permission have a structure:

May + Subject + Verb?
May I wash my hand?

TASK 7

After you did some tasks in the above, in a group of four, discuss the answer of task 2 and present your answer in front of your friends.

TASK 8

Rearrange the jumbled words in to a good sentence.

1. games - at night - Don't - play.
2. Don't - your handphone - use - in the class.
3. park - in front of - your bicycle - Don't - the class.
4. Loudly - a text - Read.
5. in your book - open - the next page.
6. an appropriate word - the blank - Fill in - by.
7. your book - May - I - borrow?
8. go - to canteen - May - I?
9. to the mosque - go - Let's.
10. study - Let's - start - our.

TASK 9

Upload a picture and write a sentence of expressions of giving instruction, giving invitation, giving prohibition, and asking for a permission in the *Facebook Group*. See the example:

Giving instruction



Clean the blackboard, please.

Giving invitation



Let you come to my house!

Giving prohibition



Asking for a permission



May I see the cell?

TASK 10

Observe your friend's sentence in *Facebook Group* and correct the mistakes.

(Meeting 3)

Task 1

Complete the letter below with the correct words in the box.

will	please	find	holiday	bring
Would	lesson	Let's	Don't	library

Dear Aan,

We 1. _____ start our English lesson on January 6th 2014, 2. _____ go to the 3. _____ and 4. _____ many English books. 5. _____ waste your time

Regards,

Mr. Anto

Dear Bambang,

Tomorrow is 6. _____. 7. _____ you visit my house? Because I want to teach you grammar lesson. 8. _____ 9. _____ your laptop. Tomorrow I will explain more 10. _____ using it.

Love,

Doni

Task 2

Complete the letter below with the appropriate expressions of giving instruction, giving invitation, giving prohibition, or asking for a permission.

Dear Dewi,

I was sick yesterday and lost of the last English lesson. Can you help me? Please _____

Regard,

Dika

Dear Lenny,

Next Monday, I will accompany my mother to Magelang. _____

Love,

Fani

Task 3

Write your own letters which contain expressions of giving instruction, giving invitation, giving prohibition, and asking for a permission.

Hi _____,

_____,

Giving instruction

Giving invitation

Hi _____,

_____,

Giving prohibition

Hi _____,

_____,

Asking for a
permission

Hi _____,

_____,

Task 4

Write your own letter by mentioning your Friend's Facebook account which contain expressions of giving instruction, giving invitation, giving prohibition, or asking for permission. Your friend must reply it directly in the comment side.

TASK 5

Observe your friend's sentence in *Facebook Group* and correct the mistakes.

APPENDIX E

OBSERVATION

CHECKLISTS

OBSERVATION CHECKLIST 1

Date : Saturday, September 6th 2014
 Time : 10.00-11.20 a.m.
 Place : VIII E Class
 Observer : Dra. Ratna Handarini, M.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.	√		
2	The students respond to the greetings.	√		The teacher must repeat his greeting.
3	The teacher leads prayer.	√		
4	The teacher checks the students' attendance.	√		
5	The students are ready to learn the material.		√	The teacher must prepare the classroom atmosphere before the teaching and learning activity.
6	The teacher informs the objectives of the lesson	√		
7	The teacher introduces the text that will be learned.	√		
B.	While-Teaching			
1	The teacher gives handouts for the students.	√		
2	The teacher stimulates the students' background knowledge before going to the topic.	√		
3	The teacher introduces a model of short message text by giving them input text.	√		
4	The teacher asks the students' to read the text.	√		
5	The students read the text.	√		
6	The teacher and the students discuss the sentence structure of how to state and ask someone's ability and willingness.	√		
7	The teacher gives chances to the students to ask questions.	√		

8	The students deliver the questions to the teacher.	√		
9	The teacher gives example in making a good sentence.	√		
10	The students pay attention to the teacher's explanation.	√		
11	The teacher reminds the students to be careful in spelling and punctuating.	√		
12	The students do the task.	√		
13	The students use dictionary to find the difficult words.	√		
14	The teacher moves around the class to see the students' progress.	√		
15	The students participate actively in the group quiz.			
16	The students are motivated in doing the writing task given by the teacher.	√		
C.	Post-Teaching			
1	The teacher gives feedback about the students' works.	√		
2	The teacher summarizes and encourages the students to reflect the lesson.	√		
3	The teacher gives further guidance for the upcoming material.	√		
4	The teacher closes the lesson.	√		
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.	√		
2	The students show enthusiasm during the teaching and learning process.	√		
3	The time allocation is appropriate.	√		
4	The teacher's instruction is clear.	√		
5	The teacher can manage the class well.	√		
6	Teacher and students have a good interaction during the lesson.	√		
7	Media used by the teacher are sufficient.	√		

OBSERVATION CHECKLIST 2

Date : Monday, September 8th 2014
 Time : 10.30-11.30 a.m.
 Place : VIII E Class
 Observer : Dra. Ratna Handarini, M.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.	√		
2	The students respond to the greetings.	√		
3	The teacher leads prayer.	√		
4	The teacher checks the students' attendance.	√		
5	The students are ready to learn the material.	√		
6	The teacher informs the objectives of the lesson	√		
7	The teacher introduces the text that will be learned.	√		
B.	While-Teaching			
1	The teacher gives handouts for the students.	√		
2	The teacher stimulates the students' background knowledge before going to the topic.	√		
3	The teacher introduces a model of short message text by giving them input text.	√		
4	The teacher asks the students' to read the text.	√		
5	The students read the text.	√		
6	The teacher and the students discuss the sentence structure of how to state and ask someone's ability and willingness.	√		
7	The teacher gives chances to the students to ask questions.	√		
8	The students deliver the questions to the teacher.	√		
9	The teacher gives example in making a good sentence.	√		
10	The students pay attention to the teacher's explanation.	√		
11	The teacher reminds the students to be careful in spelling and punctuating.	√		
12	The students do the task.	√		
13	The students use dictionary to find the difficult words.	√		

14	The teacher moves around the class to see the students' progress.	√		
15	The students participate actively in the group quiz.			
16	The students are motivated in doing the writing task given by the teacher.	√		
C.	Post-Teaching			
1	The teacher gives feedback about the students' works.	√		
2	The teacher summarizes and encourages the students to reflect the lesson.	√		
3	The teacher gives further guidance for the upcoming material.	√		
4	The teacher closes the lesson.	√		
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.	√		
2	The students show enthusiasm during the teaching and learning process.	√		
3	The time allocation is appropriate.		√	The teaching and learning activity is only 2x30 minutes.
4	The teacher's instruction is clear.	√		
5	The teacher can manage the class well.	√		
6	Teacher and students have a good interaction during the lesson.	√		
7	Media used by the teacher are sufficient.	√		

OBSERVATION CHECKLIST 3

Date : Wednesday, September 10th 2014
 Time : 11.00-12.40 a.m.
 Place : VIII E Class
 Observer : Dra. Ratna Handarini, M.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.	√		
2	The students respond to the greetings.	√		
3	The teacher leads prayer.	√		
4	The teacher checks the students' attendance.	√		
5	The students are ready to learn the material.	√		
6	The teacher informs the objectives of the lesson	√		
7	The teacher introduces the text that will be learned.	√		
B.	While-Teaching			
1	The teacher gives handouts for the students.	√		
2	The teacher stimulates the students' background knowledge before going to the topic.	√		
3	The teacher introduces a model of short message text by giving them input text.	√		
4	The teacher asks the students' to read the text.	√		
5	The students read the text.	√		
6	The teacher and the students discuss the sentence structure of how to state and ask someone's ability and willingness.	√		
7	The teacher gives chances to the students to ask questions.	√		
8	The students deliver the questions to the teacher.	√		
9	The teacher gives example in making a good sentence.	√		
10	The students pay attention to the teacher's explanation.	√		
11	The teacher reminds the students to be careful in spelling and punctuating.	√		
12	The students do the task.	√		
13	The students use dictionary to find the difficult words.	√		
14	The teacher moves around the class to see the students' progress.	√		
15	The students participate actively in the group quiz.			
16	The students are motivated in doing the writing task given by the teacher.	√		
C.	Post-Teaching			

1	The teacher gives feedback about the students' works.	√		
2	The teacher summarizes and encourages the students to reflect the lesson.	√		
3	The teacher gives further guidance for the upcoming material.	√		
4	The teacher closes the lesson.	√		
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.	√		
2	The students show enthusiasm during the teaching and learning process.	√		
3	The time allocation is appropriate.	√		
4	The teacher's instruction is clear.	√		
5	The teacher can manage the class well.	√		
6	Teacher and students have a good interaction during the lesson.	√		
7	Media used by the teacher are sufficient.	√		

OBSERVATION CHECKLIST 4

Date : Monday, September 15th 2014
 Time : 10.00-11.40 a.m.
 Place : VIII E Class
 Observer : Dra. Ratna Handarini, M.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.	√		
2	The students respond to the greetings.	√		
3	The teacher leads prayer.	√		
4	The teacher checks the students' attendance.	√		
5	The students are ready to learn the material.	√		
6	The teacher informs the objectives of the lesson	√		
7	The teacher introduces the text that will be learned.	√		
B.	While-Teaching			

1	The teacher gives handouts for the students.	√		
2	The teacher stimulates the students' background knowledge before going to the topic.	√		
3	The teacher introduces a model of short message text by giving them input text.	√		
4	The teacher asks the students' to read the text.	√		
5	The students read the text.	√		
6	The teacher and the students discuss the sentence structure of how to state and ask someone's ability and willingness.	√		
7	The teacher gives chances to the students to ask questions.	√		
8	The students deliver the questions to the teacher.	√		
9	The teacher gives example in making a good sentence.	√		
10	The students pay attention to the teacher's explanation.	√		
11	The teacher reminds the students to be careful in spelling and punctuating.	√		
12	The students do the task.	√		
13	The students use dictionary to find the difficult words.	√		
14	The teacher moves around the class to see the students' progress.	√		
15	The students participate actively in the group quiz.			
16	The students are motivated in doing the writing task given by the teacher.	√		
C.	Post-Teaching			
1	The teacher gives feedback about the students' works.	√		
2	The teacher summarizes and encourages the students to reflect the lesson.	√		
3	The teacher gives further guidance for the upcoming material.	√		
4	The teacher closes the lesson.	√		
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.	√		
2	The students show enthusiasm during the teaching and learning process.	√		
3	The time allocation is appropriate.	√		
4	The teacher's instruction is clear.	√		

5	The teacher can manage the class well.	√		
6	Teacher and students have a good interaction during the lesson.	√		
7	Media used by the teacher are sufficient.	√		

OBSERVATION CHECKLIST 5

Date : Wednesday, September 17th 2014
 Time : 11.00-11.40 a.m.
 Place : VIII E Class
 Observer : Dra. Ratna Handarini, M.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.	√		
2	The students respond to the greetings.	√		
3	The teacher leads prayer.	√		
4	The teacher checks the students' attendance.	√		
5	The students are ready to learn the material.	√		
6	The teacher informs the objectives of the lesson	√		
7	The teacher introduces the text that will be learned.	√		
B.	While-Teaching			
1	The teacher gives handouts for the students.	√		
2	The teacher stimulates the students' background knowledge before going to the topic.	√		
3	The teacher introduces a model of short message text by giving them input text.	√		
4	The teacher asks the students' to read the text.	√		
5	The students read the text.	√		
6	The teacher and the students discuss the sentence structure of how to state and ask someone's ability and willingness.	√		
7	The teacher gives chances to the students to ask questions.	√		
8	The students deliver the questions to the teacher.	√		
9	The teacher gives example in making a good sentence.	√		
10	The students pay attention to the teacher's explanation.	√		

11	The teacher reminds the students to be careful in spelling and punctuating.	√		
12	The students do the task.	√		
13	The students use dictionary to find the difficult words.	√		
14	The teacher moves around the class to see the students' progress.	√		
15	The students participate actively in the group quiz.			
16	The students are motivated in doing the writing task given by the teacher.	√		
C.	Post-Teaching			
1	The teacher gives feedback about the students' works.	√		
2	The teacher summarizes and encourages the students to reflect the lesson.	√		
3	The teacher gives further guidance for the upcoming material.	√		
4	The teacher closes the lesson.	√		
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.	√		
2	The students show enthusiasm during the teaching and learning process.	√		
3	The time allocation is appropriate.	√		
4	The teacher's instruction is clear.	√		
5	The teacher can manage the class well.	√		
6	Teacher and students have a good interaction during the lesson.	√		
7	Media used by the teacher are sufficient.	√		

OBSERVATION CHECKLIST 6

Date : Monday, September 22nd 2014
Time : 10.20-11.20 a.m.
Place : VIII E Class
Observer : Dra. Ratna Handarini, M.Pd.

Check each item in the column that most clearly represents your observation.

No.	Observation Items	Yes	No	Description
	The Teaching and Learning Process of Writing			
A.	Pre-Teaching			
1	The teacher greets the students.	√		
2	The students respond to the greetings.	√		
3	The teacher leads prayer.	√		
4	The teacher checks the students' attendance.	√		
5	The students are ready to learn the material.	√		
6	The teacher informs the objectives of the lesson	√		
7	The teacher introduces the text that will be learned.	√		
B.	While-Teaching			
1	The teacher gives handouts for the students.	√		
2	The teacher stimulates the students' background knowledge before going to the topic.	√		
3	The teacher introduces a model of short message text by giving them input text.	√		
4	The teacher asks the students' to read the text.	√		
5	The students read the text.	√		
6	The teacher and the students discuss the sentence structure of how to state and ask someone's ability and willingness.	√		
7	The teacher gives chances to the students to ask questions.	√		
8	The students deliver the questions to the teacher.	√		
9	The teacher gives example in making a good sentence.	√		
10	The students pay attention to the teacher's explanation.	√		
11	The teacher reminds the students to be careful in spelling and punctuating.	√		
12	The students do the task.	√		
13	The students use dictionary to find the difficult words.	√		
14	The teacher moves around the class to see the	√		

	students' progress.			
15	The students participate actively in the group quiz.			
16	The students are motivated in doing the writing task given by the teacher.	√		
C.	Post-Teaching			
1	The teacher gives feedback about the students' works.	√		
2	The teacher summarizes and encourages the students to reflect the lesson.	√		
3	The teacher gives further guidance for the upcoming material.	√		
4	The teacher closes the lesson.	√		
D.	Classroom Situation			
1	The students are actively involved during the teaching and learning process.	√		
2	The students show enthusiasm during the teaching and learning process.	√		
3	The time allocation is appropriate.	√		
4	The teacher's instruction is clear.	√		
5	The teacher can manage the class well.	√		
6	Teacher and students have a good interaction during the lesson.	√		
7	Media used by the teacher are sufficient.	√		

APPENDIX F

THE STUDENTS’ WRITINGS

CYCLE 1

**Yovita Febri Kinayungan**
7 September 2014

popy what can you play a keyboard?

Unlike · Comment

 You like this. ✓ Seen by 30

**Puspieta Popy** Yovita Febri Kinayungan yes, i can
7 September 2014 at 12:26 · [Like](#)

**Yovita Febri Kinayungan** would you teach me?
7 September 2014 at 12:29 · [Like](#)

**Puspieta Popy** yes I would. when we learn?
7 September 2014 at 12:32 · [Like](#)

**Yovita Febri Kinayungan** tomorrow i will come to your house at 2 p.m
7 September 2014 at 12:41 · [Like](#)

**Puspieta Popy** sure.. 😊
7 September 2014 at 12:53 · Edited · [Like](#)

**Yovita Febri Kinayungan** okk
7 September 2014 at 12:43 · [Like](#)

**Rifki Irawan** @yovi: can you play a keyboard?
@popi: would you like to teach me?
@popi: yes. when will we learn?
7 September 2014 at 13:23 · [Like](#)



Khoirul Arifah

22 September 2014

to : Puspjeta Popy

yesterday i'am holiday in gembiraloka zoo, dou you like holiday in this place?

Like · Comment



Rivha Puthri and Khoirul Arifah like this.

✓ Seen by 22



Puspjeta Popy yes, i do. 😊

22 September 2014 at 19:37 · Like



Khoirul Arifah okey next time we can visit to gembiraloka zoo together

22 September 2014 at 19:40 · Like



Puspjeta Popy okay 😊

22 September 2014 at 19:45 · Like



Khoirul Arifah okey,

22 September 2014 at 19:47 · Like



Rifki Irawan to : Puspjeta Popy

yesterday (Yesterday) (I spent my holiday) in (Gembiraloka) zoo, (do) you like holiday in this place?

22 September 2014 at 19:49 · Like



Write a comment...





Puspieta Popy

7 September

to: Mobax Si Archimedes

Can you use Photoshop software..??

Unlike · Comment



You, Puspieta Popy, Ifah Rachmah and 2 others like this.

✓ Seen by 32



Mobax Si Archimedes Yes, I can...

7 September at 14:30 · Like



Puspieta Popy Can you teach me?

7 September at 15:35 · Like



Mobax Si Archimedes Sure... Meet me at break time tomorrow... I will teach you..

See you tomorrow 😊

7 September at 15:25 · Edited · Like



Puspieta Popy thank you.... 😊

7 September at 15:46 · Like



Mobax Si Archimedes Your welcome... 😊

7 September at 16:17 · Like



Write a comment...





Puspieta Popy I can play the keyboard. and I teach my friend 😊



7 September at 11:52 · Edited · Unlike · 1



Mobax Si Archimedes I can draw a comic. ×



7 September at 15:14 · Unlike · 1



Diego Freezt Leonardo I can study tonti ×



10 September at 12:40 · Unlike · 2



Fina Idamatusilmi I will go to Selarong cave



11 September at 08:18 · Unlike · 2



Syafii Sulekers I will go to the Museum Soeharto



11 September at 20:34 · Unlike · 1



Ifah Rachmah I will Visit to my grandmother's house with my family.



18 September at 20:39 · Like · 1

CYCLE 2

**Muhammad Zulfikri**
17 September 2014

To: [#Mobax_Si_Archimedes](#)

Yesterday on Tuesday I was so happy because I and Friends went to the beach parangtritis, how about you [#Mobax_si_Archimedes](#)?


Like · Comment

 Ifah Rachmah likes this. ✓ Seen by 21

**Mobax De Fuhrer** Ohh.... I feel happy too... B) 8)
17 September 2014 at 19:27 · Like

**Rifki Irawan** beach parangtritis (Parangtritis Beach)
17 September 2014 at 19:50 · Like

**Ahnaf Hazimizzufar**
23 September 2014




Dear Taufiq Qurahman

Taufiq, I will come to your home this noon... To discuss robot design... Please prepare paper, ruler, pencil, and a cup of coffee... Let's make history !

Sincerely... [See More](#)

Like · Comment

✓ Seen by 32



Lutfi Fauziah

22 September 2014

to : nurul

Miss Ratna gave a homework yesterday but I don't have a reference book to do it. May I borrow your reference book? I will take it tomorrow morning and let's study together!!

friends,

Lutfi Fauziah

Like · Comment

✓ Seen by 21



Rifki Irawan reference (reference)

22 September 2014 at 13:58 · Like



Write a comment...



Hadzik Muhammad

23 September 2014

Dear: @muhammad fatkhurrohman

rohman this afternoon please come to my house to learn how to make a bouquet of poems and fairy tales

Regards;

Hadzik

Like · Comment

👍 Ifah Rachmah likes this.

✓ Seen by 21



Rifki Irawan fairy tales (fairy tales)

23 September 2014 at 21:32 · Like



Write a comment...





Muhammad Zulfikri

23 September

Dear @Ahnaf Hazzimizzufar

Please inform you friends. Tomorrow is photos day... Please wear cleanly uniform, and stay cool.. 😊 And don't be late...

Love,
Mrs. Yoona

Like · Comment

👍 Ifah Rachmah likes this.

✓ Seen by 32



Write a comment...



Lutfi Fauziah

22 September

to : nurul

Miss Ratna gave a homework yesterday but I don't have a reference book to do it. May I borrow your reference book? I will take it tomorrow morning and let's study together !!

friends,
Lutfi Fauziah

Like · Comment

✓ Seen by 32



Write a comment...





Kholifah Lesstari 1. giving prohibition : don't smoke, please.



22 September at 14:37 · Edited · Like



Kholifah Lesstari 2. giving invitation : come to my house



22 September at 14:46 · Like · 1



Fitri Nur Fitrie 1. giving instruction : please look at me





Fitri Nur Fitrie 1. giving instruction : please look at me



22 September at 14:54 · Like



Fitri Nur Fitrie 2. giving prohibition : dont play handphone in the class room



22 September at 14:57 · Like · 1



Kholifah Lesstari 3. giving intruction : please delete whiteboard!



22 September at 15:03 · Like

APPENDIX G

ATTENDANCE LIST

ATTENDANCE LIST

School : SMPN 1 PLERET
Class/SMT : VIII E/1

B: 13 G: 19 Total: 32
Month: August – September 2014

No	NISN	Code	Name	Date					
				6	8	10	15	17	22
1	9394	S1	Achmad Syafi'i	√	√	√	√	√	√
2	9395	S2	Ahnaf Hazimizzufar	√	√	√	√	√	√
3	9396	S3	Ani Listyowati	√	√	√	√	√	√
4	9397	S4	Dimas Febrian Bomanarakasura	√	√	√	√	√	√
5	9398	S5	Ermin Fadlina Rosyida	√	√	√	√	√	√
6	9399	S6	Fina Idamatusilmi	√	√	√	√	√	√
7	9400	S7	Fitriyatun Khasanah	√	√	√	√	√	√
8	9401	S8	Khannah Maghfuroh	√	√	√	√	√	√
9	9402	S9	Khoirul Arifah	√	√	√	S	√	√
10	9403	S10	Kholifah Lestari	√	√	√	√	√	√
11	9404	S11	Lutfi Fauziah	√	√	√	√	√	√
12	9405	S12	Meutia Khansa Fadhila	√	√	√	√	√	√
13	9406	S13	Muchlisin	√	√	√	√	√	√
14	9407	S14	Muhammad Ardiyan Maulana	√	√	√	√	√	√
15	9408	S15	Muhammad Fatkhurrohman	√	√	√	√	√	√
16	9409	S16	Muhammad Syarifullah	√	√	√	√	√	√
17	9410	S17	Muhammad Taufiqurrahman	√	√	√	√	√	S
18	9411	S18	Muhammad Zulfikri	√	√	√	√	√	√
19	9412	S19	Muhhadzik Ma'sum	√	√	√	√	√	√

20	9413	S20	Nur Fitriyani	√	√	√	√	√	√
21	9414	S21	Reka Arianingsih	S	√	√	√	√	√
22	9415	S22	Reny Ayu Octavia	√	√	√	√	√	√
23	9416	S23	Risky Nafisah	√	√	√	√	√	√
24	9417	S24	Riva Wahyu Kartika Putri	√	√	√	√	√	√
25	9418	S25	Shokhifah Amin Nur Rahmah	√	√	√	√	√	√
26	9419	S26	Tri Puspita Dyah Setiandarini	√	√	√	√	√	√
27	9420	S27	Vista Fitria Dwi Larasati	√	√	√	√	√	√
28	9421	S28	Wahyu Ningsih	√	√	√	√	√	√
29	9422	S29	Yosi Tyas Rizansa	√	√	√	√	√	S
30	9423	S30	Yovita Febri Kinayungan	√	√	√	√	√	√
31	9424	S31	Wildan Mustofa	√	√	√	√	√	√
32	9425	S32	Wildan Maulana	√	√	√	√	√	√

Keterangan S: Sakit

I: Izin

A: Alpha

Mengetahui,

Yogyakarta, 22 September 2014

Guru Bahasa Inggris

Peneliti

Dra. Ratna Handarini, M.Pd.

NIP. 1977 03072008 011009

Rifki Irawan

NIM.10202244084

APPENDIX H

QUESTIONNAIRE

Kuesioner Sebelum Implementasi Facebook

Berilah tanda **silang (x)** pada pilihan jawaban yang sesuai dengan keadaan Anda!

1. Apakah adik-adik memiliki akun Facebook?
 - a. Iya
 - b. Tidak
2. Seberapa sering adik-adik membuka website Facebook perhari?
 - a. ≤ 1 jam
 - b. 1-2 jam
 - c. ≥ 2 jam
3. Apakah adik-adik memiliki media untuk membuka Facebook?
 - a. Iya
 - b. tidak
4. Dimana biasanya adik-adik membuka Facebook?
 - a. Lewat Handphone
 - b. Lewat Komputer/Laptop
 - c. Lewat Tablet
 - d. lain-lain.....
5. Apa tujuan adik-adik memiliki akun Facebook?
 - a. Hiburan
 - b. Pendidikan
 - c. Bisnis
 - d. Lain-lain.....
6. Aktivitas apa yang paling sering adik-adik lakukan di Facebook?
 - a. Bermain Game
 - b. Chatting
 - c. Menulis Status
 - d. Komentar foto, video maupun status teman
 - e. Belajar suatu ilmu pengetahuan
 - f. lain lain.....
7. Apakah adik-adik pernah belajar suatu peajaran lewat Facebook?
 - a. iya

b. tidak

8. Ilmu apa yang adik-adik pelajari lewat Facebook?

9. Menurut adik-adik, apakah belajar suatu ilmu pengetahuan lewat Facebook itu menarik?

a. Iya

b. Tidak

10. Apa saran adik-adik agar pembelajaran suatu ilmu pengetahuan lewat Facebook semakin menarik?

Kuesioner Sesudah Implementasi Facebook

Sebutkan jawaban yang sesuai dengan apa yang telah Anda rasakan pada saat menggunakan grup Facebook sebagai media pembelajaran writing.

a: Tidak Setuju b: Kurang setuju c: Setuju d: Sangat setuju

No	Poin	a	b	c	d
1.	Penggunaan grup Facebook membantu saya untuk semakin memahami materi yang telah diberikan guru.				
2.	Penggunaan grup Facebook meningkatkan motivasi saya untuk berlatih menulis.				
3.	Grup Facebook adalah media pembelajaran menulis yang menarik.				
4.	Selain untuk hiburan, Facebook juga dapat digunakan untuk sarana belajar khususnya belajar menulis.				
5.	Grup Facebook dapat digunakan untuk sarana diskusi dan tanya jawab.				
6.	Grup Facebook membantu saya mengatasi kejenuhan dalam latihan menulis di rumah.				
7.	Saya menyukai aktivitas menulis pada grup Facebook.				
8.	Contoh-contoh tulisan yang dibuat teman sebelumnya dalam grup Facebook membantu saya mengatasi kesulitan dalam menulis.				
9.	Feedback yang diberikan guru pada tulisan saya di grup Facebook, membantu saya mengevaluasi hasil tulisan saya.				

Hasil Questionnaire Siswa

NAMA:

Kuisiner Implementasi Grup Facebook dalam Pembelajaran Writing

Berilah tanda **silang (x)** pada pilihan jawaban yang sesuai dengan apa yang telah Anda rasakan pada saat menggunakan grup Facebook sebagai media pembelajaran writing.

1: Tidak Setuju 2: Kurang setuju 3: Setuju 4: Sangat setuju

Proses Pembelajaran

No	Poin	1	2	3	4
1.	Penggunaan grup Facebook membantu saya untuk semakin memahami materi yang telah diberikan guru.				-
2.	Penggunaan grup Facebook meningkatkan motivasi saya untuk berlatih menulis.			|	
3.	Grup Facebook adalah media pembelajaran menulis yang menarik.			|	
4.	Selain untuk hiburan, Facebook juga dapat digunakan untuk sarana belajar khususnya belajar menulis.			|	
5.	Grup Facebook dapat digunakan untuk sarana diskusi dan tanya jawab.				|
6.	Grup Facebook membantu saya mengatasi kejenuhan dalam latihan menulis di rumah.				|
7.	Saya menyukai aktivitas menulis pada grup Facebook.			-	
8.	Contoh-contoh tulisan yang dibuat teman sebelumnya dalam grup Facebook membantu saya mengatasi kesulitan dalam menulis.				|
9.	Feedback yang diberikan guru pada tulisan saya di grup Facebook, membantu saya mengevaluasi hasil tulisan saya.				|

Puspita Popy's Questionnaire

NAMA: Yovita febli k

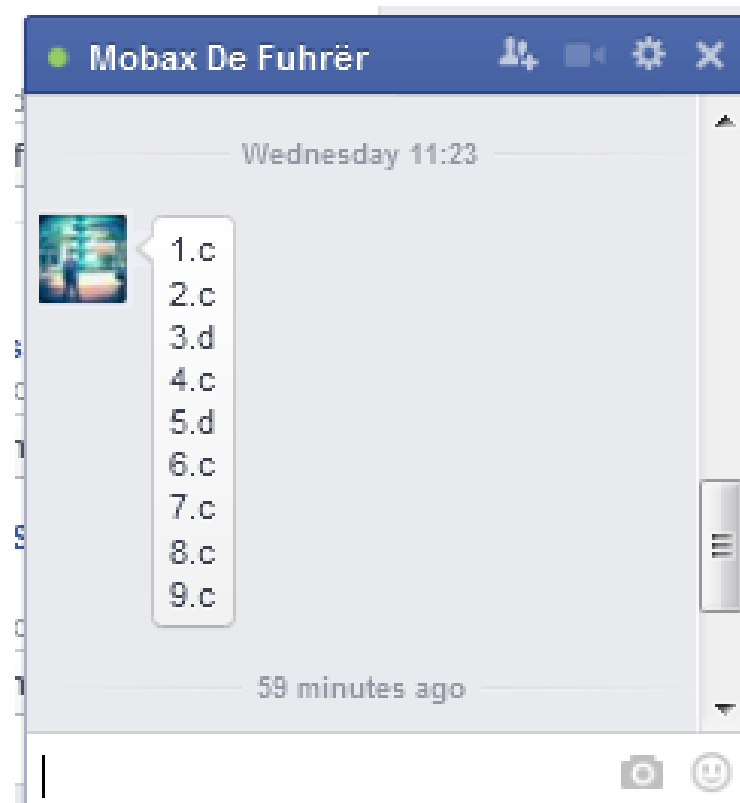
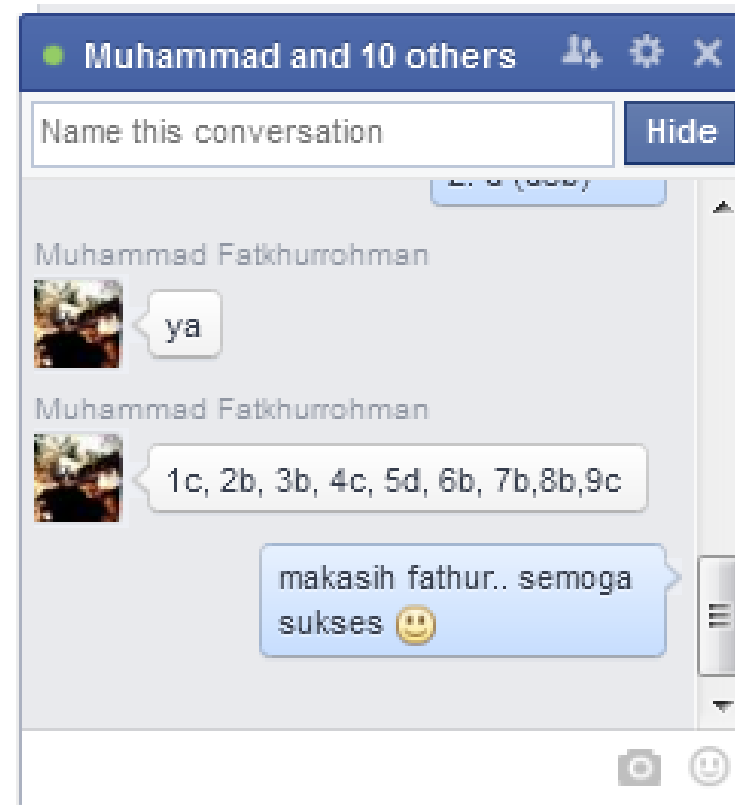
Kuisiner Implementasi Grup Facebook dalam Pembelajaran Writing

Berilah tanda **silang (x)** pada pilihan jawaban yang sesuai dengan apa yang telah Anda rasakan pada saat menggunakan grup Facebook sebagai media pembelajaran writing.

1: Tidak Setuju 2: Kurang setuju 3: Setuju 4: Sangat setuju

Proses Pembelajaran

No	Poin	1	2	3	4
1.	Penggunaan grup Facebook membantu saya untuk semakin memahami materi yang telah diberikan guru.			X	
2.	Penggunaan grup Facebook meningkatkan motivasi saya untuk berlatih menulis.			X	
3.	Grup Facebook adalah media pembelajaran menulis yang menarik.			X	
4.	Selain untuk hiburan, Facebook juga dapat digunakan untuk sarana belajar khususnya belajar menulis.				X
5.	Grup Facebook dapat digunakan untuk sarana diskusi dan tanya jawab.			X	
6.	Grup Facebook membantu saya mengatasi kejenuhan dalam latihan menulis di rumah.				X
7.	Saya menyukai aktivitas menulis pada grup Facebook.			X	
8.	Contoh-contoh tulisan yang dibuat teman sebelumnya dalam grup Facebook membantu saya mengatasi kesulitan dalam menulis.			X	
9.	Feedback yang diberikan guru pada tulisan saya di grup Facebook, membantu saya mengevaluasi hasil tulisan saya.			X	

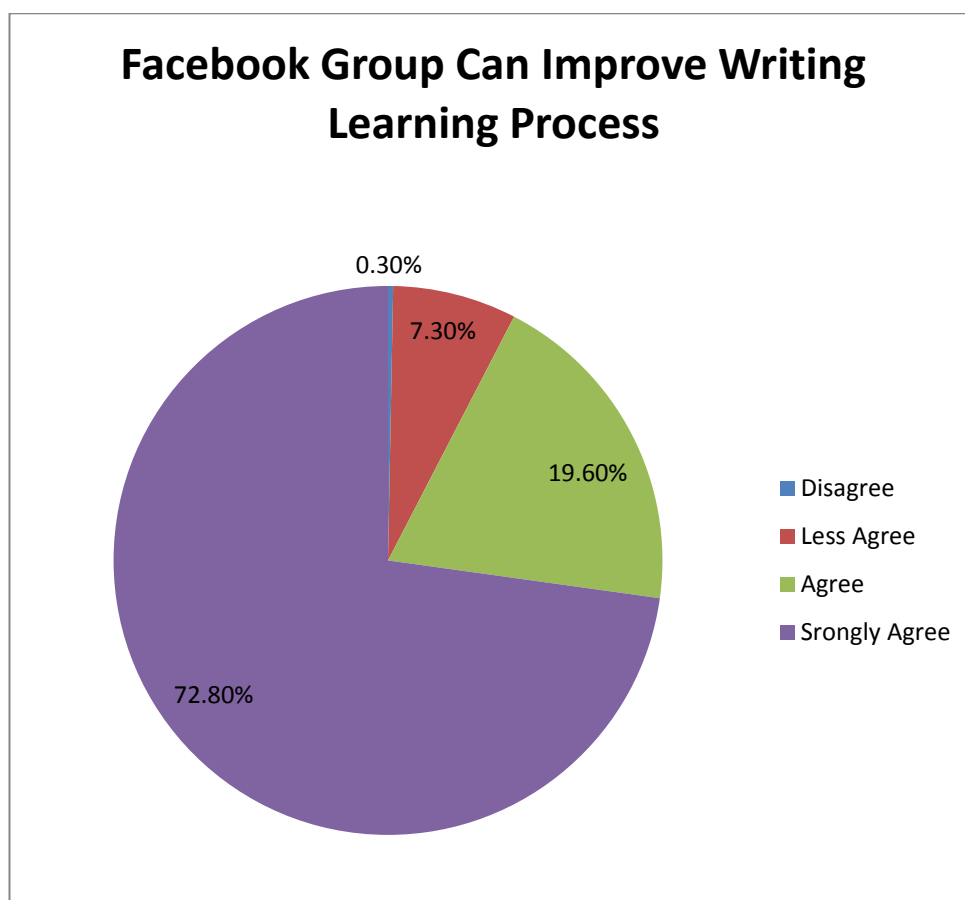




Questionnaire Analysis

No	Poin	Jumlah			
		a	b	c	d
1.	Penggunaan grup Facebook membantu saya untuk semakin memahami materi yang telah diberikan guru.	0 (0%)	0 (0%)	10 (31.3%)	22 (68.7%)
2.	Penggunaan grup Facebook meningkatkan motivasi saya untuk berlatih menulis.	0 (0%)	5 (15.6)	5 (34.4%)	22 (68.7%)
3.	Grup Facebook adalah media pembelajaran menulis yang menarik.	0 (0%)	3 (9.4%)	8 (25%)	21 (65.6%)
4.	Selain untuk hiburan, Facebook juga dapat digunakan untuk sarana belajar khususnya belajar menulis.	0 (0%)	2 (6.3%)	3 (9.4%)	27 (84.3%)
5.	Grup Facebook dapat digunakan untuk sarana diskusi dan tanya jawab.	0 (0%)	0 (0%)	3 (9.4%)	29 (90.6%)
6.	Grup Facebook membantu saya mengatasi kejenuhan dalam latihan menulis di rumah.	1 (3.1%)	4 (12.5%)	6 (18.8%)	21 (65.6%)
7.	Saya menyukai aktivitas menulis pada grup Facebook.	0 (0%)	4 (12.5%)	8 (25%)	20 (62.5%)
8.	Contoh-contoh tulisan yang dibuat teman sebelumnya dalam grup Facebook membantu saya mengatasi kesulitan dalam menulis.	0 (0%)	2 (6.3%)	3 (9.4%)	27 (84.3%)
9.	Feedback yang diberikan guru pada tulisan saya di grup Facebook, membantu saya mengevaluasi hasil tulisan saya.	0 (0%)	2 (6.3%)	9 (28.1%)	21 (65.6%)

Rata-rata	0.1	2.3	6.3	23.3
	(0.3%)	(7.3%)	(19.6%)	(72.8%)



APPENDIX I

PHOTOGRAPHS



The reseacher gives the students a handout.



The student learns the handout.



The researcher explains the materials



The students pay attention to the researcher's explanation.



The researcher takes a photo with the best group.

APPENDIX J

PERMIT LETTERS



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 999/UN.34.12/DT/VIII/2014
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

28 Agustus 2014

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta
55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**IMPROVING THE WRITING LEARNING PROCESS OF GRADE VIII STUDENTS OF SMPN 1 PLERET
THROUGH FACEBOOK GROUP IN THE ACADEMIC YEAR OF 2014/2015**

Mahasiswa dimaksud adalah :

Nama : RIFKI IRAWAN
NIM : 10202244084
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September - Oktober 2014
Lokasi Penelitian : SMPN 1 Pleret

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001

Tembusan:
1. Kepala SMPN 1 Pleret



**PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)**

Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN

Nomor : 070 / Reg / 3104 / S1 / 2014

Menunjuk Surat : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/V/383/9/2014
Tanggal : 24 September 2014 Perihal : **Ijin Penelitian**

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada
Nama : **RIFKI IRAWAN**
P. T / Alamat : **Fak. Bahasa dan Seni UNY Karangmalang Yogyakarta**
NIP/NIM/No. KTP : **10202244084**
Tema/Judul : **IMPROVING THE WRITING LEARNING PROCESS OF GRADE VIII STUDENTS OF SMPN 1 PLERET THROUGH FACEBOOK GROUP IN THE ACADEMIC YEAR OF 2014/2015**
Kegiatan :
Lokasi : **SMP Negeri 1 Pleret**
Waktu : **25 September 2014 s.d 25 Desember 2014**
No. Telp./HP : **087889972323**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : **B a n t u l**
Pada tanggal : **25 September 2014**

A.n. Kepala,
Sekretaris,
Kab.
Ka. Subbag penyusunan Program

Wijiarto, SP., M.Si
NIP. 19660310 199803 1 003

Tembusan disampaikan kepada Yth.

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Dasar Kab. Bantul
4. Ka. UPT Pendidikan Kec. Pleret
5. Ka. SMP Negeri 1 Pleret
6. Dekan Fak. Bahasa dan Seni UNY
7. Yang Bersangkutan



PEMERINTAH KABUPATEN BANTUL
DINAS PENDIDIKAN DASAR
SMP 1 PLERET

Alamat : Jejeran Wonokromo Pleret Bantul Yogyakarta Telp 4415220

SURAT KETERANGAN PENELITIAN
No : 422 / 205

Yang bertanda tangan dibawah ini :

Nama : Dra.DENOK WIDARTI, M.Pd, MA
NIP : 196111251983032007
Pangkat/Gol : Pembina, IV/a
Jabatan : Kepala Sekolah
Satuan Organisasi : SMP 1 Pleret

Menerangkan bahwa

Nama : RIFKI IRAWAN
NIM : 10202244084
Fakultas : Bahasa dan Seni UNY

Bahwa mahasiswa tersebut telah melaksanakan penelitian di SMP Negeri 1 Pleret Bantul pada tanggal 20 September s/d 30 September 2014 dengan judul :

"Improving The Writing Learning Process Of Grade VIII Students Of SMP 1 Pleret Through Facebook Group In The Academic Year Of 2014/2015".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Bantul, 26 September 2014
Kepala Sekolah



Dra. DENOK WIDARTI, M.Pd, MA
NIP. 196111251983032007