

Students' improvement in writing skill using column comment on *Facebook* group

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Abstract

The objective of this case study is to investigate the effect of using the comment section on a Facebook group on increasing the writing ability of students at MA Pondok Pesantren Nurul Islam Seri Bandung. The study aims to determine whether utilizing the comment section can improve students' performance in writing and specifically, the material used is recount text. The participants of this study were all pupils in grade 10, with a total of 49 students. A sample of 15 students was selected through purposive sampling for the treatment class. Data was collected through a writing test consisting of 1 item and analyzed using the paired sample t-test in SPSS 22. The average pre-test score was 51.313, and the average post-test score was 85.167. The results of the data analysis showed that using the comment section on a Facebook group was significantly successful in enhancing the writing skills of students at MA Pondok Pesantren Nurul Islam Seri Bandung. Therefore, the writers accept the alternative hypothesis (H_a) and reject the null hypothesis (H_0) as the sig. (2-tailed) = 0.000 is less than the significance level ($=0.05$), indicating that the use of the comment column on a Facebook group was significantly beneficial in enhancing students' ability to write recount texts at MA Pondok Pesantren Nurul Islam Seri Bandung.

Keywords: Facebook; writing skill

INTRODUCTION

Sometimes, students face difficulties in exploring and searching for suitable words and ideas when they write, due to the conventional methods of teaching English in schools. Teachers often adopt a one-sided approach to teaching, where they dominate the learning process through lectures and taking notes, resulting in a lack of communication and interaction between students. However, it is essential to involve students in the learning process as it makes the writing class more fun, interesting, and provides new experiences. Writing proficiency theories and models emphasize the importance of instruction in writing. To make the learning experience more engaging and interesting, technology plays a crucial role as it influences the writing skills of students. Technology development, such as social

media platforms such as Facebook, Instagram, and Twitter, can connect people and make the creation of materials and tools less complicated (Taysum, 2019)

The subject matter of this study is describing science as knowledge acquired through inquiry and the scientific method (Tan & Lim, 2014). One way to connect people and shorten distances is through social media, which has become a popular tool in education. Many teachers and lecturers utilize social media in their writing classes by engaging students with blogs, Wikis, Facebook, Twitter, and other forms of multimedia that combine static and moving words and images. This approach has been found to improve student achievement and cover different teaching and learning processes (Ede & Igbokwe, 2018).

Teaching using technology-based media can be a motivation for students in learning. Researchers have found that various internet technologies, including social media, can be utilized as a medium to teach English, particularly writing competence, by presenting language in its more comprehensive communicative context, reducing grammatical errors, and fostering student motivation and knowledge of the writing process (Novarita, 2016). The use of social media as a learning tool can provide a fresh environment, especially for students who do not learn in traditional ways, but rather through familiar social media platforms. According to Smith and Hoyer (2010), Facebook is the most widely used social networking platform among students. Facebook has many elements that promote learning and teaching writing, such as status updates, groups, notes, conversations, pages, and more, making it the most practical and effective social networking platform for this purpose. Students are therefore able to communicate with other speakers in both written and spoken form, with proper grammar (Novarita, 2019).

Facebook Group is one of the features that lets users post and remark as well as give them a place to share their thoughts where everyone can see them and offer both criticism and appreciation. Users of Facebook can join and take part, and Facebook Groups offer members a place to share and talk about things in a section called the Comment Column. Interaction between group members is made possible using the comment section of the Facebook page. Facebook encourages closer ties with loved ones and friends. (Hasan & Wang, 2021).

The use of social media platforms has increased significantly, with companies such as Facebook being widely adopted (Hasan & Wang, 2021). Organizations, brands, and celebrities create groups or pages on Facebook for users to interact with (Hyde, 2000). By engaging in online learning activities such as discussions and information searches on Facebook, students can acquire incidental skills and learn a variety of practical online abilities in an informal setting. This presents an opportunity to use Facebook Groups, specifically the Comment Column, as a medium for teaching and learning. Given the ability for individuals to connect through the Comment Column, professors and students can also connect in this way. Since writing is considered a skill that can be mastered through the use of Facebook Groups, particularly the Comment Column. Each student has the opportunity to read and comment

on a particular issue that is being addressed, allowing them to learn other people's perspectives and potentially broaden their own. It is incredibly beneficial for kids to develop their writing abilities.

A mean is provided by the writing for the students in proceeding of new information in their word. The depending is varied by the purpose of writing that the writer wants to express. The academic writing is the one of kind in writing process. Then, to convey the knowledge is purposed procedurally of the data and information. It is presentably, coherence, organized a formula. Then, inspired, entertains, and artistic are the creative writing with the concept, painting, pictures and deep meaning.

Writing is not just a skill; it also allows the writer to express or explore their feelings to the readers. However, the writer cannot see the readers' reactions and must consider them when choosing a topic. A good writer must choose a subject that will interest the readers and present it in an interesting way

The meaning is provided by the writing process for the students to many new information in their words. The large classroom is effective particularly where the students break into group or pair. It may be prohibited. It is also requests to students individually who prefer to learn more. Also, this importance has been gained the English as the large of language in the world. English is made by the continuous growth of new technologies even more important for everyone to communication efficiently. Thus, teaching writing in English should give more emphasis as a writing skill that may have function as a crucial gate leader student to a successful person. In this information, the technology is driven by the world. There are a few things that writers need to keep in mind when they write (Anam, 2007)

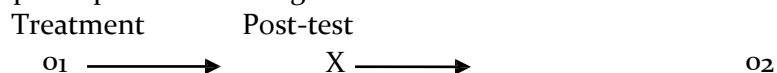
Language learners and educators should consider new and innovative methods in their instruction. These methods are more likely to engage students and prevent them from engaging in negative or risky behaviors that can inhibit the development of adequate writing skills. This approach incorporates both literacies and technology, which work together to pique students' interests and inspire them to succeed in the learning and writing tasks in the classroom. Students are given numerous opportunities to write with the intention of conveying a real message. Even if they start out as readers and writers, they can still enjoy writing and benefit from it. Furthermore, individuals can also revise in a language they do not yet speak fluently. It is important for writers to understand that writing is not just about conveying ideas or describing something, but it also reflects the writer's true identity. Following the guidelines provided by Guth can help writers create good writing.

METHOD

In this case, the writers use experimental method. In experiments, the participants can be remained by the writers relatively aloof, ensuring some objectivity in the research (Cohen et al., 2020). The experimental design divides into three types: three types of

experimental designs: pre-experimental, actual experimental, and quasi-experimental. According to Cohen et al (2018), the design of pre-experimental : the one group pre-test and post-test. Then, the researchers use just one class to do research in giving pretest, the teaching activity and post-test.

The design of pre-experimental design is as follows: Pretest



In collecting data, the writers use test. A test is instrument that is given for individual to get the answers that is hoped written or action (Cohen et al, 2018 p. 414). For analyzing writing skill at the students in the tenth grade of MA Pondok Pesantren Nurul Islam Seri Bandung in this case they use the method of CCFG. The writers used instrument for taking the data. It is writing tests. The data of research obtained through three ways as follows: The writers teache the students by using Comment Column on Facebook Group for 6 meeting @2 x 45 minutes. The material from the test is how is the students write an essay in form of recount text. The procedure of collecting the data is as follows

Table 1 Procedure of Collecting the Data

No	Meeting	Topic	Technique
1	1	Pre-Test	Pretest
	2-3 4-5	My Bad Day on Sunday My Bad Day on Sunday	Treatment by Using Comment Column on Facebook Group
2	6	Posttest	Posttest

- a. Pretest, before treatment, the students are given pretest by the writers and measure their writing skill. Then, the point of this activities is to measure the pupil's basic skill in writing. The students of class X.MIA test in 40 minutes then the student collect their recount text test.
- b. Treatment, the writers apply Comment Column on Facebook Group during the teaching process, the teacher encourages the pupils by posing questions that relate to the recount text's content
- c. Posttest, these activities are given after treating. The students are given the posttest by the writers to know how far of the uses Comment Column on Facebook Group in writing recount text. Before doing the real study, the writers give try out in the class X.IPS.

RESULT AND DISCUSSION

Table 2
 Distributions' Score in Pre-test

Pre-test of Experimental			
score interval	Criteria	frequency	Percentage
> 80	very good	1	6,67%
70-79	Good	0	0%
60-69	Sufficient	3	20%
50-59	Poor	3	20%
<49	very poor	8	53,33%
Total		15	100%

According to the table 2 above, student (6.67%) received a very good score. 0% of the students received good grades. Three students (20%) received fair grades. There were 3 students (20%) who received poor scores. And 8 students (53.33%) received very poor scores.

Table 3 Distributions' Score in Pos-test

Pre-test of Experimental			
score interval	Criteria	frequency	Percentage
> 80	very good	15	100%
70-79	Good	0	0%
60-69	Sufficient	0	0%
50-59	Poor	0	0%
<49	very poor	0	0%
Total		15	100%

In the chart above, 15 students (100%) received very good grades. 0% of the students received good grades. 0 pupils (or 0%) received a fair grade. 0 pupils (or 0%) received low grades. 0% of the students received a very low grade.

According to the results of the normality pretest, the Kolmogorov-Smirnov test statistic was 0.163 at a significance level of 0.05. The Asymp. Sig. (2-tailed) was 0.200, which exceeds the Alpha (0.05). This suggests that the data from the pre-test scores has a normal distribution. Similarly, according to the results of the normality post-test, the Kolmogorov-Smirnov test statistic was 0.188, at a significance level of 0.05. The Asymp. Sig. (2-tailed) was 0.200, which exceeds the Alpha (0.05). This indicates that the data from the post-test scores also has a normal distribution.

In order to discover of the purpose differences of one of the skills in writing of recount text, the results are calculated by the writers of pretest and posttest. Paired Sample test is used in calculating them. Those tests are computed by inserting the students' score. Then, it is continued by processing the calculation of Paired Sample T-test formula used.

The pretest score is 51.313 and the posttest score is 85.167. The standard deviation of the students' scores on the posttest was 3.3363 and the standard deviation of their scores on the pretest was 11.5363. The standard error of the post-test score was 0.8614 at that point, while the standard error of the pre-test score was 2.9787. The link between these tests leads to a conclusion of 0.413, with a significance level of 0.126. Based on the calculation, the writers can conclude that the score of these tests is 33.8533. The standard deviation of these tests' score is 10.6036, and the standard error of posttest and pre-test score is 2.7378. The significance level ($= 0.05$) was found to be exceeded by the value of Sig. (2-tailed) = 0.000."

The writers conclude that using the Comment Column in a Facebook Group is an effective method for teaching students writing skills in the context of recount text. This is demonstrated by the fact that the students' post-test scores were higher than their pre-test scores. As a result, the null hypothesis is rejected and the alternative hypothesis is accepted. This means that using a comment section on a Facebook group is significantly effective in helping students at MA Pondok Pesantren Nurul Islam Seri Bandung write better recount texts

Yancey (2009) says that the students are helped by the Facebook group in writing an essay. Facebook group is good way that is used by the students. It is specifically for the comment of Facebook itself. There is the chance to increase the student's skill especially in writing skill and also the relationship between academic writing and their communication. Additionally, it offers the students their own context to practice their writing skills (Boyd, 2008). The students are provided by the Facebook group and has the opportunities to examine their skill in writing through Facebook comments. Ramdhani (2018) mentions that the response of their friends' comments is interest by the students that posted in the Facebook group. Then, there are many opportunities are taken by them to practice their skill in writing. The kids often learn new sentence or writing structures by reading the comments left by their friends. It can be said that Facebook comments have a good potential of improving and having an impact on pupils' writing abilities.

The writers believe that the comment section on a Facebook group has the potential to help students improve their writing skills. Many students struggle with writing, such as having an unclear main topic, a lot of errors, and inadequate text composition. However, by using this method, many of these problems can be addressed. Students can explore their experiences with the Comment Column by reading comments from other students and learning from them. Additionally, students can also edit their writing based on feedback from friends. In other words, the Comment Column on a Facebook Group is a potential and effective way to use in teaching writing for students

CONCLUSION

After discussing the finding above, it is shown that the signify score of pretest is 51.313 and the posttest is 85.167. it is meant that the average of the students' score is better than the average of the students' score in pretest. As a result, according to the table of the paired sample test, the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected because the Sig. (2-tailed) = 0.000 was less than the significance threshold (= 0.05). In the other hand, MA Pondok Pesantren Nurul Islam Seri Bandung students' writing skills for recount texts were significantly improved by using the Comment Column on a Facebook group.

Based on the data discussed earlier, it is intended that using the Comment Column on the Facebook Group will significantly improve the students' ability to write recount texts at MA Pondok Pesantren Nurul Islam Seri Bandung. The writers summarize that this method can enhance the students' learning of writing and improve their scores. Additionally, the students' skills can be improved through this Comment Column on Facebook group in the learning process of writing recount texts at MA Pondok Pesantren Nurul Islam Seri Bandung."

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