

## Students' Perception of the Implementation Facebook Group in Learning Writing Skill

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**Abstract:** This paper finds the students perception on the implementation of Facebook in writing classroom with the research question: What are students' perceptions of the implementation Facebook group in learning writing skill? This study was conducted at the STKIP Muhammadiyah Rappang, South Sulawesi, Indonesia. There were 20 students of second semester English education department in 2016/2017 academic year as the sample of this study. The data obtained from the questionnaire about the students' perception on the implementation of Facebook group in writing class were scored by using Likert scale. The data analyzed by using percentage. It aimed to measure the respondents' opinion. Then, to interpret the students' interest responds, the researcher used the interval estimate. The result found that there were no students who states negative statement to the use of Facebook, 9 students (45%) were strongly positive who get score in interval 65-80 and 11 students (55%) were positive category in interval 50-64. The mean score of the students' perception is 64.85 which mean it is in a positive category according to the range of students' perception score. It means that the implementation of Facebook group in teaching writing is interested to the students.

**Keywords:** students' perception; writing; Facebook; Facebook group

### Introduction

Writing skills is one of the four language skills that should be owned by every student in learning English language. Through the good mastery of writing skills, students can communicate ideas, thoughts, feelings, and emotions to others in writing. For some people, communicate written more easily than with communicating orally. Those difficulties to communicate their ideas and feelings orally will be helped by the media writing. Today, many companies provide the terms of mastery good writing skills for prospective applicants. Each job requires communication which effectively both orally and written. However, good writing skills more necessary because almost all activities in companies engaged in activities writing, such as writing letters, e-mails, make presentation materials and reports, and others. Thus, it can be said that the skills writing is very important to the students. They still have many problems in writing such as spelling, punctuation, structure, organization, ideas, and others. Even some

students do not know what will and should they write. Interest and motivation of them to write are very low. They think writing is a very difficult thing. To overcome these problems, we need a strategy that is capable build custom learners to write. This strategy is also expected to provide opportunities for the students to practice their writing skills. Technologies for writing facilitate the flexible manipulation of text enables drafting and redrafting to occur easily, and the eventual product may be presented to a professional standard (Pennington, 2004). One of the chosen strategy is by providing a medium that appeals to learners in writing, is the social media. This media is expected to improve student's interest and motivation in write (Sakkir, 2016, Sakkir, 2018).

Social media are computer-mediated tools that allow people to create, share idea, exchange information, and pictures/videos in virtual communities and networks through the internet. It is becoming an

integral part of life online as social website and has enabled changes in the way of people live, work, interact and acquire knowledge and learning via the internet. Social media has emerged as a highly useful personal communication technology (Tess, 2013). Social media such as Facebook are one of the latest examples of communications technologies that have been widely-adopted by students and, consequently, have the potential to become a valuable resource to support their educational communications and collaborations with faculty (Roblyer, et al, 2010). MySpace, founded in 2003 by Tom Anderson and Chris De Wolfe, and Facebook, founded in 2004 by Mark Zuckerberg, Dustin Moskovitz, and Chris Hughes, have become two of the most popular sites on the Web (Maranto & Barton, 2010). Social media can be used by language learners to explore new relationships rather than merely maintain existing ones and to achieve a better understanding of the complex processes of mediation involved in online community formation and maintenance (Harrison, R., & Thomas, M., 2009). Ivala, E., & Gachago, D. (2012) and Abduh & Rosmaladewi (2017) found that appropriate use of blogs and Facebook groups, if accepted by students as a learning tool, enhances students' engagement in learning activities of an academic nature on- and off-campus.

Facebook is a networking site social launched in February 2004 is operated and owned by Facebook Inc. (Bihr & Praus, 2008). Facebook users are not just come from the students, but also the general public with various types of work. Based on observations and informal interviews committed to the learners, acquired information that almost all learners has a Facebook account and become a user active. They are used to using media Facebook in daily activities. They take advantage of features that are owned by Facebook like a wall, notes, upload images and video, and chat. Features that are owned by Facebook can actually be used in activities learning, including learning to write. The use of facebook communications media not only to perform tasks or even add information, facebook can used to develop writing skills. In Facebook, students can obtain the need for information or knowledge. The students believed facebook could be utilized as an online environment to facilitate the learning of English.

Facebook is not only used for tasks, but students can also use facebook as a place of learning to write. Facebook is an effective tool in improving the students' writing skills, especially in the brainstorming of ideas before the actual writing (Yunus & Salehi, 2012, Sakkir, 2016). In this way it can be seen that the role of facebook for students is very important. But, before to conduct a research about how to improve students writing skills through social media especially facebook, first we must know how the students perspective of the social media in the classroom. Students perspective include about their beliefs, attitudes, willingness, and concerns towards the use of the social media in the writing class. This study aims at answering the following questions, "What are students' perceptions of the implementation Facebook group in learning writing skill?"

## Method

This study applied a quantitative design. The subjects in the study were 20 English Education Department students of second semester of STKIP Muhammadiyah Rappang. The study used a questionnaire to examine students' perceptions on the implementation of Facebook group in writing class. The researcher needs to know the perception of the students towards the designed materials for writing skill development. Neag Centre for Gifted Education and Talent Development University of Connecticut (2007) states that perception affects emotions and behaviours and the emotional and behavioural reactions also help shape the environments and skew ones' beliefs about their environments. Questionnaire for students and lecturers perception to know their feeling, opinion and thought after the implementation of the product. It was distributed on all the second semester students of STKIP Muhammadiyah Rappang, English Education Department of 2016/2017 academic year. The data collected from the questionnaire were analyzed quantitatively.

The data obtained from the questionnaire about the students' perception on the implementation of Facebook group in writing class were scored by using Likert scale. The scoring system was done positively and negatively. For the positive statement, the scoring system was positive, namely 4 (four) points for

strongly agree answer, 3 (three) points for agree answer, 2 (two) points for disagree answer, and 1 (one) point for strongly disagree answer. The data from the questionnaire were analyzed by using Likert Scale.

To interpret the students' interest responds, the researcher used the interval estimate. The interval estimation was used to measure the parameter of population based on the score of rates interval sample data that has 14 intervals estimate each level. To calculate questionnaire data into percentage, the researcher used the percentage technique using this formula. The formula used in analyzing the data as follows:

$$P = \frac{Fq}{N} \times 100\%$$

Where:

P = Percentage from test and questionnaire

F q = Number of Frequency

N = Total Samples

(Sudjana, 1996)

Table 1 *The Percentage of Students' Perception*

Category	Range	Frequency	Percentage
Strongly Positive	65- 80	9	45%
Positive	50-64	11	55%
Negative	35-49	0	0%
Strongly Negative	20-34	0	0%
Total		20	100%

Based on the percentage analysis of students' perception on the table 1, the analysis shows that there were no students who states negative statement to the use of Facebook, 9 students (45%) were

## Findings and Discussions

This study deals with the implementation of Facebook group in writing class. The researcher starts using the online materials into the classroom. The implementation of the Facebook group is conducted at English Department Second Semester classroom that consists of 20 students.

In this phase, the researcher provides questionnaires to the students, in order to gather their response with regard to the practicality and the effectiveness of the Facebook-based writing instructional materials to be used in the process of teaching and learning in improving students writing skill.

To know the students' perception toward the implementation of Facebook-based writing instructional materials, the researcher distributed questionnaire to the students. The data was analyzed by using Likert Scale. The results show the students have positive perception in writing English by using Facebook. This is indicated by the percentage of the students' questionnaire shown in the following table:

strongly positive who get score in interval 65-80 and 11 students (55%) were positive category in interval 50-64. The table above indicates the implementation of Facebook group in teaching writing is interested to the students. This supported by the following table:

Table 2 *The Mean Score of Students' Perception*

Total Respondent	Total of the Students' Score	Mean Score
20	1297	64.85

The table 2 shows that the mean score of the students' perception is 64.85 which mean it is in a positive

category according to the range of students' perception score. Therefore, the students have

positive attitude to the use of Facebook-based writing instructional materials. The good thing for this Facebook-based materials is they could be revised directly once it is finding mistaken or unorganized structure on the setting of the developed materials as well as additional activities if its required. The field study implementation is used to evaluate the implementation of Facebook group in writing class. The variables responded are related to the clarity, the appeal and the facility of the Facebook-based writing instructional materials. The researcher conducted field study tested product by assessing the students' perception and their opinions toward learning writing English course via Facebook-based instructional materials. The result of questionnaire that was given after the post-test shows that the students interested in the use of Facebook as writing instructional material medium in developing ideas can be used to improve the students writing skills. It showed that the mean score of students' interest was 3.24. It is relevant to Penny Ur (1966, p. 281) statement that there are many ways to arise the students' interest by considering clear goals, varied topics, visuals, challenging, entertainment, and personalization. By using questionnaire to measure the students' interest, it showed that Facebook could significantly improve the students' achievement and students' interest in writing. Based on the analysis of questionnaire the writer concludes that the students were strongly interest towards the use of Facebook. It means that there is a good applicable strategy in teaching English writing.

The writer explained that lecturer can use Facebook in teaching writing. The reasons for the use of Facebook are: (1) students enjoy in learning English by using Facebook in the classroom, (2) Facebook can challenge the students to imagine more about words that she/he will write in the paragraph, (3) the students are enthusiastic and more active in writing through Facebook, (4) the students are not bored in writing through Facebook.

## Conclusions

The research concluded that the students interested in the use of Facebook as writing instructional material medium in developing ideas to improve the students writing skills. The implementation of Facebook group in teaching writing is interested to the students. It was

proved by the results of students' perception. The mean score of the students' perception is 64.85 which mean it is in a positive category according to the range of students' perception score.

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