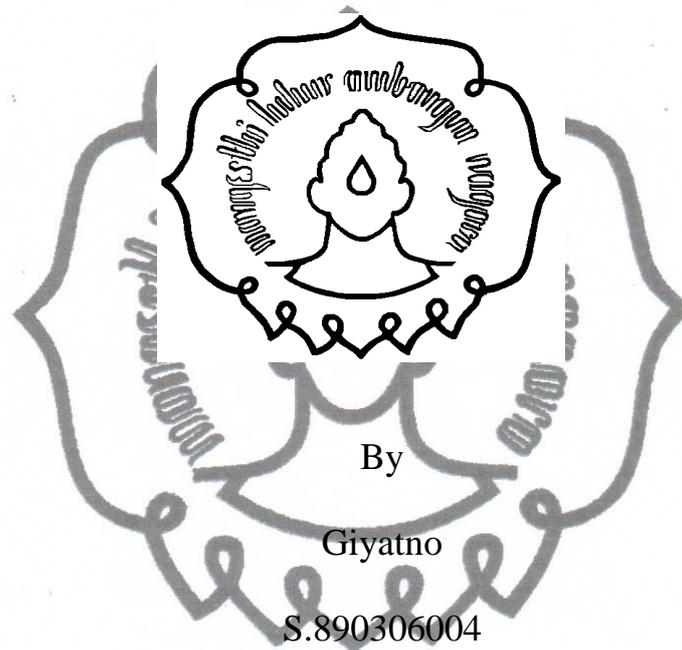


**IMPROVING STUDENTS' WRITING SKILL ON RECOUNT TEXT  
USING QUESTIONING TECHNIQUE AND FACEBOOK MEDIA**

(A classroom Action Research at Grade VIIIA SMPN 2 Sumberlawang in 2010/2011 Academic Year)

THESIS



Submitted To Graduate School of Sebelas Maret University

As a Partial Fulfillment for Completing Graduate Degree in English Education

**ENGLISH EDUCATION DEPARTMENT  
GRADUATE SCHOOL OF  
SEBELAS MARET UNIVERSITY SURAKARTA**

**2011**

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**APPROVAL**

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(A classroom Action Research at Grade VIIIA SMPN 2 Sumberlawang in 2010/2011 Academic Year)

**Giyatno**

**S890306004**

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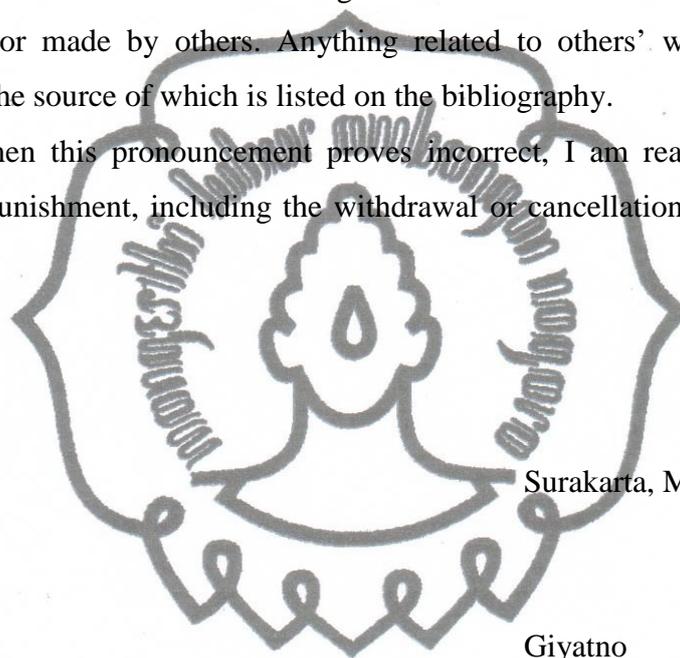
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “IMPROVING STUDENTS’ WRITING SKILL ON RECOUNT TEXT USING QUESTIONING TECHNIQUE AND FACEBOOK MEDIA (A classroom Action Research at Grade VIIIA SMPN 2 Sumberlawang in 2010/2011 Academic Year)”. It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept any academic punishment, including the withdrawal or cancellation on my academic degree.



Surakarta, March 2011

Giyatno

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### ABSTRACT

Giyatno. 2011. Improving Students' Writing Skill on Recount Text Using Questioning Technique and Facebook Media. (A classroom Action Research at Grade VIIIA SMPN 2 Sumberlawang in the Academic Year 2010/2011). Thesis. Surakarta: Graduate School in English Education, Sebelas Maret University Surakarta. Consultants: (1) Dra.Dewi Rochsantiningsih, M.Ed., Ph.D., (2) Dr. Sudjoko, M.A.

Keywords: Questioning Technique, Facebook Media, Recount Text, Writing Skill.

The objective of the research are: (1) to identify whether or not and to what extent questioning technique and facebook media improve the students' writing skill on recount text, and (2) to describe improvement of classroom situation of the students' activities in the process of teaching and learning on recount text writing.

The research was carried out at SMP N 2 Sumberlawang, Sragen from January to February 2011 employing a Collaborative Classroom Action Research. The subjects of the research are thirty two students of the eighth grade VIIIA SMP N 2 Sumberlawang, Sragen. The research was conducted in two cycles each of which consisted of three meetings. Each cycle comprises four steps: planning, acting, observing and reflecting. In collecting data, the researcher used interview, observation, questionnaire, research diary and test. To analyze the quantitative data, the researcher applied a descriptive statistics to describe mean score. To analyze the qualitative data the researcher applied constant comparative method by Glaser and Strauss which include these steps: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory and (4) writing theory

The findings revealed that the program of improving students writing skill using questioning technique and face book media is successful viewed from some dimensions. The research findings showed some important points in students writing skill as follows: (1) the improvement of students' skill in using choice of structure and vocabulary consistently; (2) the improvement of organizing ideas; (3) the improvement of using vocabulary in right context; (4) the improvement of using correct grammar; and (5) the improvement of using correct punctuation. The mean score of pre research, post test cycle 1, and post test cycle 2 are 64, 69 and 79. The mean score improved significantly.

The classroom situation also improved. It can be seen from the classroom situation; (1) All students were joining each meeting and starting the class more quickly, (2) During the writing class, the students involved in the learning process actively, (3) They asked to the teacher if they got problems in learning process especially in the discussion, (4) They were encouraged to do the task and (5) They were brave to express their own opinion to others

The research findings on this research imply that questioning technique and face book media are very important in improving students' writing skill in recount text. Therefore, it is recommended that (1) the teacher can use various questions in teaching and learning process. The teacher should be more active, creative and innovative; (2) English teachers and school institutions facilitate to establish English writing corner with its programs to continue the improvement of the research, discuss the basic language skills or micro and macro writing skills, and stimulate students to write their experience, knowledge in all aspects, not only in recount text but also in other kinds of texts and (3) Finally, for the students themselves, they have to study English hard and have to be brave to express their own opinions in English writing. They should not be afraid, embarrassed or nervous in expressing their English writing skill. They must know that the one who practice writing more he or she will get better skill in writing.

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## ACKNOWLEDGEMENT

Praise to ALLAH, the almighty for His abundant mercies, grace, blessing and guidance so that the researcher finally can complete writing this thesis. He realizes that there are many people who have helped him in finishing his research.

As this thesis is completed, the researcher would like to express his gratitude to the Director of Graduate Program who had given the researcher opportunity to do the research. He also thanks to Dr. Ngadiso, M.Pd, the Head of Graduate School of English Education of Sebelas Maret University who always supports the researcher to complete his research.

He would also like to thank to Dra. Dewi Rochsantiningsih M.Ed, Ph.D as the first consultant and Dr. Sudjoko, M.A as the second consultant who have guided patiently during the process of writing the thesis. Their guidance and help are very valuable for the completion of this research.

He would also like to thank to Suwarno, S.Pd. M.Pd, the headmaster of SMP N 2 Sumberlawang, Sragen who has given permission to the researcher to conduct his research and to complete his research during his busy day teaching in the school. The researcher thanks to Suyatno, S.Pd and Repatriyah, S.Pd for the good cooperation as collaborators who have helped and encouraged the researcher to do the research. He also thanks to the students of VIIIA who have been doing everything well during the research.

He would thank to his parents, Sukemi and Sutarti for their care and pray day and night for the researcher. He wants to express his special gratitude to his beloved wife Endang Zulaicha Susiloningsih and his son Muhammad Ali Muntadhori for the support and motivation to finish his thesis.

The Last but not the least, he thanks to all his colleagues at SMP N 2 Sumberlawang, Sragen for the best friendship and for being very cooperative and supportive during his research.

Finally, he would not pretend that the thesis is perfect. Some suggestions and comments could therefore be useful for him.

Sragen, March 2011

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## MOTTO

Tuntutlah ilmu dari ayunan sampai liang lahat (Al Hadist)

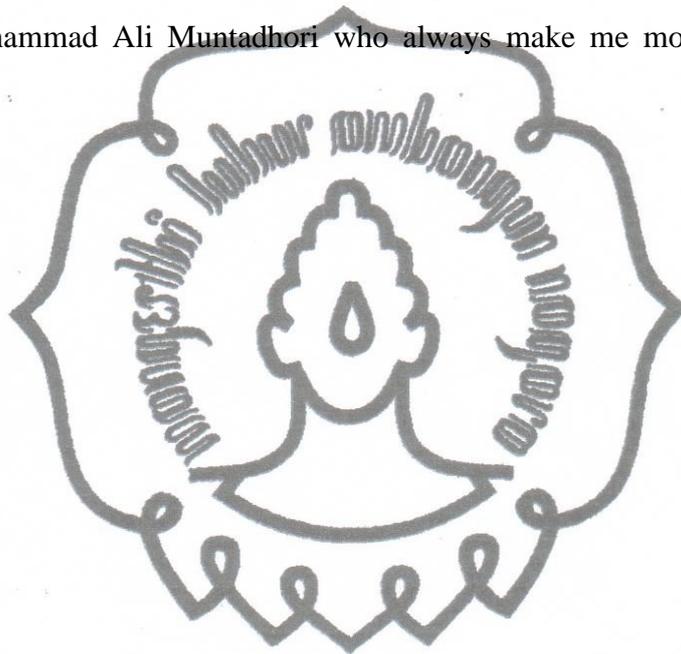


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## DEDICATION

With deep profound love, this work is dedicated to:

1. My beloved parents, who care and pray all time for my success
2. My beloved wife, Endang Zulaicha Susilaningsih and my beloved son, Muhammad Ali Muntadhori who always make me motivated to do the best



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## ABBREVIATION

1. ICT : Information and Communication Technology.....
2. UNESCO : United Nation Education Social and Cultural  
Organization.....
3. CLT : Communicative Language Teaching.....
4. CMC : Computer Mediated Communication.....
5. EFL : English as a Foreign Language.....
6. CTL : Contextual Teaching and Learning.....
7. PIC : Poor Identity Card.....
8. CAR : Classroom Action Research.....

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# CHAPTER I

## INTRODUCTION

### A. Research Background

Like the other language skills, writing has important roles in the context of English teaching as a foreign language in Indonesia. Raimes(1983) states that writing helps learners to reinforce grammatical structures, idioms, and vocabulary that teachers have been working with in the class. According to Harmer (1998), the reasons for teaching writing to student of English as a foreign language are for reinforcement, language development, learning style, and most important, writing is as a basic skill.

Considering its merits, writing as a means of communication is demanded. It is learner's need which cannot be neglected in the era of high competition. It means that students should be equipped with writing skills necessary for their future. They should be trained to write in English in order to be skillful writers.

Many people argue that writing is a difficult skill to teach and to learn. It requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The existence of basic mechanical devices skills such as writing capital letters and using appropriate punctuation for writing does not ensure effective writing, because student must also possess

other competencies to become effective writers. The students need such competencies to generate ideas and thoughts appropriate to the topic.

Concerning the complexity of writing, some activities to improve students writing skill are implemented to improve the learners' ability. At the beginning level student copy the words written by the teacher or match the words with pictures. Gradually, they try to construct sentences and then develop their ideas into paragraphs. This task is carried out after they have already mastered some competencies.

According to Competence Standard (Depdiknas:2006:23) , the students of SMP must be able to express meaning in written text in the form of simple transactional and interpersonal in formal or informal way in the form of recount, narrative, procedure, descriptive and report in the daily life. The basic competence of the eight grade is that the students must be able to expressing the meaning and rhetorical ways of short simple essay on recount form accurately, fluently and acceptably to interact with the other people.

After joining the teaching and learning process on writing recount text, the students must be able to produce good recount text. To produce good recount text, the students must be able to; (1) find ideas, (2) convey message, (3) write originally on their own, (4) express ideas coherently, (5) organize ideas (unity) (6) use vocabulary in context, (7) use correct grammar; and (8) use correct punctuation and spelling (mechanics).

To make students able to create good recount text, the teaching and learning process must be conducive. The indicators of students' attitudes are (1) Students are eager to start the class, (2) Students preferred are enthusiastic in doing English activity, (3) all students are active and participating to do group work, (4) the students are joining each activity from the beginning to the end of the class and (5) Most students are brave to express their ideas to other student or other people.

To reach best results in teaching and learning process, teachers must be able to make good lesson plan, choose and develop suitable technique with the basic competence, motivate students, implement the lesson plan, evaluate and follow up the program. The teachers' role in creating the learning atmosphere in which students are active and able to express creative ideas is crucial. The class is full of students' activities and enjoyable. The students are learning effectively in the class. Besides that, using multimedia or internet media is necessary now in order to facilitate students to search information and express their ideas so that students' writing skill can improve.

The learning problems occur in SMP N 2 Sumberlawang, especially in teaching and learning English in grade eight. The result of students' learning achievement is not satisfying. It can be proved from the students' test results that many of them did not pass the passing grade 65 (minimum mastery criteria 65). It can be seen from table 1.

Table1. Students' English achievement in first and second semester test

Subject	Semester1	Semester2	Avarage
English	61	-	61

Based on the pre test result, the students got difficulties in writing recount text. The difficulties are on (1) express ideas coherently , (2) organizing ideas (unity) (3) using vocabulary in context, (4) using correct grammar; and (5) using correct punctuation and spelling (mechanics).

Table2. The result of Statistical Account of writing elements of pre test

No	Aspect	Writing Elements	Pre Test	Note
1	Content	Idea	73	Passed
2		Message	73	Passed
3		Originality	69	Passed
4	Organization	Coherence	60	Failed
5		Unity	61	Failed
6	Language	Vocabulary	59	Failed
7		Grammar	55	Failed
8		Mechanic	62	Failed
	Average		64	Failed

Based on the preliminary study in 12<sup>th</sup> July 2010 on grade 8A at SMP Negeri 2 Sumberlawang, the number of students in the classroom is 32. To get the preliminary data, the researcher used questionnaire and interview beside the students' test result above. He gave a test and used a modification of analytic

score to write paragraph. The researcher found that the average of the test was 64. The students who got score more than 65 were 13 students or 40 percent or classified successful. The rest of 60 percent or 19 students of them were considered failed (See figure 1)

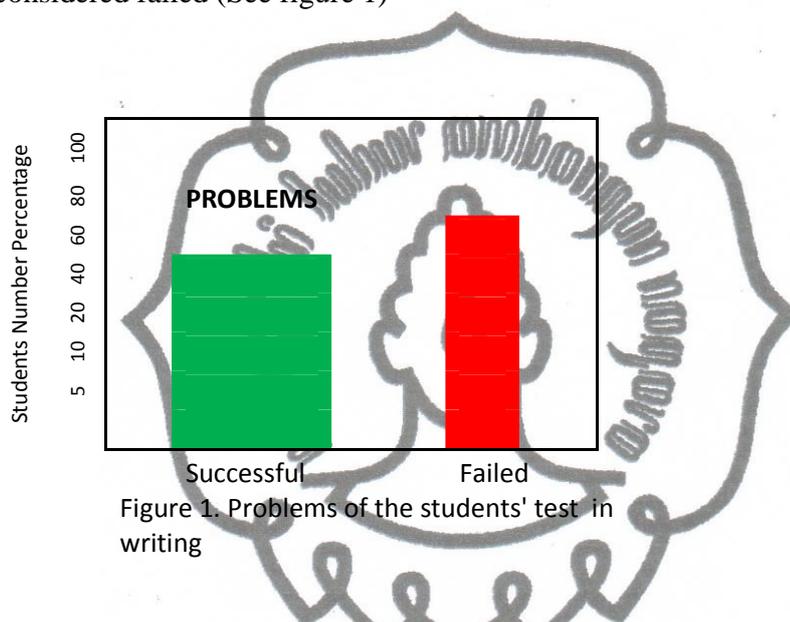


Figure 1. Problems of the students' test in writing

Students found difficulties in writing recount text. The element of the worst score was grammar. The average of the content score was classified adequate. The average of organization was more adequate. The words choice, connective words, spelling and punctuation were considered difficult. Therefore, the writer can summarize that they still could not write sentences or recount text well.

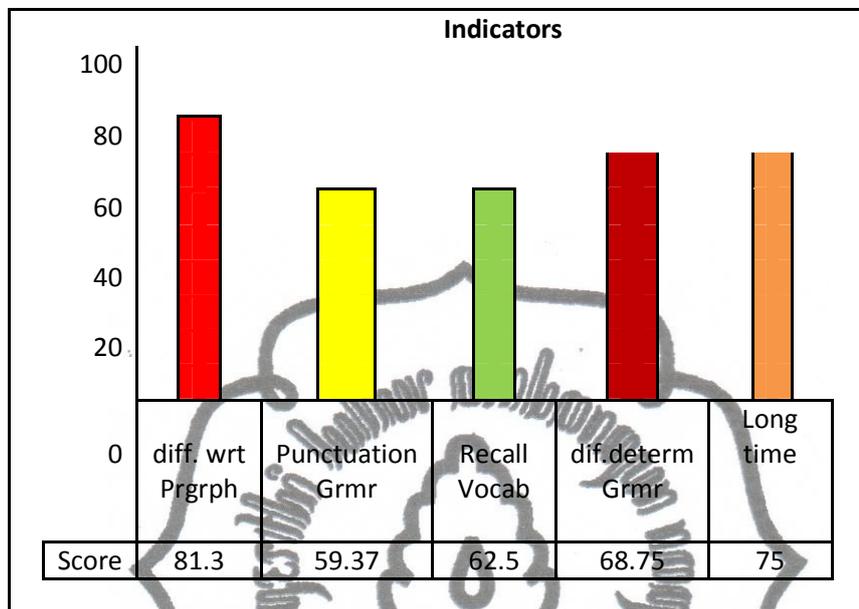


Figure 2. Indicators of the problems in writing questionnaire

Furthermore, based on the questionnaire, the researcher found that the students found difficulty in writing. They had difficulty in writing paragraph 81.3 percent, in determining punctuation 59.37 percent, in recalling vocabulary 62.50 percent, in determining grammar 68.75 percent. They needed long time to write paragraph 75 percent.

There are several causes of the problems above namely; students had lack of vocabulary 71.9 percent, teacher did not give outline to guide them in writing paragraph 68.75 percent, no media 59.4 percent and no dictionary was 71.9 percent.

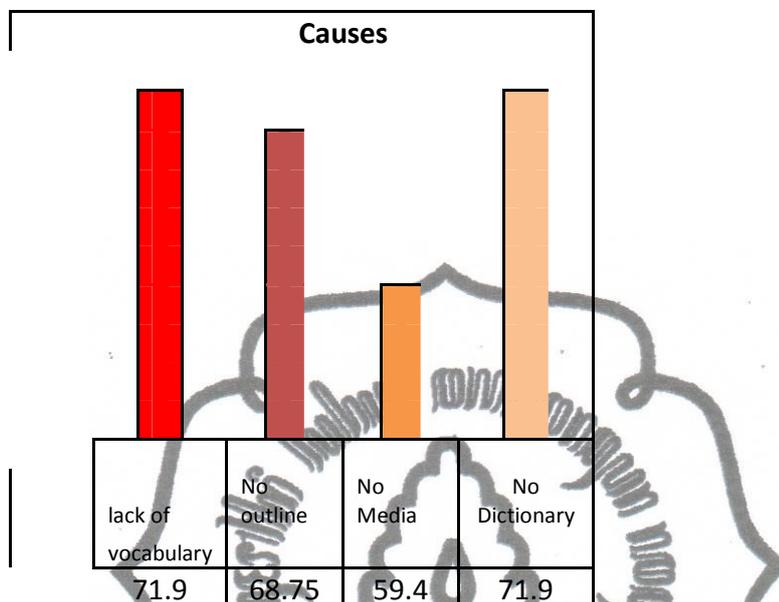


Figure 3. Causes of the problems of the students in writing

In addition, based on the interview, the researcher asked the students “What is the most difficult skill of the four English skills to you?”. Most of students answered “writing is the most difficult”, the second is speaking. The researcher found out that the students difficulties were in recalling vocabulary, making grammatical sentences and in outlining.

The students of grade 8A of SMP Negeri 2 Sumberlawang Sragen had difficulties to understand and construct paragraph in recount text. They had difficulties in the verb 1 (present verb) and verb 2 (past verb). The followings are students’ answers when the researcher asked their reasons why they got difficulties in constructing recount paragraph.

One student said:

“Saya mamahami tentang recount tetapi ketika saya diminta membuat paragraph atau teks recount saya mendapatkan kesulitan dalam menentukan

kata kerja yang digunakan (verb 2) karena saya tidak menghafal verb 2, selain itu saya masih bingung dalam menentukan susunan kalimat dalam bentuk lampau” (A)

Meanwhile, another student said the following explanation:

“Dalam pelajaran bahasa Inggris khususnya teks recount saya menemukan kesulitan dalam menggunakan verb1 dan verb2 karena antara keduanya seringkali banyak kesamaan, baik dalam lafal ejaan maupun tulisan. Kemudian penggabungan kata satu dengan kata yang lain ada yang dibalik dan ada yang tidak dibalik, karena penggabungan kata dalam bahasa Inggris berbeda dengan bahasa Indonesia. Kemudian jika saya disuruh membuat karangan tentang pengalaman masa lalu dalam bahasa Inggris, saya banyak mengalami kesulitan.” (B)

Then the researcher asked another student (C) why he could not construct recount paragraph, he explained as follows “ Saya kesulitan membuat paragraph recount karena saya sulit mencari kata kata yang tepat”. The other student gave the following arguments “Saya sulit membuat kalimat kalimat bahasa Inggris karena tidak tahu kata kata dalam bahasa Inggrisnya”. Next, the researcher asked one of student who did not know recount. She argued as follows: “ Saya tidak tahu recount itu apa karena saya belum pernah diberi tahu tentangrecount. Jadi saya baru tahu sekarang. (DD)”.

Based on the teacher’s observation towards students’ learning attitudes, the students’ motivation and interest in joining English class is still low. The class situation is still not ideal. The indicators of students’ attitudes are (1) It took long time to start the writing class (2) Students preferred talking to each other to doing English activity. When they were asked to do the task, they preferred talking their own business to doing task, (3) when they were asked to work in group there was not learning community in the group. Only the clever

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did the task. When the teacher asked them to complete sentences using the words taken from the text in group, they did nothing. (4) They did something which did not have relationship with the teaching learning process. Some students drew unnecessary things when they were asked to do writing task. (5). Most students were shy to express their ideas to other student or other people.

To overcome the unsatisfactory condition stated above the researcher used one of the teaching techniques in teaching recount text . It is questioning technique in the form of YES — NO and WH question. “Question and answer format is one of the controlled writing types that encourages students a little more freedom in structuring sentences. The students are not given the actual text that they will write: rather, they are given series of question, the answer are the student’s guidance in constructing paragraph (Raimes,1983). Questions are useful to stimulate thinking and to shape their ideas. By using questions based on the topic the students will answer the questions and use the answer to develop their paragraph more easily.

Besides that, the appearance of the writing materials should be able to attract the students’ interest. English teacher were claimed to be able to create innovative strategy that enables the teaching and learning activity become exciting. According to Rockler (1988), “innovative teaching strategies are needed to increase the problem solving capacity of students”.

Related to the innovations of the teaching process, the researcher applied media, especially the media which encourage the students’ motivations. In other

words the English class will have different situation. The teaching materials can be given more interestingly. In this case he chose electronic media namely the use of facebook in English teaching and learning process.

Facebook is a social networking website that is operated and privately owned by Facebook, Inc (Eldon, 2008). Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. Additionally, users can join networks organized by city, workplace, school, and region. The website's name stems from the colloquial name of books given at the start of the academic year by university administrations with the intention of helping students to get to know each other better.

The use of facebook in language teaching enables the teacher to create new situation in teaching and learning process. It is possible to encourage the students' motivation. Technology encourages the students' eagerness to use it. The researcher found that facebook is the most visited social networking. It becomes new trend among the students to have an account on facebook.

Features in facebook such as Wall, Info, video, Notes can be explored due to the need in language teaching. Writing materials can be performed beautifully in Note. The researcher also gives instruction based on the writing. Students also post the result of their works in note. In the Wall, the researcher writes the instructions and also invites the students to be the member of the group made by him, that was Learning English with Fun. There will be group discussion among the students. And there will be a close interaction between

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students and teacher, and also interactions among the students. From this interaction enables the students get instant feedback in direct and real time interaction.

The usage of facebook also encourages students' learning independence. In this case, every student has an account on facebook. It enables them to arrange the contents they would like to learn. Obviously that facebook can be implemented in English teaching in SMPN 2 Sumberlawang. It overcomes the teacher's problem creating relax situation of learning. Furthermore, the use of facebook enables a teacher create group discussion, which encourages learning community. The situation of English teaching becomes fun. It means that the strategy of the teaching can attract students' interest. And it is hoped the achievement of students' writing will improve.

The use of facebook as teaching media in improving students' writing on recount text was done by creating group on "discussion" namely Learning English with Fun. First of all the teacher posted some pictures and vocabularies related to factual recount. The teacher asked the students to match the pictures with vocabularies. Then the teacher posted questions and answers to be matched. This activity was done in BKOF. The teacher showed a model of recount text about holiday experience and gave a set of questions to answer. The recount text was posted in the group discussion. The questions guided the students to make a recount text that covers orientation, series of events and reorientation. In this activity the teacher trained the students in finding ideas and making recount text

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draft. The teacher also asked the students to complete sentences using the words taken from the text, and they could get the exercises from Learning English with Fun. They could post through their account to Learning English with Fun, too. The next, the students were asked to answer a set of questions in group. Next, the students were asked to answer a set of questions then arrange the answers into a good recount text. The students were asked to post their answer to Learning English with Fun. From this activity were expected they were able to write a good recount text.

In accordance with the opinions above, the researcher believed that questioning technique and facebook media could be applied in the teaching of writing since it was used as a guide to help students to write recount text. The students were able to write paragraphs based on the questions given. The researcher also believed that the use of face book media will facilitate students express their ideas including to practice their writing enjoy fully. As a result, students' writing skill could be improved. Finally, the research entitled: improving students writing skill on recount text using questioning technique and facebook media at SMPN 2 Sumberlawang in 2010/2011 academic year was necessary to be conducted.

### **B. Problem Statements**

Based on the background of the study above, the problems of the study can be formulated as follows:

1. Can and to what extent the use of questioning technique and face book media improve the students' writing skill on recount text?
2. How is the situation when questioning technique and facebook media is used?

### **C. Research Objectives**

Based on the research problems, the objectives of this research are as follows:

1. To identify whether or not and to what extent questioning technique and facebook media improve the students' writing skill on recount text.
2. To describe improvement of classroom situation of the students' activities in the process of teaching and learning on recount text writing.

### **D. The Advantages of the Research**

#### **1. Theoretical Advantages**

Theoretically, this research is expected to contribute in English Education research about the use of one of the technique relevant to the teaching and learning process of English and be able to facilitate students to be active in learning and practicing writing English.

#### **2. Practical Advantages**

##### **a. Advantages for Students**

- 1) To provide joyful atmosphere in learning writing in classroom
- 2) To provide chances to students to participate actively in learning writing
- 3) To make students to develop positive social interaction in the classroom.

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- 4) To improve students' motivation in learning writing
- 5) To improve students' writing skill

**b. Advantages for Teachers**

- 1) To contribute suitable teaching technique to the students' learning competences so that teachers can improve the teaching and learning process.
- 2) To inform the teachers to choose the relevant technique or method in teaching writing.
- 3) To improve the teaching and learning process.
- 4) To motivate teachers to develop teaching and learning process in efforts of improving it continually.

**c. Advantages for School**

To contribute how important it is for the teachers to choose and implement teaching and learning technique in teaching and learning process so that students' motivation and achievements in learning writing improve.

**d. Advantages for other researchers**

The result is expected to be useful for other researchers as an information or a reference to conduct a further research with different research designs or the same design with different skill to develop the student ability by using questioning technique, for example the use of questioning technique to improve student ability on reading skill.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

This chapter consists of some aspects dealing with the related literature review. They are the Theoretical Description and Rational.

#### A. Theoretical Description

##### 1. The Definition of Writing

Writing refers to both physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. (Sokolik in Nunan 2003.p 88). For further explanation, he states that the purpose of writing is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling and readers called the audience, who need to have ideas expressed in certain ways.

Harris defines that writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft.(Harris 1993 p.10) Even in the more immediately focused stage of constructing a text writers tend to pause, think, write, pause, think, revise and so on. This shows that the number of

decisions that have to be made by the writer alone and also the extent to which reflection is an essential part of the process. On the other hand, Lyon proposes that writing is a personal act in which writer takes idea or prompts and transform them into “self-initiated” topic (Hamp-Lyon in O’Malley 1996 p. 136). The writers draw on background knowledge and complex mental processes in developing new insight. To write well students need to incorporate the purpose or prompt into their own unique approach to writing.

He also adds that in writing a text, the students will rely on at least four types of knowledge; knowledge of the content, procedural knowledge to organize the content, knowledge of conventions of writing, and procedural knowledge required to apply the three types of knowledge in composing a written product.

According to Wallace (2004 p.15), writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Further explanation is that both young and old people can encounter the discouraging ‘writer’s block’ if they engage in more than one or two of these activities at once. It is difficult to start writing a report, for example, without a central idea and notes to support it. Often, the more detailed an outline, the easier is the writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft.

## 2. Micro and Macro Skill of Writing

The classification scheme is formulated to include the most common genres that a second language writer might produce, within and beyond the requirements of a curriculum. You should be aware of the surprising multiplicity of options of written genres that second language learners need to acquire. (Brown 2004:219)

### Micro skills

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

### Macro skills

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings when writing.
- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

## 3. Writing Skill

Writing skill is the skill to communicate information and ideas in written form so that others can understand. Based on the idea proposed by

Carroll (1993), it is a broad ability that involves a number of other writing sub skills, like knowledge of grammar, the meaning of words, and how to organize sentences or paragraph. It includes the ability to organize ideas, to construct correct sentences, to use tenses, and to choose appropriate words. It refers to students' ability in writing paragraphs, letters, essays, etc. This ability requires students to master some aspects of writing such as content, structure, diction. Here are their details:

a. Content

Content is what a communication that is about something is about. In writing paragraph, it is related to the students' ability to choose topic, to organize their ideas, to include ideas relevant to assigned topic and to exclude irrelevant sentences. Ideas are organized to make a coherent paragraph. In a coherent paragraph, there must be relationship among sentences.

b. Structure

Structure here reflects the students' ability to make sentences in the form of simple past tense. Since recount is telling what happened and what we have experienced, the simple past tense is the appropriate tense to compose an event chronologically. However, the students often make some mistakes in writing simple past tense sentences.

c. Diction

Diction refers to both the choice and the order of words in speech or writing. It reflects the students' ability in choosing noun, adjective, verb, pronoun, and preposition that appropriate with the context of sentence.

Those three aspects play important parts because they are elements of a paragraph. Ideas, structure, and diction are the basic elements the students have to master. In short, students must have some competencies to produce a good piece of writing. They must have knowledge about a topic and have vocabulary mastery.

#### 4. Paragraph Writing

A paragraph can be seen as a set of related sentences that work together to express or develop an idea (McCrimmon, 1984:69). Looking at this definition, it is clear that paragraph is a complete unit, since in expressed through the uses of sentences that are closely connected one to another.

A paragraph can stand on its own and tell what the writers intend to tell in a whole. Besides, it can also function as a part of an essay that develops each idea of the essay. In this sense, the use of paragraph is beneficial both for the writers and readers. For the writers, the paragraph helps them to organize and present ideas in a manageable segment of prose. For the readers, the paragraph helps them follow the writers reasoning more readily, grasp the key points and avoid boredom or inattention, and the most important understands the information in the paragraph.

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According to (McCrimmon, 1984:69), a paragraph is good and effective if it fulfills the following criteria

### **1. Topic Sentences**

A good and effective paragraph should have one main idea formulated in the form of topic sentence. A topic sentence is a statement that summarizes the idea being developed in a paragraph. It is usually expressed in a single sentence either in the beginning or at the end of paragraph.

### **2. Unity**

A paragraph is considered in unity if it has a focus. It means that the development of the paragraph is consistent and points at the main idea, that is, the topic sentence that has unity processes sentences that focus on the topic sentences of the paragraph.

### **3. Completeness**

Completeness is another criterion for a good and effective paragraph. A paragraph is complete if it covers necessary ideas and facts. These ideas are called supporting details. Such details may be written in a form of explanatory, descriptive.

### **4. Coherence**

A paragraph must be coherent in that the sentences are interwoven together in such a way that readers can move easily from one sentence to the next sentences and read the paragraph as an integrated whole. Several ways can be obtained through the use of a proper order or organization.

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Order can be divided into four, namely: general to particular, particular to general, wholes to parts, and question to answer or effect to cause:

- a. In the order general to particular, the function of the paragraph is to enable the readers to comprehend the general statements. As the readers are in progress reading the paragraph, the meaning of the general statement is clarified.
- b. The order from particular is the contrary of the above order. In this order, the paragraph begins with specific sentences that lead to the general conclusion.
- c. The whole to parts order does not function to explain an idea. It is only intended to show the parts or division of a topic.
- d. Question to answer paragraph or effect to cause paragraph begins with either question or effect and ends with the answer or the cause, respectively.

Secondly, coherence can be obtained through traditional markers. Transitional markers are words that usually occupy the position in front of or near the beginning of a sentence signaling the relationship of the sentence. Using traditional words to guide the reader makes it easier to follow the writer's ideas. Byrne In Lestari (2005) states that there are several kinds of traditional markers. They are as follows:

- a. Transitions to introduce categories. These are generally additive transitions: first, second, next, another, last, in addition.

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- b. Transitions to show similarities. In a classification paper it is important to clarify the distinctions between the categories. The words unlike, in contrast to, however, indicate this kind of transitions.
- c. Transitions to introduce examples.
- d. Transitions to show the importance of the class. It is a good idea to indicate if an example or a category is more or less significant than the others.

Richard Nordquist (2008:2) says there are five basic characteristics of good and effective writing: (1) good writing has a clearly defined purpose, (2) it makes a clear point, (3) it supports the point with specific information, (4) the information is clearly connected and arranged, (5) the words are appropriate, and the sentence are clear, concise, emphatic and correct. Furthermore, he says that good writing is the result of much practice and hard work.

Based on several definitions of writing presented in the previous paragraphs, it may be concluded that writing is both physical and a mental acts which involve note-taking, inventing and identifying a central ideas, thinking about how to express them, outlining, drafting and editing idea and transform them into “self-initiated” topic and organizing them into statements and paragraph. Teaching writing should cover the following aspects: (1) finding ideas, (2) conveying message, (3) writing originally on their own, (4) express ideas coherently, (5) organizing ideas (unity) (6) using *commit to user*

vocabulary in context, (7) using correct grammar; and (8) using correct punctuation and spelling (mechanics).

## 5. Types of Genre

Based on Competence based Curriculum, writing can be classified into twelve genre namely narrative, procedure, news item, report, recount, descriptive, anecdote, hortatory exposition, analytical exposition, commentary, discussion, and explanation. These types are divided based on students grades. In the tenth grade, the students are taught five genres; narrative, procedure, news item, spoof/ recount and report. Moreover, Competence - based Curriculum (Puslitbang; 2004) outlines the kinds of paragraph by using the term 'genre'. Some of them are as follow:

Table 3. Types of Genre

GENRE	SOCIAL FUNCTION	GENERIC STRUCTURE	LANGUAGE FEATURES
Narrative	To amuse or entertain the readers	a. orientation b. complication c. resolution	a. Focus on specific participant b. use material processes c. use temporal conjunction d. use past tense
Recount	To retell events for the purpose of informing or entertaining	a. orientation b. Events c. personal comment	a. focus on specific participants b. use of material processes c. circumstances of time and place d. focus on temporal sequence e. use of past tense
Descriptive	To describe a certain thing, place, animal, person, etc	a. identification b. description - part - quality	a. focus on specific participant b. use of relational processes to state what is and that which it is

		- characteristic - habit - habitat	c. use of simple present tense (unless extinct)
Report	To describe the way things are, with reference to a range of natural, man	a. identification b. description - part -quality -characteristic -habit Habitat	a. focus on general participant b. use of relational processes to state what it is c. use of simple present tense (unless extinct)
Procedur e	To describe the way how something is done through series of action	a. aim / goal b. material c. methods/steps	a. focus on steps b. use of generalized participants referring to a whole class of things c. use imperative

### Recount

Recount text is the unfolding of a sequence of events over time which can be written in the form of letters to our families telling what happened and paragraph telling what we have experienced (Derewianka,1995:14). Recount generally begins with an orientation which gives the reader the background information needed to understand the text. It tells who was involved and when it happened. Then, recount unfolds with a series of events ordered in a chronological sequence. At various stages there may be some personal comment on the incident.

Recount can be divided into three types namely personal, factual, and the imaginative recount. They are described as follows:

1. Personal Recount is a text which retells an activity that the writer has been personally involved in, for example diary entry and oral anecdote. Personal recount uses the first person pronoun as I and We.
2. Factual Recount is a text which records the particular of accident, for example report of a science experiment and news report. It uses the third person pronouns such as he, she and it. In factual recount, details are selected to help the readers reconstruct the activity or incident accurately. In this case, explanations and justification can be included.
3. Imaginative Recount is a text which takes on an imaginary role and gives details of events, for example a day in Treasure Island. It is written in the first person. In this recount, it may be appropriate to include personal reactions.

## **6. Questioning Technique in Teaching Writing**

There are two techniques in teaching writing, namely controlled and free writing, Raimes(1983:93). Controlled writing consists of five techniques namely controlled composition, question and answer, guided composition, sentence combining, and parallel writing, while free writing refers to writing activity which is not strictly controlled.

### **1) Controlled Writing Technique**

Heaton (1988:149) defines controlled writing technique as a technique of teaching writing by controlling the students' freedom of expression in his written work. According to Raimes (1983:95), controlled writing technique is a technique used by the teacher for teaching writing in which great deal of the *commit to user*

content of form is supplied to his students. For example, teacher gives an outline to complete a paragraph to manipulate, or a passage to continue.

Based on the statements above, it can be concluded that controlled writing is a technique of teaching writing that is implemented to control the students' freedom of expression in his written work. The technique is applied by giving controlled pattern exercises such as: completion, rearrangement, or giving some language used in composing written text.

Raimes (1983:96) divides controlled writing technique into five different types. They are controlled composition, question and answer, guided composition, sentence combining, and parallel writing. They are described as follows:

- a. Controlled composition type deals with the teacher's control which the students are given a passage to be manipulated, so they can produce a new composition without concerning themselves with content, finding ideas and forming sentences, Raimes (1983:97). In other words, the students write another version of text or paragraph given by the teacher or textbook. They change the subject but they are not allowed to use their ideas to change the content.
- b. Question and answer is the type of writing composition using question and answer format to allow the students a little more freedom of constructing sentences. In this case, the students are not given the actual text that they

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will write. They are given a series of constructed questions that make a coherent paragraph.

- c. Guided composition is the extension of the controlled composition which gives students some but not all the content and form of the sentences they will use. In this case, a teacher gives an outline or picture series as a guideline to students to enable them to write paragraphs.
- d. Sentence combining is the combination of simple sentences into a longer compound or complex sentence, Raimes (1983:107). This technique is intended to help students learn a new language structure. It does not give the students opportunity to formulate ideas. However, the complete sentences provide a lot of practice with the syntactic structure that is common in writing.
- e. Parallel Writing is a kind of controlled writing technique where students read and study a passage and then write their own or similar theme using vocabulary, sentence structure and organization of the model passage as a guide, Raimes, (1983:109).

## 2) Free Writing Technique

Free writing was limited to structuring sentences, often in direct answer to questions, the result of which looked like a short piece of discourse, usually a paragraph in technique; the students are not strictly controlled. They are given opportunity to express their ideas and to tell a story. However their freedom is guided. It means that the teacher sets the genre. They may write their own stories

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and topics as long as it has generic structure shown in competence-based curriculum. For example the student may write their experiences, but their writing should consist orientation, events, and closure of events.

### 3) Questioning Technique

Questioning Technique is a technique in the teaching of writing in which students are given a series of questions related to the topic that build a coherent paragraph. After answering the questions given, they can combine their answer into a simple paragraph. It is used in writing a recount paragraph in each cycle of the actions.

Question and answer format is one of the controlled writing types that encourages students a little more freedom in structuring sentences. The students are not given the actual text that they will write, rather, they are given in series of questions, and the answers are the students' guidance in structuring paragraph (Raimes, 1983). Questioning technique is a guideline or a technique that might help students in expressing their idea on paper.

According to Frazee and Rose (1995), questioning is the oldest technique in teaching. However, it is a common teaching technique and it is fundamental to outstanding teaching. Questioning is universally used in activation technique in teaching (Ur, 1996). Furthermore, she states that there are various reasons why a teacher might ask questions in the classroom. One of the reasons is to encourage self-expression of students. It means that question enable students to express their ideas, opinions, and thoughts though oral or written form.

#### 4.Types of Questioning Technique

Morgan and Saxton in Brualdi (1991: 1) states that teachers ask questions several reason, such as the act of asking questions which helps teachers keep students actively involved in lessons and while answering questions, students have the opportunity to openly express their ideas, opinions, and thoughts, etc. these two reason imply that asking questions fosters interaction between the teacher and the students. Besides, the students get meaningful chance to produce language in written form.

There are two basic types of questions according to Frazee and Rose (1995). They are as follows:

- a. Convergent — Answer to these types of questions are usually within a very finite range of acceptable accuracy. These may be at several different levels of cognition - comprehension, application, analysis, or one where he makes inferences or conjectures based on personal awareness, or on material read, presented or known.

Example: 1.) What were the main reasons why Ophelia went mad? (This is not specifically stated in one direct statement in the text of Hamlet.

Here the reader must make simple inferences as to why she committed suicide.)

- 2.) Why do Harry Potter, Ron, and Hermione want to take a revenge to lord voldemort?

b. Divergent — These questions allow students to explore different avenues and create many different variations and alternative answers or scenarios. Correctness may be based on logical projections, may be contextual, or arrived at through basic knowledge, conjecture, inference, projection, creation, intuition, or imagination. These types of questions often require students to analyze, synthesize or evaluate a knowledge base and then project or predict different outcomes. Answering these types of questions may be aided by higher levels of affective functions. Answers to these types of questions generally fall into a wide array of acceptability. After correctness is determined subjectively based on the possibility or probability. Often the intent of these types of questions is to stimulate imaginative and creative thought, or investigate cause and effective relationships. Example

- 1). In the love relationship of Hamlet and Ophelia, what might have happened to their relationship and their lives if Hamlet had not been so obsessed with the revenge of his father's death ?
- 2). What would Lord Voldemort do to Harry Potter if Dumbledore did not die? (in this case, Dumbledore has been killed by the partners of Lord Voldemort).

In addition, according to Doffin's idea, there are three types of questions. They are as follows:

## 1. WH Questions

A Wh-questions is a question that contains an interrogative pro-form. Also known as context question, question word question. Information question:

Examples:

- a. Whom did she meet?
- b. What is the meaning of the term?
- c. When will we have for lunch?
- d. Where do you live?
- e. Why hasn't Tara done it?
- f. How does this machine works?

## 2. Yes-No Questions

A yes no question for which an answer of yes or no is acceptable. A yes/no question is a question that can be answered with yes or no.

They normally begin with an auxiliary verb or modal verb

- a. Do you want to come?
- b. Have you seen her?
- c. Can you come?
- d. Will they be interested?

They also begin with main verbs like he and have

- a. Is she in?
- b. Was Rama at home?

### 3. Alternative questions / choice question

An alternative question is a question that person two or more possible answers and presupposes that only one is true. Examples

- a. Would you like chocolate, vanilla, or strawberry ice cream?
- b. Do you like tea or coffee?
- c. Is it cold or hot?

In the research, the types of questions used were based on Doff in the form of WH and Yes-No question because they are appropriate with the students level. WH and Yes-No questions require the students to think about the answer and to give reasons. They do not merely choose one of two answers, like what they do in alternative question. Thus by using WH and Yes-No question, the students are expected to develop their ideas in chronological order so that they have a good piece of writing.

### 5) The Strength of Questioning Technique in Teaching Writing.

Questioning is an important method to teaching (Yin wu, 1993:49). It is universally used in activation technique in teaching (Ur, 1996). Meanwhile, according to Frazee and Rose (1995:241), questioning is the oldest and most common teaching technique and it is fundamental to outstanding teaching and it Functions to ignite students though process. Moreover, it is stated that questioning strategies are central to interactive teaching.

In teaching and learning process, including in writing class, questioning is one of the teacher activities in the classroom. The teacher uses question in the *commit to user*

writing activities to lead students to the topic being written or to generate ideas related to the topic. By answering questions, the students develop their thinking skills and express their ideas. Questions are also used in drafting .stage in which the students answers questions and arrange their answers into a paragraph.

Questioning Technique help the students construct sentences. By answering questions, the students are expected to be able to use correct pronouns and verbs since they have to use pronouns similar to the questions.

Moreover, teacher's questioning is a useful means to evoke classroom interactional between the teacher to the student and the student to other students. For the students questioning is a way to generate their ideas into a good paragraph. It also leads students toward the development of a concept.

## 7. Media

### a. The meaning of media

Smaldino, et al. (2005: 209) said that media is a means of communication and source of information; additionally they said that a variety of media can make students learning more realistic and engaging. Moreover, media in communication is tools used to store and deliver data or information. In line with the statement above, Norgist (2008:1) said that media is materials that hold data in any forms or that allow data to pass through them, including paper, transparencies, multipart forms, hard, floppy and optical disc, magnetic tape, wire, cable and fiber Therefore, using media in teaching writing are good to stimulate students to be actively involved during teaching and learning process.

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Based on the theories above, it can be concluded that media is tools or means of communication and source of information not only digital form but also traditional forms in a system.

#### **b. Information and Communication Technology**

ICT (Information and Communication Technology) is the combination of computer technology (including hardware and software) and communication technology. It has been the media of transforming information in the 20<sup>th</sup> century. The combination of those technology has developed very significantly, much more significant than other types of technology. In the global scale the development of ICT interferes the whole aspects of human life. The intrusion of ICT to other technology is so dominant that all of them will, inevitably, involve ICT during the development process.

Education sector, in charge of providing the human resources in line with the development of technology, has also been influenced by the development of ICT. ICT possesses a significant role in education sector described the following:

- a. ICT is the object of learning mostly organized by special courses. What materials being discussed is depended on the form of education and the level of the students. Such kind of education involving ICT in the process of education, the future skills for future and social life.
- b. ICT is a tool that used to prepare the assignment, collect data and documentation and do the research.

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c. ICT is the learning media that can be optimized by the teacher and the students.

Shortly, ICT is very beneficial for students, teacher and the source of learning materials. For students, ICT will be very useful for them if they need to find more various learning materials, interactive learning and high technology oriented learning process. ICT could be the second teacher for the students. On the other hand, ICT has valuable role for the teachers. The professional development of the teacher can be done, possibly, by means of ICT, such as : accessing the newest trend of education curriculum, exchanging idea to other teachers, downloading the policy of the government dealing with education, taking part in scientific events and many others. The learning materials and media can also be obtained by means of ICT. The new learning material can be accessed and adjusted to the need of the teacher considering whether the learning material is suitable to the students. ICT for learning media gives assistance to the teacher and the students to have more effective way of learning.

The positive effect of the ICT use in education is undoubted for both the teacher and the students. The role of ICT is helpful to improve the quality of the education. The process of learning is more effective and enjoyable. But one big question that may arise is what the teacher suppose to do to provide the materials that is effective and enjoyable in the EFL teaching and learning process by means of ICT so that the quality of language learning will improve well.

This paper will propose two kinds of alternatives to involve ICT in the EFL to optimized teaching and learning process that will be discussed more technically rather than theoretically.

The guidance in the QCA Schemes of Work for ICT defines that information and communication technologies (ICT) are the computing and communication facilities and features that variously support teaching, learning and a range of activities in education. Such ICT-related activities include, for example, the use of:

1. Broadcast material or CR-ROM as sources of information in history.
2. Micro-computers with appropriate keyboards and other devices to teach literacy and writing.
3. Keyboards, effects and sequencer in music teaching.
4. Devices to facilitate communication for pupils with special needs.
5. Electronic toys to develop spatial awareness and psycho-motor control.
6. Email to support collaborative writing and sharing resources.
7. Video-conferencing to support the teaching of modern foreign languages.
8. Internet-based research to support geographical enquiry.
9. Integrated learning system (ILS) to teach basic numeracy.
10. Communication technology to exchange administrative and assessment data.

ICT has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and

mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy.

As ICT becomes more widely used in classrooms and schools, attention is being focused on how ICT can make teaching and learning more effective. In more specific point of view related to the use of ICT in learning, Oliver (2003) states that the C in ICT was introduced because it has become obvious that the technology is at least as important as a means of *communication* as a device for handling information. Seen as communication tools, computers have an obvious place in language teaching and learning. The C in ICT can help us to remember a number of key points to bear in mind when using computers in English classrooms.

## **8. Face book for learning Writing**

Using facebook media in teaching and learning process.

### **a. The definition of face book**

Face book is an online social network that is created to give technological facilities in order that the users can socialize and interact through internet. Through this website, people can find friends, send messages, save and send photos learn to write and other activities (Smartini:2009:1)

### **b. The history of face book**

Face book was launched in February 4 2004 by Mark Zuckeberg as a media to recognize and interact among Harvard University students. This young man is extraordinary. He has lots of creative ideas. He was born in Dobbs Fery, New

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York, in May 14 1984. Two weeks after it was launched, half of Harvard University Students have registered and owned an account in face book. The following four months, face book has covered thirty universities in its network. This is the table of face book users.

The profile of face book is as follows;

Type	: Closed Company
Built in	: Cambridge, Massachusettes (February 4 2004)
Location	: Palo Alto, California
Important People	: 1. Mark Zuckerberg, Founder, CEO 2. Dustin Moskovitz, Founder, Technical Vice President 3. Owen Van Natta, COO 4. Matt Cohler, Strategy and Business Operation VP 5. Chris Huges, Founder
Industry	: Internet
Profit	: 100 millions dollars (estimation in 2006)
Employees	: 300 people in July 2007
Web site	: <a href="http://www.facebook.com">www.facebook.com</a>

c. The elements of face book

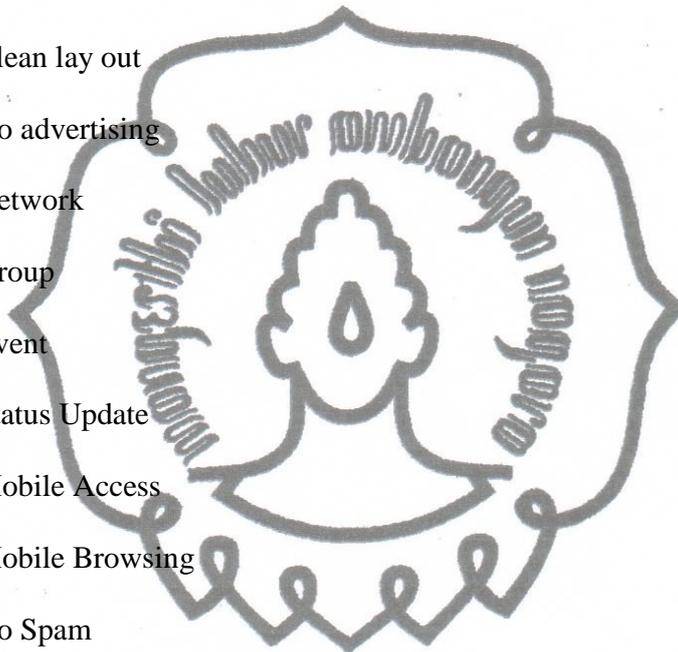
- a) Home: It is used to show front page of face book
- b) Profile: It is used to know your profile and your friends' profile
- c) Friends: It is used to see friends who are now online

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- d) Inbox: It is used to know the number of letters received
- e) The Specialties of face book

Face book is a social networking that grows very fast. Here are the specialties of face book:

- a. Clean lay out
- b. No advertising
- c. Network
- d. Group
- e. Event
- f. Status Update
- g. Mobile Access
- h. Mobile Browsing
- i. No Spam



- d). How to join face book

Similar to all services in the internet, you have to own an e-mail first before joining face book. The email later will be used to verify and activate the face book. Here are the steps to register in face book:

- a) Browse [www.facebook.com](http://www.facebook.com)
- b) Write down your full name on the Full name form
- c) Insert your e-mail on the Your email form
- d) Insert password on the new password form
- e) Choose gender on the I am form

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- f) Insert date of birth on the birthday choice
- g) After that click Sign Up
- h) Write text that appears in the text box then click Sign Up
- i) When the registration is successful, there will be a slideshow Conform

Your E-mail Address.

- 1) Verify your e-mail and open inbox, there will be Face book Registration Conformation the open it.
- 2) Follow the link in the e-mail
- 3) Finally browser will show homepage:

<http://www.facebook.com/gettingstarted.php>

Using face book as a media to do an activity of publishing students' product is interesting and challenging. It is a way to make their writing go to public through: (1) sharing, (2) publishing and (3) using portofolio, O'Malley and Pierce (1996:139)

### **9. The Stages of Teaching Recount Using Questioning Technique and Face book Media.**

The teacher should design a lesson and use appropriate techniques to improve students' paragraph writing ability. One of them is Questioning Technique which employs four stages. They are building knowledge of the text, modeling of' the text, joint construction of the text, and independent construction of the text. These are actions applied in each stage.

**a. Building Knowledge of The Field**

- 1). The teacher posted in the page of Learning English with Fun a set of pictures and vocabularies?
- 2). The teacher posted a set of questions and answers to match.
- 3). The teacher and the students discussed the answers.

**b. Modeling of The Text**

- 1). The teacher posted example of a recount text
- 2). The teacher gave incomplete recount text to complete using the words provided.
- 3). The teacher gave a set of questions to answer.
- 4). The teacher asked the students to identify some elements of a recount such as Orientation, Events, and Personal Comment through questioning.
- 5). The teacher explained the function of each stage

**c. Joint Construction of The Text**

- 1). The teacher gives some questions to guide them to write recount such as: Where did you go on last holiday? Whom did you go with? What did you do there?
- 2). The students answer the questions and use them as the guide to write a recount text.
- 3). Students wrote recount text based on their answers in group
- 4). The teacher guided a discussion of the recount that they have written

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#### **d. Independent Construction of The Text**

- 1). The teacher gave a set of questions to be answered, drafted and edited and posted into Learning English with Fun individually.
- 2). The teacher asked the students to draft, edit and posted into Learning English with Fun individually.

#### **10. Writing Assessment**

Brown said that writing evaluation especially a process-oriented classroom is a theory issue (2001:356). It is because a teacher as the evaluator performs the task to be a guide and facilitator of students' performance in the process of developing a piece of writing. It must not be easy to be a judge and a guide at the same time. However, a teacher should be fair in doing both tasks. The key in doing it is fairness and explicit in what a teacher takes into account in the evaluation.

O'Malley and Pierce (1996:139) stated that before having a writing assessment, a teacher must understand two important components in the authentic assessment. Those components are the nature of task (writing task) and the scoring criteria. The last component seems in line with Brown's idea that scoring criteria or scoring rubric will make the evaluation fair and explicit. Therefore, a teacher should prepare scoring criteria or a scoring rubric in a fair and explicit way.

In the scoring rubric, there are some components listed. Those components are aspects that will be evaluated in a piece of writing. Brown

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(2001: 356-357) lists some categories that are often used for the evaluation of students' writing. Content is the first category. This category includes some micro categories such as thesis statement, related ideas, and development of ideas through personal ideas, illustration, facts and opinions. The second category is organization that includes effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

The third category is discourse that covers topic sentence, paragraph unity, transition, discourse marks, cohesion, rhetorical convention, reference, fluency and economy. The next category is syntax, vocabulary and mechanics. Mechanic category includes spelling, punctuation and citation of reference, neatness and appearance.

In line with Brown, Hughes also lists some components in testing writing. The components are included in the scoring system. They are grammar, vocabulary, mechanics, fluency and form. O'Malley and Pierce also propose some scoring types of writing. One of them is holistic scoring. In this scoring, the components are idea development, organization, fluency or structure, word choice and mechanic.

Heaton (1988:144-145) states that there were some objections to the inclusion of the composition question as part of any test. It is due to the fact that they are unreliable. The unreliable markers are on the inconsistency and in the failure to agree with other teacher on the relative merits of a student's composition. The teacher will score and mark the students' composition on (1)

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what a student has written; (2) what teacher believes the students meant by what he or she wrote; (3) hand writing and general appearance of what the student has written; (4) previous knowledge of the student. Moreover, two teachers may differ enormously in giving the score in respects of spreads of marks, strictness and order. Because of the inherent unreliability in composition marking, it is essential to compile a band system or a brief of description of various grades of achievement expected to be attained by the class.

Whatever scoring type the teacher used in writing assessment, it is better to emphasize on how the score can motivate students to write better. Besides, students also need to know the aspects of writing that can be scored, so they can focus on the limited criteria in their writing. Teacher's feedback is also important to give evaluation on the next writing.

In this research, the researcher modifies the idea of O'Malley and Pierce' holistic scoring rating scale (1996:142) and Heaton'' scoring rubric (1998:144-145). In holistic scale, writing is viewed as an integrated activity. The scale on this way uses a variety of criteria to produce a single score. The criteria used in this research covers content, organization and language components such as grammar and vocabulary and mechanic. The scoring rubric can be seen on the appendices page.

## **B. Review of Related Research**

Questioning Technique is one of the techniques for teaching English based on the CTL (Contextual Teaching and Learning). It must be developed by *commit to user*

teachers as one alternative to carry out teaching and learning program in classroom. In teaching and learning process, including in writing class, questioning is one of the teacher activities in the classroom. The teacher uses question in the writing activities to lead students to the topic being written or to generate ideas related to the topic. By answering questions, the students develop their thinking skills and express their ideas. Questions are also used in drafting .stage in which the students answers questions and arrange their answers into a paragraph.

1. Research done by An Lee (2006) entitled Respecifying Display Questions: Interactional Resources for Language Teaching. Questions focusing on form, function, meaning, concept and strategies may all be termed 'guidance questions', and differ from comprehension questions in that learners are not necessarily required to provide correct answers. The overall aim of these questions is to gradually raise awareness of language and skills and to help learners develop strategies for learning in a focused way. Throughout the lesson, questions play an important role in classroom management, including general questions ('Can you all see the board?', 'Have you got your dictionaries ready?') and questions for checking progress 'Ready?', 'Have you finished?'. Questions designed to check instructions are vital in order to avoid interrupting a task in order to reinstruct or clarify the task. These questions should be kept simple ('Are you working alone or in pairs?', 'Who's in group B?', 'Are you going to write anything?') and spread around the class.

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2. Research done by Krajka ( 2009) entitled Using the Internet in ESL Writing Instruction. In conclusion, it could be said that writing instruction should be enriched with the Internet component, in order to provide students with choice, variety, authenticity, and recency and to give them a real purpose for writing, to allow them to experience the authentic written interaction with other people, to motivate them additionally through using computers and the Web, and to give them the feeling of self-confidence when seeing their works published on the class website.

A final point about the on-line writing instruction is that the Web should not be used all the time, or the Web materials only, but rather a teacher should enrich lessons with the Net component when it is really profitable for students and could help them in their learning.

3. Research done by White (2009) entitled The Use of Face book to Improve Motivation and Academic Writing discusses how facebook can be used to enhance the motivational level of Japanese students who are more familiar with the traditional grammar translation method. This study of Japanese students shows that by creating a discussion group students had the opportunity for multi-level interaction with the teacher and each other. Students were able to receive instant feedback on their writing from private e-mail and the teacher could address common writing issues to the group. Students tend to use a greater level of grammatical complexity and variety when using the discussion group. Using facebook as a homework activity

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increased the amount of homework submitted, reduced the level of mistakes and increased the level of effort of the students. Students became more motivated in term of in class discussion and offered opinion in ways that were a typical for this level of learner.

4. Research done by Chen (2005) entitled Computer Mediated Communication: The Use of CMC to Developing EFL Learners' Communicative Competence. The purpose of the paper is to suggest that the integration of Computer Mediated Communication (CMC) into EFL learning can increase both input (exposure) and output (use) of the target language that is needed for the learners to promote both their linguistic and pragmatic competence. The paper presents: (1) the rationale of the CLT approach and limitations of traditional EFL classroom to implement it; (2) pedagogical benefits of CMC in language learning; (3) principles of using CMC tools in foreign language teaching.
5. Research done by Randall (2009), Features provided by facebook can be applied in language teaching. However, potential users should determine their instructional and learning needs before launching their presence to the world through Face book. The writer stated that facebook provide some interesting tools that are currently being used in academia, however the sheer number of features and setting needed to customize a profile can take time to master.

### C. Rationale

The success of language teaching can be seen from many factors. The success of teaching English in Junior High School generally can be seen from the result of the last test or the test given in the end of each semester. Most of the tests are given in written. According to the basic competence stated in the curriculum, the students of eight grade in the second semester must be able to expressing the meaning and rhetorical ways of short simple essay on recount form accurately, fluently and acceptably to interact with the other people. The teaching of writing should cover activities that solve students' problems in writing such as (1) express ideas coherently, (2) organizing ideas (unity) (3) using vocabulary in context, (4) using correct grammar; and (5) using correct punctuation and spelling (mechanics).

In the beginning of the academic year of 2010/2011 SMP Negeri 2 Sumberlawang determined the minimum requirement score or *Kriteria Ketuntasan Minimal (KKM)* for writing skill was 65. However, the result of the writing test of the first semester was not good. Most of the students' achievements lower than the minimum criterion. The indicators are: (1) most of the students were not consistent in using choice of structure and vocabulary; (2) they cannot organize ideas; (3) they cannot use vocabulary in context (4) most of the students did not know use correct grammar; and (5) the students got difficulties using punctuations and spelling. The problem could not only been seen from the result of the test but also the situation of the class. The indicators

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of the class situation are: (1) It took long time to start writing class (2) they preferred talking to each other to doing task; (3) several students did nothing when they were asked to work in group; (4) some students drew unnecessary thing when they were asked to answer written questions and (5) many students were shy to express their ideas to other friends or other people.

The problems could be caused by the strategy used by the teacher that could not attract the students' interest. That's why the class situation was not alive. Creating a fun atmosphere in language teaching is a must. In other words, the teachers are claimed to create an innovative teaching strategies. The innovation is done by implementing questioning technique and utilizing face book in teaching writing.

Question and answer technique is one of the controlled writing types that encourages students a little more freedom in structuring sentences. Questions are useful to stimulate thinking and to shape their ideas. By using questions based on the topic the students will answer the questions and use the answer to develop their paragraph more easily.

Face book is one of internet application which can be used as one of electronic media which support language teaching It is predicted that its interesting features will be able to encourage students' motivation. It is very popular among the teenagers. They can make a friendship among the user. They can share with another user in face book. By using facebook , the teacher and the students can have relax interaction. It means that the students can express their

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idea and creativities. Using facebook can encourage the students to express their idea.

The use of facebook can be done by making group, namely Learning English with Fun. The researcher invites the students of VIIIA to join in the community. First of all, he invited the students to join in Learning English with Fun. The members of the group were limited to the students of class VIII A and other people who like to join.. Before the researcher used Learning English with Fun as the teaching media, he did the first step of teaching that was Building Knowledge of the Field. The next, she asked the students to match the vocabularies with the pictures as the first material. The pictures and vocabularies have been posted in Learning English with Fun and the students were asked to post their answer in "Discussion". Teacher corrects the students' answers by posting the correct answers in "discussion" too. The teacher gave questions and answers to be matched by students to make students understand the past sentences. Then, teacher gave incomplete model of text and asks the students complete it with the vocabularies given. Teacher gave other model of text and questions to answer then asked them to revise their answers into a recount text and posted the result in the "Discussion" Next, the teacher asked the students to work in group by answering the given questions and revised it into a recount text and posted in the wall discussion. Finally, the teacher asked the students to work individually by answering the provided questions and revise the answers to make a good recount text and posted it in the discussion. In the third meeting

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teacher gave a writing test to the students. Teacher posted the test and asked the students to answer the questions based on the text. The students write their answers in teacher's "Inbox". Then the result of the test calculated. Based on the result of the first cycle, the researcher does the second cycle. The researcher repeats the action until there is a significant improvement in students writing skill.

The choice of using facebook to improve writing skill is because this internet application is very popular among the teenagers. Most of students of SMP have an account on facebook. In this case the researcher predicted that most of the students spent their time happily on face book. It means that this media will increase their motivations, in learning. By the increasing of their motivation, their eagerness on writing can be improved and it is hoped the students' writing skill will improve.

## CHAPTER III

### RESEARCH METHOD

#### A. Setting of the Research

This study was carried out in SMP Negeri 2 Sumberlawang. It is located in Jati village, Sumberlawang District, Sragen Regency, Central Java. The phone number is (0271)7007078. The e-mail is [smpn2.sumberawang@gmail.net](mailto:smpn2.sumberawang@gmail.net). The blog that can be accessed is [blog.smpn2sumberlawang](http://blog.smpn2sumberlawang). The school is located in the north part of Sragen regency, about three kms away from Sumberlawang district, so it is quite far to be reached by people from the city. SMP Negeri 2 Sumberlawang is a National Standard School (SSN). It began in 2009. There are thirty three teachers and five administration staffs. Fourteen teachers have been certified as professional teachers but only few have joined the workshop on Classroom Action Research.

The facilities are teachers' office, headmaster's office, administrators' office, one small library with not more than 5000 books. It has a mosque, a science laboratory, a computer laboratory, an electronic laboratory, two canteens, one student's health unit, a counseling room, 8 toilets, sport hall, parking area, a large yard with several trees around it. It has not language laboratory yet. The school is surrounded by fence of about two meters height. There are farming area in the back, front and right side of the school. There are four hundred seventy three students ~~in school.~~ There are about thirty six to forty

tables and chairs in the classroom and some cleaning service facilities. The class uses blackboard to write.

The students' parents are various. 70.57% students' parents are farming employees, 10.54% are merchants, 16.4% are businessmen, 1.03% are army and policemen, 0.83% are village office staffs and 0.4% are government officers. Some students don't live with their parents but they live with their grandparents or their relatives. Their parents are working in a big city like Jakarta and Surabaya. Most of students' parents are living in the low economy condition. It is proved that many of the students' parents have poor identity card (PIC). The awareness of the students' parents around the school about the students learning in school is still low. More than 60 % of the graduated students did not continue to study at the higher level. They prefer to work or to get instant skill like having a sewing course.

The research was carried out for about 6 months. The following is the time schedule in which the writer carried out the research.

Table4. Research schedule

No	Activities	Time Estimation
1	Pre- Research	September 2010
2	Designing Proposal	October 2010
3	Developing Instrument	December 2010
4	Research Implementation	January 2011

5	Collecting and Analyzing Data	January -Feb 2011
6	Writing Report	February 2011
7	Examination	July 2011
8	Submitting the Thesis Document	July 2011

### **B. Research Subject**

The Study was conducted at SMP Negeri 2 Sumberlawang, Sragen. Meanwhile the writer uses is the students of grade VIII A in SMP N 2 Sumberlawang, Sragen in academic year 2010/2011. The class consisted of 32 students of 26 female and 6 male students. Most of them came from low level economic families so they couldn't buy English books to support their learning. They could only buy exercise book like LKS. Some of them could buy dictionaries even though small ones. Most of the students are villagers and their parents are farmers, farms workers, brick layers, building workers. Some of their parents work outside of the city or islands. There are only some who works as government officers or soldiers.

The researcher took the VIIIA class to be the researched subject due to the fact that the researcher has found the students' English writing problem in the class. Based on the previous data of the questionnaire, most students said that it is difficult to write recount paragraph. Based on the pre test writing score, the researcher could categorize their writing skill as follows:

1. Two students have high skill ( above 65)

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2. Eleven students have enough skill (65)
3. Nineteen students have low skill (under 60)

The categories are based on the National Standard of Minimum Learning Competences (Standar Nasional Ketuntasan Belajar Minimal) which has been decided by Badan Standar nasional Pendidikan (BNSP) for the National Standard School is 75. While SMP N 2 Sumberlawang Sragen decided the Minimum Passing Grade Criteria 65. It means that each student should get 65 to pass on each basic competence. In fact, there were many students in the grade VIIIA who could not achieve the minimal target of basic competence especially on writing.

### **C. Research Methodology**

McKernan (2003: 38) states:

that the idea of a teacher as a researcher is of crucial importance for the future development of the profession and the Curriculum in general. By doing this action research, the researcher wants to improve the students writing skill using questioning technique through face book media. The researcher started from the students problems: they have low level on writing skill. For that reason, he applied the action research method to solve the students' writing problem.

Action research is to study a real school situation with a view to improve the quality of actions and results within it. The action research aims to improve one professional judgment and give insight into how better to achieve desirable educational goals. Then action research consists of planned, continuous and systematic procedures for reflecting on professional practice and for trying out alternative practice to improve outcomes (Schmuck, 1997: 28-29).

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Next, Wallace (1998:1) in *Action Research for Language Teachers* defines Action research as a systematic collection and analysis data relating to improvement of some aspect of professional practice. Action research is a way of reflecting on teaching which is done by systematically collecting data on everyday practice and analyzing it in order to come to some decision about what the practice should be (1998:4) Action research is different from other methods of research because it arises from specific problem or issue arising out of teachers professional practice (1998: 15).

Then, Burn (1999: 30) explains action research as the application of fact finding to practical problem solving in a social situation with a view to improving the quality of an action with in it, involving the collaboration and cooperation of researchers, practitioners and lay men.

In addition, Stephen Kemmis (1983).

Action research is a self reflective inquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices and (c) the situation in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though this is undertaken by individuals, and sometimes in cooperation with outsiders.

The second definition is stated by Dave Ebbutt (1985).

Action Research is about the systematic study of attempts to improve educational practice by groups of participants, by means of their own practical actions and by means of their own reflection upon the effects of those actions.

John Elliot (1991) states:

Action research is defined as the study of social situation with a view to improving the quality of action within it. It aims to feed practical judgment in concrete situations and the validity of the theories or hypothesis it generates depends not so much on scientific test of truth as on their usefulness in helping people to act more intelligently and skillfully. In action research, theories are not validated independently and then applied to practice. They are validated through practice.

Based on those definitions above, the researcher concluded that classroom action research is an action research carried out in classroom. It is an away to improve educational practice through change. The teachers must be aware of their own practice, be critical and be ready to change. It is done collaboratively. It means that in involve other people as part of shared inquiry.

#### 1. Models of Action Research

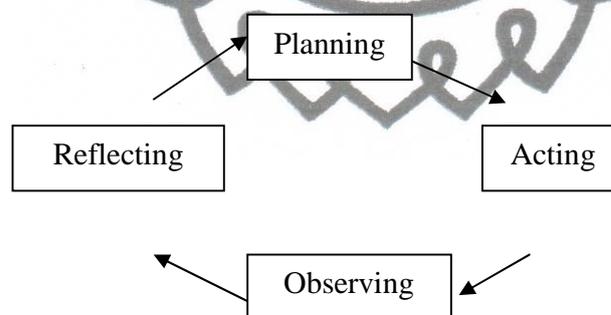


Figure 4. The seminal work of Kurt Lewin

The step then moves on to the next step of re-planning, acting, observing, reflecting and perhaps the following series of steps (McNiff, 1992:23)

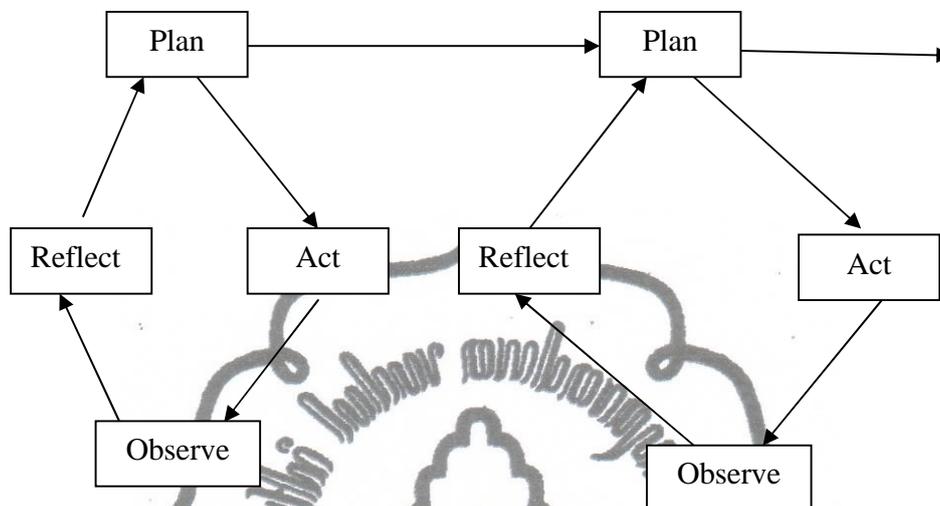


Figure5. The Extended Model

Classroom action research has 3 characteristics:

1. Reflective Inquiry

Classroom action research is based on the problems appear in teaching learning process. The problem searched is specific and contextual. CAR is to solve the problems or to improve the quality

2. Collaborative

The efforts to improve the process of teaching and learning cannot be done alone but the researcher must do it collaboratively.

3. Reflective

CAR focuses on the process and the results continually in order to get justification about the improvement, the development and the effectiveness of the action.

Hopkins (1993) stated that there are six principles laying the Classroom Action Research.

1. The first primary job of the teachers is to teach and any method of research should not interfere with or disrupt the teaching commitment.
2. The method of data collection must not be too demanding on the teacher's time.
3. The methodology employed must be reliable enough to allow teachers to formulate hypothesis confidently and develop strategies applicable to their classroom situation.
4. The research problem undertaken by the teacher should be one to which he or she is committed.
5. The researcher needs to pay close attention to the ethical procedures surrounding the work.
6. All members of school community build and share a common vision.

#### **D. Procedures of Action Research**

The research was conducted by using the phases below:

##### **1. Planning**

This step began with recognition. It consisted of three steps; (a) facts finding and analysis, (b) selecting the problems (c) sharpening the problem and (d) setting general plan.

Here the researcher prepared everything dealing with the action research requirements such as:

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- a. Preparing lesson plan
- b. Preparing learning material
- c. Preparing learning media
- d. Making observation sheet for teacher and students
- e. Making note sheet during the learning process
- f. Making note sheet for reflection and document it
- g. Making test instrument and answer sheet

In this research, the writer carried out two cycles in which they were able to solve the problems related to the students writing skill in learning English. At the end of each cycle, the writer analyzed and evaluated the process to get improvement and solution.

## **2. Acting**

It was the implementation of the plan. The scenario of teaching and learning was implemented here.

In conducting the research, the teacher implemented Questioning Technique using facebook media in a writing class to the second grade students. The writer has two cycles to overcome the students' problems in writing. In implementing the action, each cycle was applied in general steps as follows:

- a. Pre activity
  - 1) Greeting
  - 2) Praying together
  - 3) Checking students attendance

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- 4) Review previous lesson
- 5) Explaining the learning goals

b. Main Activity

**a, Building Knowledge of The Field**

- 1). The teacher posted in the page of Learning English with Fun a set of pictures and vocabularies?
- 2). The teacher posted a set of questions and answers to match.
- 3). The teacher and the students discussed the answers.

**b. Modeling of the Text**

- 1). The teacher posted example of a recount text
- 2). The teacher gave incomplete recount text to complete using the words provided.
- 3). The teacher gave a set of questions to answer.
- 4). The teacher asked the students to identify some elements of a recount such as Orientation, Events, and Personal Comment through questioning.
- 5). The teacher explained the function of each stage

**c. Joint Construction of the Text**

- 1). The teacher gives some questions to guide them to write recount such as: Where did you go on last holiday?  
Whom did you go with? What did you do there?
- 2). The students answer the questions and use them as the  
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guide to write a recount text.

3). Students wrote recount text based on their answers in group

4). The teacher guided a discussion of the recount that he has written

#### **d. Independent Construction of the Text**

1). The teacher gave a set of questions to be answered, drafted and edited and posted into Learning English with Fun individually

2). The teacher asked the students to draft, edit and posted into Learning English with Fun individually.

#### **c. Post activity**

1) Having two or three volunteers to read the result in the Learning English with Fun in face book.

2) Leading students' to make conclusion.

### **3. Observing**

This phase involved observing the process and the outcomes of the intervention and reflecting on its effectiveness. This involved a new set of teaching strategies and activities and a recycling back into a period of further data collection.

The observation was conducted by the time the teaching and learning process is in progress. The activities were observing taking notes to all what

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happen during the teaching and learning process. The data collection used the observation sheet prepared either for teacher or students

#### **4. Reflecting**

Reflecting was done after acting and observing. This was the time to reflect or review everything that has been done in the implementing the plan. It evaluated the process, problems, effects and successful and unsuccessful action. The researcher and his team discussed all aspects involved during implementing the action.

On the basis of reflection, the researcher determined whether he stopped the research or moved to the next cycle. The revised plan was set as a plan for the following cycle.

#### **E. The Technique of Collecting the Data**

There were two kinds of data collected in this research. They were quantitative and qualitative data. The detail techniques of data collection were on the following explanation.

The quantitative data were students writing scores and they were collected by using test which was given after each cycle. The students were expected to make recount text based on the questions given. The teacher scored the students' writing. Meanwhile, the qualitative data were any kinds of information related to the implementation of process approach in teaching writing. The qualitative data were collected by using some techniques as follows:

### 1. Observation

The observation was done to cover the process of implementation of process approach in the teaching writing. The observation noticed and recorded classroom events, interaction in the classroom, and the student's responses during the teaching learning process. The teacher had collaborators to observe, evaluate, and offer suggestion about the implementation of process approach in writing. The events happened were recorded, and noticed by using field note.

### 2. Interview

The interview was done to get information from the students and the collaborators. The information covered their understanding of process approach in writing, the implication to the students' writing skill, and strengths as well as weakness of the implication of process approach in writing. The interview was recorded using audio recording and transcript into written form.

### 3. Document

The documents were collected in form of students' portfolios and students' diary. By analyzing the documents, the researcher got information about students' progress in the classroom. The researcher also collected the data of the students' post-test result. The scores representing could become the information about students' writing achievement.

### 4. Questionnaire

The questionnaire was used to find out the students personal opinion or self expression. In the preliminary observation, the researcher used questionnaire

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to know students prior competence and their problem faced in writing. The researcher used questionnaire to know students' process in writing and problem faced by the students in writing. In the end of the research, questionnaire is used to know the students' responses toward the implementation of process approach in writing.

#### 5. Researcher's Diary.

The diaries are essentially private documents and there are essentially no rule how to keep a diary (Wallace, 2006: 62). Since the diary is private, diary writer can confide to it what ever thought or feelings occur to them. It is therefore especially suitable for exploring effective data.

Those data collected were accumulated and analyzed in order to make the coherent information and arguments from some data sources. Therefore, there was triangulation data presented which could be said that the data were valid. Brief description of collecting data technique is in the table below:

Research Process	Participants	Techniques of Collecting Data	Data	Techniques of Analyzing Data
Pre-Research	Researcher collaborator Students	Observation  Questioner Interview Giving Pre- Test	Observation Report  Questionnaire document Transcript of interview Students' pre-test score	Constant comparative  Descriptive statistic
Research Implementation	Observer and Researcher  Observer	Observation  Photograph	Field notes, Research diaries  Photograph of Teaching learning	Constant comparative

	Researcher	Document Analysis	Process Lesson plan, lesson tasks, recount text and list of students' post test result.	
Post-Research	Teacher	Writing test	Students' mark or score list	Descriptive statistic to know the students ability and the active, attentive situation
	Students		Questionnaire document Journal of Students' diary	

Table5. Technique of Collecting Data

The data collected in this research consisted of the information gained in pre-research, research implementation, and post-research.

#### F. The Technique of Analyzing the Data

Analyzing the product of writing process of students' writing skill was considered improve if the score of each student in each cycle improved. The researcher carried out post test individually at the end of each cycle. This was intended to know whether the cycle was successful or not. Thus, the students' individual score was computed by using simple formula:

$$\frac{\text{Gained score}}{\text{Max. score}} \times 100$$

To analyze the quantitative data the researcher used descriptive statistics by comparing the following dimension, namely; highest, lowest score and means. The researcher used Inter Rater technique to score the students' work. After Analyzing the score of students' writing test, the researcher used statistical

technique. To know the result of the research, the researcher used the formula proposed by Purwanto (1985:38) by comparing the mean score.

The researcher calculates the score by using the following formula:

$$M = \frac{\sum X}{N}$$

Where:

M : Mean

$\sum X$  : Total score

N : Number of students

If the mean score result increased, the students writing skill was considered improved and could solve the students' problem in writing

To analyze the qualitative data the researcher analyzed the improvement of teaching and learning process by using constant comparative method. Strauss and Glasser (1980: 104) states that Constant Comparative Method is more likely to be applied in the same study to any kind of qualitative information including observation, interview, documents, articles, books and so forth. There are four stages of Constant Comparative Method which was designed by Strauss and Glasser namely: (1) Comparing incidents applicable to each category, (2) Integrating categories and their properties, (3) delimiting theory, and (4) writing the theory. Moleong (2007:288) stated that Constant Comparative Method is used to analyze data by comparing one data and another. The following is a brief steps of Constants Comparative Method on Strauss and Glasser.

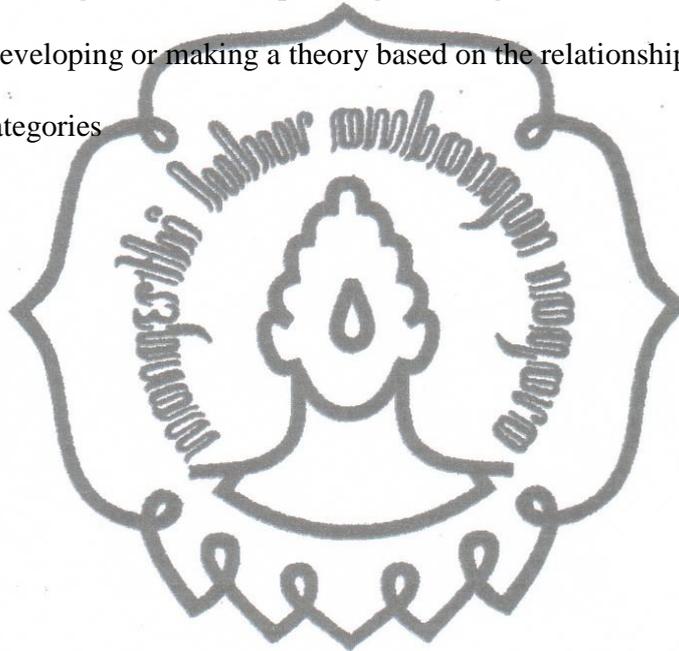
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Step 1: Collecting information unit from questionnaire, interview and observation related to the research

Step 2: Categorizing the information unit based on their sameness characteristics

Step 3: Deciding the relationship among the categories

Step 4: Developing or making a theory based on the relationship among the categories



## CHAPTER IV

### RESEARCH FINDING

This chapter describes the detail of several activities developed as part of implementing Questions and Face book in improving students' writing skill in paragraphs of recount text in the classroom action research. The objective is to present the research findings which provide evidence answering problem statement in chapter one. The description of finding is based on the research field note, writing test, questionnaire, interview and collaborators' comments on the action which lasted two cycles. Briefly, the activities were carried out in three weeks.

#### **A. Prior Situation of the Research**

This section presents the activities which were done before the action of using questioning technique and face book media in teaching and learning process.

##### **1. Pre Research**

The learning problems occurred in SMP N 2 Sumberlawang, especially in teaching and learning English in grade eight. The result of students' learning achievement was not satisfying. It can be proved from the students' test results that many of them did not pass the passing grade 65 (minimum mastery criteria

65). Students' English achievement in first and second semester test was 61. It was still under the passing grade.

The students got difficulties in writing recount text. The difficulties are on (1) express ideas coherently, (2) organizing ideas (unity), (3) using vocabulary in context, (4) using correct grammar, and (5) using correct punctuation.

Based on the preliminary study in July 12 2010 on grade 8A at SMP Negeri 2 Sumberlawang, the number of students in the classroom is 32. To get the preliminary data, the researcher used questionnaire and interview beside the students' test result above. He gave a test and used a modification of analytic score to write paragraph. The researcher found that the average of the test was 64. The students who got score more than 65 were 13 students or 40 percent or classified successful. The rest of 60 percent or 19 students of them were considered failed. Students found difficulties in writing recount text.

Based on the teacher's observation towards students' learning attitudes, the students' motivation and interest in joining English class is still low. The class situation is still not ideal. The indicators of students' attitudes are (1) It took long time to start the class (2) Students preferred talking to each other to doing English activity. When they were asked to do the task, they preferred talking their own business to doing task, (3) when they were asked to work in group there was not learning community in the group. Only the clever did the task. When the teacher asked them to complete sentences using the words taken

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from the text in group, they did nothing. (4) They did something which did not have relationship with the teaching learning process. Some students drew unnecessary things when they were asked to do reading task. (5). Most students were shy to express their ideas to other students or other people.

## 2. Planning Teaching and Learning Activities Using Questioning Technique and Facebook Media

The researcher had arranged and analyzed the use of questioning technique and facebook media so that the activities can be carried out well. These activities had been explained in details in the lesson plan. The activities are planned to anticipate that all the indicators can be solved and it can achieve maximum result. The list of activities can be seen in table6.

Table6. Lists of activities in using questioning technique and facebook media

No	The Activities	The Aims	To solve indicator	Meeting
1	The students are invited to make email, register facebook and join LEARNING ENGLISH WITH FUN group	To make students actively involved in learning process	B2, B4	Pre – meeting
2	Students are asked to come into multimedia room	To make students interested to join the class	B1	Cycle 1&2 Meeting 1&2
3	Students are asked to 1. Answer greeting 2. Pray together. 3. Respond the teacher questions 4. Remember the previous lesson 5. Know the learning goals	To activate in teaching and learning process	B1, B2	Cycle 1&2 Meeting 1&2
4	Students are asked to find the holiday activities based on	To improve students' vocabulary and	A3, A4, B2, B4	Cycle 1&2 Meeting 1

	the pictures in the wall of facebook and change the verb into past form (V2)	grammar		
5	Students are asked to answer some questions relating to the picture	To improve students' vocabulary and grammar	A3, A4	Cycle 1&2 Meeting 1
6	Students are asked to match the questions with the right answers and discuss the result	To guide students to answer the questions correctly	A2, A4, B3	Cycle 1&2 Meeting 1
7	Students are asked to complete the text with the right past verb	To improve students' vocabulary	A3	Cycle 1&2 Meeting 1
8	Students are asked in pair to complete the text with the right connecting words	To train students to use connecting words	A5, B3	Cycle 1&2 Meeting 1
9	Students are asked to answer the questions and discuss the result	To train the students to answer the questions correctly	A2, A3, B2, B3	Cycle 1&2 Meeting 1
10	Having two or three volunteers to read their writing in front of the class and ask students to make conclusion	To improve students' self esteem	B5	Cycle 1&2 Meeting 1
11	Students are asked in group of five to answer a set of questions from their facebook account.	To train students to answer the questions correctly	A3, A4, B3, B4	Cycle 1&2 Meeting 2
12	One of students in each group is asked write and post the answer in the LEARNING ENGLISH WITH FUN in face book	To train students to write recount text and express their ideas	A1, A5, B5	Cycle 1&2 Meeting 2
13	Students are asked to answer the questions individually	To train students to answer the questions correctly	A1, A3, A4, B4, B5	Cycle 1&2 Meeting 2
14	Students are asked to revise the answers into good recount text and post it in the LEARNING ENGLISH WITH FUN.	To train the students writing skill on recount text	A2, A5, B5	Cycle 1&2 Meeting 2
15	Having two or three volunteers to post the result in English Learning Group	To increase students' self esteem	B5	Cycle 1&2 Meeting 2
16	The researcher gives writing test	To get students' score of writing skill of recount text		Cycle 1&2 Meeting 3

Beside the lists of activities of using questioning technique and facebook media, the indicators of progress are also purposed. The indicators of progress can be seen in table 7.

Table 7. The Indicators of Problems and Solutions that are supposed to improve them.

Problems	Indicators	Activities
Writing Skill	1.The students found difficulty expressing ideas coherently.	12, 13
	2.Students found difficulty in organizing ideas well	6, 9, 14
	3.Students found difficulty in using vocabulary in right context	4,5,7,9,11,13
	4.Students often used incorrect grammar.	4,5,6,11,13
	5. Students found difficulties in using punctuation.	8,12,14
Class Situation	1.It took long time to start the writing class	2,3
	2.Students preferred talking to each other to doing English activity	1,3,4,9
	3.There was not learning community in the group	6,9,11
	4.They did something which did not have relationship with the teaching learning process.	1,4,11,13
	5.Most students were shy to express their ideas to other student or other people	8,10,13,14,15

## **B. Implementation of the Research Using Questioning Technique and Face book in Teaching and Learning**

This section presents activities and research findings in which it covered two cycles applying genre based approach. They are Building Knowledge of Field (BKOF); Modeling of Text (MOT), Join Construction of Text (JCOT) and Independent Construction of Text (ICOT).

Based on the preliminary research analyzing, the researcher could identify the real problems faced by students in school in learning English was writing skill. In detailed, based on the interview, the researcher found that the students' difficulty was writing then speaking. The researcher found that students' difficulties were in recalling vocabulary, making grammatical sentences and making outline. The researcher discussed the issue in each cycle. This section of the cycle describes the detail of process of using questions and face book media in making paragraphs of recount text. It includes (1) general planning, (2) action, (3) observation and (4) reflection.

### **1. Cycle 1**

#### **a. Planning**

Based on the problem found in the stage of fact finding analysis, the researcher joined with the collaborators to arrange the general planning. The researcher decided to use questions and face book media to improve students writing skill, especially in writing paragraphs of recount text.

In general planning, the researcher planned a meeting of two times forty minutes to lead the students to make e-mail and join face book. He also arranged a general lesson for questions and face book media in applying the classroom action, the objectives and schedule for cycle one. The scheme of activities included two main stages; 1) the preparation phase of using questions and face book media and 2) the main phase of using questions and face book media applying teaching and learning in classroom under genre based approach.

The objectives of carrying out the preparation phase were to set the procedure of teaching using questions and face book media, to decide the topic related to questions and kinds of questions used in the activities. There were two activities done in the phase; 1) preparing questions based on the topic and 2) preparing materials of students' worksheet.

The next phase in planning was the main phase of using questions and face book media in applying teaching and learning in classroom under genre based approach. This stage was to describe the detail of activities of the process of implementing using questions and face book media to improve students' writing skill on paragraphs of recount text. The activities were arranged in four main steps; 1) Building Knowledge of Field (BKOF), 2) Modeling of Text(MOT), 3) Join Construction of Text (JCOT) and 4) Independent Construction of Text (ICOT).

## 1) First Meeting

### a) Building Knowledge of Field

There were some steps done in that meeting. The researcher designed activities which would be done to help students improve their vocabulary by using questions. The researcher showed some pictures in the wall of facebook. He asked the students to find the verbs and change them into past form. The materials were taken from Questions and answers Book and Sragen English LKS made by the researcher. In this step, the researcher designed some Yes / No and Wh questions to be answered by the students. The students answered orally towards the questions given by the researcher. The activity was done for five minutes. Then the researcher discussed the answers in general with the students.

To develop students' vocabulary, the researcher distributed a set of Questions. The researcher asked the students to discuss the questions and write the answers. The researcher let them to open the dictionary or find the meaning in Google translation. The researcher asked the students to write their result in a paper designed before. After that the researcher asked the students to show their result of the work to another group. Group one gave their work to group two, group two to group three, group three to group four, group four to group five, group five to group six and group six to group one. The group should correct the answers they had that time. Then the researcher discussed the result together with the students.

### **b) Modeling of Text**

The goal of the activities in Modeling of Text (MOT) steps was to improve students' grammar, comprehension and kinds of modeling of recount texts. The handout contained a piece of paper with two models of texts. The researcher gave the students other model recount text with some incomplete words in the text. The students had to complete it with the connective words provided. After that, the students had to answer questions based on the text. The questions covered the content of the text. The next step, the researcher asked the students to show their result of the work to another group. Group one gave their work to group two, group two to group three, group three to group four, group four to group five, group five to group six and group six to group one. The group should correct the answers they had that time. Then the researcher discussed the result together with the students.

The next activity, the students were asked to complete the text with the right simple past verb form. The next step, the researcher asked the students to show their result of the work to another group. Group one gave their work to group two, group two to group three, group three to group four, group four to group five, group five to group six and group six to group one. The group should correct the answers they had that time. Then the researcher discussed the result together with the students.

After that the teacher asked the students to answer a set of questions based on the text learned before. First, the students had to understand the questions then, they wrote the answers into sentences making paragraphs. After that, they had to share their work in the facebook discussion. In closing, the teacher had a reflective activity. the teacher gave opportunity to the students to share about their opinion related to the lesson that day.

## **2) Second Meeting**

### **a) Join Construction of Text**

There were some steps in to do in Join Construction of Text (JCOT). First of all, the teacher distributed students' worksheet that contained two activities. The first activity was answering questions in group and revising their answers into paragraphs of recount text. After finishing the group discussion, one student had to report their result in front of the class and sent it in face book discussion.

### **b) Independent Construction of Text**

There were steps in Independent Construction of Text (ICOT). The focus of the activity, the teacher asked the students to make draft based on the answers they had done before. The draft contained three paragraphs that covered orientation, series of events questions and re-orientation. In addition, the students could use dictionary or Google translation to get meaning of words or phrases or past verb form to help them to write paragraphs more easily. The students also could read the previous text models that would help them to

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explore their knowledge about all the things related to the answers and write the recount text more easily.

Furthermore, the teacher reminded them to be careful in writing recount text, especially in using grammar they had to use the past verb. They had to write recount text in good organization which included orientation, series of events and re-orientation. The teacher reminded students many times to write their own experience. After finishing the individual task, each student had to report their result in front of the class and sent it in face book discussion.

### **3) Third Meeting**

In this stage, the researcher gave a writing test to the students. The students sat one by one according to the number order. The time allotment was 2X40 minutes

#### **b. Acting**

Action was the implementation of the activities arranged before in general planning. The stage of action had two meetings for different activities namely; (1) Introduction, (2) Building Knowledge of Field (BKOF), (3) Modeling of Text (MOT), (4) Joint Construction of Text (JCOT), and (5) Independent Construction of Text (ICOT).

#### **1) Introduction**

Preparation phase of using questioning technique and face book media was carried out twice on Tuesday January 3<sup>rd</sup> and January 10<sup>th</sup> 2011. Each period

was two periods of 40 minutes in the MGMP room. Two English teachers attended the class that day. They were Giyatno, the researcher and Suyatno, the collaborator.

The researcher explained some techniques in stages that could be used in studying English in classroom. One technique that could be used was questioning technique. The media used was face book. By using questioning technique and face book media, the teacher helped students write a certain recount text if the students knew much about questions and answers. It would help students to write recount text easily. Questions could help students develop their vocabulary and to know the meaning of sentences in context. Face book provided a media for the students to express their writing. It gave challenge and motivation for students to use it. By using questions, students were expected to make a draft of text easily. The researcher explained what recount text was, its characteristics and its functions.

## **2) First Meeting**

### **a) Building Knowledge of Field**

The researcher set the class by dividing students into six groups. The number of the students in the class was 32. Four groups consisted of five students, while the other two groups consisted of six students. It was intended to make students easy to interact each other. Clever students could help unclever students and to decrease stress when they did activities especially the individual activities.

Teacher greeted and checked students' attendance. Everyone was present that day. Teacher explained the learning goals through LCD projector. Every student looked serious listening to the teacher's explanation. After telling the learning goals, the teacher asked the students if they understood it or not. They understood but they looked at the screen again to make sure that they knew what they were going to learn that day. Then the teacher distributed the worksheet to the students. The teacher asked the students to find holiday activities through pictures shown in the wall of facebook. Students were asked to write the activities in the present verb form and then find the verbs in the past form in group. Every student was busy writing the activities they have already known and then looking up difficult verbs in the dictionary. One student (Dian) said "Pak, kalau mencari kata kata sulit lewat google translation mudah dan cepat pak". Then the teacher let some of them find difficult verbs through google translation by using laptop that had internet connection in the front table near the LCD projector.

Teacher asked the students to check their works together. The teacher asked group one to find the holiday activity number one and the next number by the following group until it finished. Most of the group could answer four of ten activities. Group three that tried to find the holiday activities through Google translation could find eight out of ten activities. After the discussion, the students knew all the activities in the past verb form.

The teacher asked the students to move to the next activity. It was matching questions and answers. There were two sets of questions namely Yes/No questions and Wh questions. They did the activity in group. Then the result of group one was corrected by group two, group two's result was corrected by group three, group three's result was corrected by group four, group four's result was corrected by group five, group five's result was corrected by group six and group six's result was corrected by group one. One student (Istiqomah) said " Pak, kami tidak bias mengoreksi. Nanti kalau salah bagaimana?" Then the teacher explained to all students that they had to correct the other groups' work based on what they knew. Next, the result was discussed by teachers. The students came into the class and discussed the students' result with them. All the group could do the activity successfully. All of their answers were correct.

#### **b) Modeling of Text**

Students came into the class in the fourth period. Students answered teacher's greeting and responded to the teacher when he checked their attendance. All the students were present.

The teacher asked the students to do the activity of completing a recount text with the right connecting words. They also did it in group. There were four connecting words to be completed into the text. Most groups could do the activity correctly. The teacher explained the generic structure of the text as a recount text.

The teacher asked the students to move into the next activity. The teacher asked the students to change the verbs in bracket into the correct past form. They did the activity in group. Some students looked up difficult words in the dictionary. After finishing the activity, the students were asked to answer the questions and revise it into a recount text.

In closing activity, the teacher held reflective activity with the students and collaborators about the teaching and learning process that day. One student (Wati) said “Pak, kami masih kesulitan mencari sebagian kata kerja bentuk lampainya. Untuk pertanyaan ada yang sulit kami pahami. Trus ada kata kata yang nyusunnya terbalik itu lho pak, kadang kadang kami juga bingung. Then the teacher led the students to make conclusion about the use of past verb form and kinds of questions including the way to understand it more easily. To understand questions, the students had to find the verb first, the understanding the other words like subject and object. Then the teacher gave homework to finish the activity four, answering a set of questions. Then, Everyone gave applause for the success of teaching and learning that day.

### **3) Second Meeting**

#### **a) Joint Construction of Text**

Students came into the class in the fourth period. Students answered teacher’s greeting and responded to the teacher when he checked their attendance. All the students were present.

Teacher reviewed the previous lesson about kinds of questions, Yes/No questions and Wh questions and activities in the past. The teacher asked students some verbs in the present time to change them into past form orally. The teacher said “Please change this sentence into past form. Last month I go to Kedungombo dam. Wati answered “Last month I went to Kedungombo dam. The teacher asked them again “Did you study English last night? Istiqomah answered “ Yes I did. I studied English last night”. The teacher asked again “ What did you eat this morning? Rohman answered “I eat soto in canteen Sir”

The teacher explained the learning goals that day. Students listened to the teacher’s explanation. Then the students received worksheets that consisted of two activities. The first activity was group activity and the second was individual one.

Students did activity one in group of five or six. There were a set of questions to be answered by group. The students were busy trying to understand the questions and looking up difficult words in the dictionary. When the teacher or collaborator came close to the group, mostly they asked the past verb form. Group one and four looked up difficult words in Google translation. Other group just looked up difficult words in the dictionary. The group finished answering questions and revising it into a recount text. Each group shared the result of their work in front of the class and shared it in the facebook group discussion.

#### **b) Independent Construction of Text**

Students did activity individually. First, they had to understand the questions and then answered them. Then they had to arrange the answers into good recount text. Each student shared the result of their work in front of the class and shared it in the facebook group discussion.

Students were invited to make conclusion about the lesson that day. Most students said that the difficulty was on how to understand questions. Some of the questions were difficult to understand. Next the activity of arranging the answers and revising them into a recount text needed much time. The time given by the teacher was not enough to finish it. Then the teacher greeted the students and closed the meeting. Then all students gave applause for the success of the learning process that day.

#### **4) Third Meeting**

The post test of cycle one was the third step which was done to know how well students could improve their writing skill on recount text. The test was done on Wednesday, January 2011 and lasted for 80 minutes (two periods) from 08.25 – 09.45. All the students attended the test. The form of the test was essay test. The researcher gave a set of questions. The students were asked to answer the questions and develop the answers into a recount text.

### c. Observing

The observation stage was done to know the effects of action in solving the problems in writing recount text based on the questions and face book media. The researcher's techniques were collaborative observation, students' interview, questionnaire and test. Based on the observation, there were some results noted namely: (1) Teaching and Learning Process and (2) Students' Learning Progress.

#### 1) Teaching and Learning Process.

Basically, the teaching and learning process in the first meeting and second meeting of the first cycle run well, like what the researcher had planned. The activities done to overcome students' problem in taking long time to start the class were asking the students to come into multimedia room and asking the students to start the class by greeting, praying, remembering previous lesson and knowing learning goals. The activities to overcome students' problem on preferring talking to each other to doing activities were inviting the students to join the facebook, knowing learning goals, finding holiday activities based on the pictures and change the verb into past form.

The activities of asking students to match the questions and the right answers and discuss them, asking students to make a group of five to answer a set of questions from their facebook account and asking the students to pair to complete the text with the right connecting words were intended to solve the students' problem on no learning community. The activities of asking students to

join the Learning English with Fun, asking students to find holiday activities and asking students to make group of five and answer the questions from facebook were intended to solve the students' problem that they liked to do something out of learning English. While the activities which were intended to solve students' problems on feeling shy to express their idea to other students were asking students to complete the text with the right connecting words, having volunteer to read their writing in front of the class and make conclusion, asking students to answer the questions individually and having volunteer to post their answers n facebook.

Based on the questionnaire done after cycle 1, after teaching and learning process of cycle 1, Activity of matching questions and answers help me understand how to answer questions correctly. 31 students agreed and 1 student disagreed. The questions given by teacher through facebook guided me to find topic in writing recount text. 29 students agreed and 3 students disagreed. Recount text sample given by teacher made me learn how to use punctuation correctly. 28 students agreed and 4 students disagreed. Activity of discussing punctuation made me understand how to use it. 31 students agreed and 1 student disagreed. Activity of answering questions given by teacher helped me understand how to choose verbs and phrase correctly. 25 students agreed and 7 students disagreed. Looking for meaning of word from Google translation was easy to find the words we need. 23 students agreed and 9 students disagreed. Activity of changing presents verb into past tense verbs helped me understand

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how to use them correctly. 30 students agreed and 2 students disagreed. Activity of completing the text using connective words made me easier to make recount text. 26 students agreed and 6 students disagreed. Questions given by teacher in individual task using facebook make me easier to make recount text. 28 students agreed and 4 students disagreed. Using questioning technique and facebook media helped me in making recount text. 27 students agreed and 5 students disagreed. It was faster to start the class after joining the English class using questioning technique and facebook media in writing recount text. 26 students agreed and 6 students disagreed. I often wait to join the class using facebook to write recount text. 28 students agreed and 4 students disagreed. I am enthusiastic to join the English class using facebook. 28 students agreed and 4 students disagreed. Activity of answering questions through facebook made me happier to learn in making recount text. 25 students agreed and 7 students disagreed. Activity in the learning process increase cooperation with friends. 30 students agreed and 2 students disagreed. Group activities increase cooperation in the group. 30 students agreed and 2 students disagreed. Facebook wall made me stay long to practice writing recount text. 25 students agreed and 7 students disagreed. 26 students agreed and 6 students disagreed. Using facebook in learning English is exciting. 22 students agreed and 10 students disagreed. Answering questions through facebook made me confident to express and practice English. 25 students agreed and 7 students disagreed. Individual activity increased my bravery to express my ideas.

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## 2) Students' Writing Improvement

After carrying out activities in cycle 1 meeting one and two which were intended to solve the students' problems on; (1) expressing ideas coherently, (2) organizing ideas (3) using vocabulary in right context, (4) using correct grammar, and (5) using correct punctuation. The improvement of the students' writing skill could be seen from the result of the final writing that there was improvement in some elements of writing a recount text. Adequate was in idea, message, originality and coherence. However, the unity, vocabulary, grammar and mechanic were still inadequate. Students' still got problems in connectivity in the text. The reason that grammar and vocabulary were difficult for them was that they got difficulty in changing present verbs into past ones and the confusion of word order. Students still did not pay attention much on the spelling and punctuation. The result of statistical descriptive in the following table shows the highest, lowest and the mean.

Table8. The result of Statistical Account of writing elements Cycle 1

No	Aspect	Writing Elements	Pre Test	Post Test Cycle 1	Improvement
1	Content	Idea	73	87	14
2		Message	73	74	1
3		Originality	69	87	18
4	Organization	Coherence	60	66	6
5		Unity	61	64	3

6	Language	Vocabulary	59	60	1
7		Grammar	55	57	2
8		Mechanic	62	62	0
Average			64	69	5

Table9. The Result of Statistical Account of Points Score in Cycle 1

No	Points	Pre Test	Post Test
1	The Highest score	75	83
2	The Lowest score	56	56
3	The Mean	64	69
4	The Passing grade	65	65

Table10. The Result of Statistical Account of students' score passing grade of Cycle 1

No	Points	Pre Test	Post Test Cycle 1
1	The students who got more than 65	13	27
2	The students who got less than 65	19	5
3	The Passing grade	65	65

In addition, one of the students expressed about her mastery of writing a recount text.

Guru dalam menggunakan metode atau dalam menjelaskan dan member perintah dengan menggunakan teknik pertanyaan dan media face book mempermudah dalam membuat teks recount

The improvement of students' vocabulary could be seen from the learning process. They found many new vocabularies that they used in writing recount text. They knew some past verbs forms regular or irregular ones. They were also learned some vocabularies about holiday activities.

In addition, one of the students realized that she improved her vocabulary (Vera) said:

Saya merasa bahwa dengan pertanyaan pertanyaan yang diberikan, dapat member masukan baru tentang kosa kata, walaupun tidak semua saya pahami. Kadang kadang kata kata yang tidak bisa kami pahami, bisa kami temukan artinya tanpa membuka kamus atau mencari di internet, tapi kami menebaknya saja berdasarkan kata kata yang lain.

Other students said that questions could improve their writing using good grammar, punctuation and spelling. They just realized it that time. One of them (Deby) said in time while other students were writing a paragraph:

Selama ini saya kurang memperhatikan memahami bentuk bentuk lampau kata kerja, kata penghubung, tanda baca dan penggunaan hurup besar dan kecil dalam penulisan. Tetapi setelah saya belajar menulis teks recount saya lebih memahaminya.

#### **d. Reflecting**

This stage aimed at examining the result of the action in the first cycle accompanied with the analysis of its strengths and weaknesses. The result of the

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reflection was used as data for arranging general planning in the second cycle. There were important points in the reflection stage in cycle 1, namely; (1) The strengths of using questioning technique and face book media in teaching and learning and (2) the weaknesses of using questioning technique and face book media in teaching and learning.

### **1) The Strengths of Using Questioning Technique and Face book Media in Teaching and Learning.**

The strength of using questioning technique and facebook media to improve students' writing skill on recount text was on the aspect of consistency of using choice of structure and vocabulary. Students' mean score was higher than the minimum criteria of passing grade. It can be seen in the table 8 above.

Implementing the use of questioning technique and face book media in teaching and learning had some strengths to improve classroom situation. They were some points namely: (a) the students were happier in joining the English class, (b) they were more active and creative in joining the English class, (c) students could develop cooperative learning with their friends and (d) building the teacher or collaborators' awareness that there were many kinds of techniques and media that could be used in teaching and learning of English.

### **2) The Weaknesses of Using Questioning Technique and Face book Media in Teaching and Learning.**

In spite of the fact of that there were many benefits when questioning technique and facebook were implemented, the researcher found problems that

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students faced namely (a) many students could not organize ideas well, (b) many students could not use vocabulary in right context, (c) many students still could not use correct grammar and (d) some students could not use punctuation.

The weaknesses of using question technique and face book media in teaching and learning English in the classroom can be seen from the classroom situation. There were some points of weaknesses namely: (a) some students still had low motivation in joining the group, so the group could not work maximally and could not finish the work on time ;(b) There were some students who still talked to others in doing task.

## 2. Cycle 2

Based on the reflection in the previous cycle, the students encountered some problems. The first problems dealt with language elements especially organizing ideas, using vocabulary in right context, using correct grammar and using punctuation. The second problems dealt with students' attitude in joining group in the group activity. That was why the researcher emphasized them to be more active and creative in helping their friends in finishing the group work. Those aspects would be discussed in cycle 2 in order that the students could improve their mastery on language elements and motivation. In addition, the process of writing needed a long time especially in revising the text and sharing it in the face book group discussion, so the process of the stage of Independent Construction of Text needed more time that the students could finish their work and share in face book group discussion better.

### a. Revised Planning

Based on the recommendation in the cycle 1, the researcher and the collaborators made a revised planning to solve the students' problems and accommodate the possible aspects enabling their improvement. The topic that would be discussed in cycle 2 was factual recount. It was conducted in two meetings covering four stages for BKOF, MOT, JCOT and ICOT.

In The cycle 2, the researcher did not do preparation phase because it had been covered in cycle 1. The discussion in cycle 2 covered three problems in cycle 1: (1) The researcher emphasized the explanation on good writing related to organizing ideas, using vocabulary in right context, using correct grammar and using punctuation, (2) The researcher gave more attention especially to the students that were not active in the group discussion in teaching and learning process and (3) the researcher would lead the students who were not active involved in the face book discussion whether in group or independent activity.

In revised planning, the researcher arranged the lesson plan for teaching and learning writing recount text using questioning technique and face book media to explain factual recount and the activities were in the stage of BKOF, MOT, JCOT and ICOT.

In the stage of Building Knowledge of Field (BKOF), the teacher explained the learning goals of the meeting. Then he distributed students' worksheet. The first activity was showing the picture to students about famous past events through facebook. Then the teacher gave some questions about the

pictures. The next activity was matching the questions with the right answers. The questions were Yes/No questions and Wh questions. Then the students discuss the result of the work in group and among groups.

In the stage of Modeling of Text (MOT), the teacher asked students to do the activity of completing the text with the right past verb form. The teacher reminded the students to be careful with the past verb. They had to pay attention on the main verb that had to use the past verb form. After that the teacher asked the students to discuss the answers together. To understand more about the past verb form, the teacher asked the students to identify more about all the main verbs used in the model text then discuss it together. The last activity was the teacher asked the students to answer a set of questions about the text.

In Joint Construction of Text (JCOT), the students were asked to understand a set of questions and then answer them. They were permitted to open dictionary or accessed Google translation to discuss and the meaning of the difficult words. The teacher asked each group to discuss and divide the jobs with their members. They had to work in group in answering the understanding and answering the questions. After answering the questions, they had to arrange and revise the answers into a factual recount text which began with introduction or orientation, then followed by series of event chronologically and the last was conclusion or re-orientation. After that one of group member had to share their work in the face book group discussion entitled Learning English with Fun.

In Independent Construction of Text (ICOT), the teacher asked the students to understand and answer a set of questions. The teacher would remind the students to pay attention in using past verb form in the main verb, punctuation, spelling and word order. Then they had to arrange and revise their answers into a good factual recount text. The teacher would come close to the students to give help if necessary. After finishing the revising, each student had to submit their work and share it in the Learning English with Fun face book group discussion.

Finally, the researcher preceded the final stage evaluation as the process of implementing questioning technique and face book media to improve students writing skill on recount text. It was done in the same way as the previous cycle that covered four important points namely: (1) the result of implementing the questioning technique and face book media in teaching and learning process; (2) the strength of implementing questioning technique and face book media in teaching and learning process; (3) the weaknesses of implementing questioning technique and face book media in teaching and learning process and (4) the recommendation.

#### **b. Acting**

The stage of cycle 2 covered two meetings activities, namely: (1) Building Knowledge of Field (BKOF), (2) Modeling of Text (MOT), (3) Joint Construction of Text (JCOT) and (4) Independent Construction of Text (ICOT). The following was the description of each meeting.

## 1. First Meeting

### a) Building Knowledge of Field

I set the class by dividing students into six groups. The number of the students in the class was 32. Four groups consisted of five students, while the other two groups consisted of six students. It was intended to make students easy to interact each other. Clever students could help unclever students and to decrease stress when they did activities especially the individual activities. Teacher greeted and checked students' attendance. Everyone was present that day.

The teacher reviewed the previous lesson, especially their difficulties in understanding questions, the use of past verb form, punctuation and word order. One student (Rohman) said “ betul pak, kami perlu latihan lagi tentang masalah tersebut supaya kami bisa lebih lancar dalam menulis teks” After that, teacher explained the learning goals through LCD projector. Every student looked serious listening to the teacher's explanation. After telling the learning goals, the teacher asked the students if they understood it or not. They understood but they looked at the screen again to make sure that they knew what they were going to learn that day. Then the teacher distributed the worksheet to the students. The teacher asked the students to write famous events through the pictures shown in wall of facebook. Students were asked to write the activities in the past form in group. Everyone was busy writing the activities they have already known and then looking up difficult verbs in the dictionary. Then the teacher let some of

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them find difficult verbs through Google translation by using laptop that had internet connection in the front table near the LCD projector.

Teacher asked the students to check their works together. The teacher asked group one and two to find the famous events one and group three and four to find famous events two and group 6 to find famous event three. Most of the groups could answer seven of ten or more activities. Group one that tried to find the holiday activities through Google translation. They could find eight out of ten activities. After the discussion, the students knew all the activities in the past verb form.

The teacher asked the students to move to the next activity. It was matching questions and answers. There were two sets of questions namely Yes/No questions and Wh questions. They did the activity in group. Then the result of group was corrected together by students and teacher. The focus was on understanding the main past verb and word order. Group one presented question and answer number one. Group two presented number two. Group three presented number three. Group four presented number four. Group five presented number five and group six presented number one Wh question and so on until it finished. All of the group could answer the questions correctly. Students had a rest for fifteen minutes.

#### **b) Modeling of Text**

The students came into the classroom and continued the activity identifying all the verbs they had learnt that day. They did the activity in group.

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They identified fifteen past verbs like; know-knew, give-gave, help-helped, happen-happened, feel-felt, sweep-swept, live-lived, become-became, flow-flowed, lose-lost, shoot-shot, decide-decided, return-returned, concede-conceded and complain-complaint.

The teacher asked the students to do the activity of answering ten questions in group. They divide the tasks group three divide the tasks as follows; questions number one and two became the task of Alfi, number three and four became the tasks of Titi, questions number five and six became the tasks of Dian, questions seven and eight became the tasks of Istichomah and questions number nine and ten became the tasks of Rochman. After that, they combined their works into one and arrange it into a recount text of three paragraphs. The teacher came close to the group to check their cooperative activity and to give help if necessary. The teacher explained the generic structure of the text as a recount text.

The teacher asked the one of the group member to present their works in front of the class and share it in the face book discussion. In closing activity, the teacher held reflective activity with the students and collaborators about the teaching and learning process that day. Then the teacher led the students to make conclusion about the use of past verb form and kinds of questions including the way to understand it more easily. To understand questions, the students had to find the verb first, the understanding the other words like subject and object. Then the teacher gave homework to finish the activity five, answering a set of

questions. Then, everyone gave applause for the success of teaching and learning that day

## 2. Second Meeting

### a) Joint Construction of Text

Students came into the class in the fourth period. Students answered teacher's greeting and responded the teacher when he checked their attendance. All the students were present. Teacher reviewed the previous lesson about importance of questions in constructing a recount text, Yes/No questions and Wh questions. The teacher asked "what famous event did you learn in the last meeting? Yeni said "AFF sir". What else? The teacher asked again. "Tsunami Sir" Valen answered. The teacher showed again some pictures of those importance events to remember more about them.

The teacher explained the learning goals that day. The first goal was that they had to be able to construct a factual recount text by using a set of questions in group. The next goal was that they had to be able to construct a factual recount text based on the questions in the face book group discussion entitled Learning English with Fun. Students listened to the teacher's explanation. Then the students received worksheets that consisted of two activities. The first activity was group activity and the second was individual one.

Students did activity one in group of five or six. There were a set of questions to be answered by group. The students were busy trying to understand the questions and looking up difficult words in the dictionary. When the teacher

or collaborator came close to the group, mostly they asked the past verb form and word order. Group one and three looked up difficult words in Google translation. Other group just looked up difficult words in the dictionary. Most group had divided tasks to every member. There were ten questions to answer. The group with five members, they gave each member two questions to answer. In about 25 minutes, the group finished answering questions and revising it into a recount text. Each group shared the result of their work in middle of the class and shared it in the Learning English with Fun face group discussion

#### **b) Independent Construction of Text**

Students did activity individually. First, they had to understand the questions and then answered them. Then they had to arrange the answers into good recount text. All students finished the activity. They also shared it in the Learning English with Fun, but not all students could finish sharing in the face book. They had to finish the sharing the following day.

Students were invited to make conclusion about the lesson that day. Most students said that it was easier for them to write recount text although some of the questions were difficult to understand. Next the activity of arranging the answers and revising them into a recount text needed much time. The activity of sharing into the face book discussion needed longer time. The time given by the teacher was not enough to finish it. Then the teacher greeted the students and closed the meeting. Then all students gave applause for the success of the learning process that day.

### 3. Third Meeting

In this stage the researcher gave the second writing test. The students sat one by one according to the number order. The time allotment was 2X40 minutes. The test was done on Wednesday, February 2011. The researcher gave an essay test. There were questions to be answered by students. The students answered the questions and then revised, developed and arranged them into a good recount text.

#### c. Observing

The observation technique stage was the same as the previous cycle. The result in the previous cycle always appeared in cycle 2 but they were more significant. Based on the observation in cycle 2, there were some results namely; (1) Teaching and Learning Process and (2) Students' Writing Improvement.

##### 1) Teaching and Learning Process

Basically, the teaching and learning process in the first meeting and second meeting of cycle 2 run well, like what the researcher had planned. The activities done to overcome students' problem in taking long time to start the class were asking the students to come into multimedia room and asking the students to start the class by greeting, praying, remembering previous lesson and knowing learning goals. The activities to overcome students' problem on preferring talking to each other to doing activities were inviting the students to

join the facebook, knowing learning goals, finding holiday activities based on the pictures and change the verb into past form.

The activities of asking students to match the questions and the right answers and discuss them, asking students to make a group of five to answer a set of questions from their facebook account and asking the students to pair to complete the text with the right connecting words were intended to solve the students' problem on no learning community. The activities of asking students to join the Learning English with Fun, asking students to find holiday activities and asking students to make group of five and answer the questions from facebook were intended to solve the students' problem that they liked to do something out of learning English. While the activities which were intended to solve students' problems on feeling shy to express their idea to other students were asking students to complete the text with the right connecting words, having volunteer to read their writing in front of the class and make conclusion, asking students to answer the questions individually and having volunteer to post their answers in facebook.

Based on the questionnaire done after cycle 2, after teaching and learning process of cycle 2, 97% students said that using questioning technique and facebook media in writing recount text can help finding ideas and 3 % students said that they did not know. 97% students said they knew more how to use punctuation after joining the learning process and 3% students did not know. 84% students said the use of questioning technique and facebook median in

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making recount text can help them find vocabularies needed and 16% students said they did not know 84% students said they knew more how to use past verb (V2) and word order and 16% students said they did not know. 88% students said that using questioning technique and facebook media in writing recount text can help arrange the coherence of writing and 12% students said they did not know. 100% students said that by using questioning technique and facebook media, the students' writing were better than before. 88% students said that they were enthusiastic to join the class using questioning technique and facebook and 12% students said they did not know. 94% students said that they were happy to join group activity and 6% students said they did not know. 88% students said that they joined all the activities in learning English using questioning technique and facebook and 6% students said they did not know. 84% students said that they were not shy to express their ideas in learning writing using questioning technique and facebook and 16% students said they did not know

Cooperation in learning English improved, it happened while they were learning in the stage of Joint Construction of Text. They discussed and worked together among them in discussing and doing the activities, therefore they could finish the task on time. They were not afraid or ashamed to express their idea with their friends. One of student (Isti) said:

“Selama ini saya kurang memahami pertanyaan dan cara menjawabnya. Setelah mengikuti pelajaran dengan tehnik bertanya dan menjawab dan kerjasama serta saling bantu dalam belajar dengan teman teman saya menjadi lebih paham dan mudah membuat teks recount”.

## 2) Students' Writing Improvement

After carrying out activities in cycle 2 meeting one and two which were intended to solve the students problems on; (1) organizing ideas, (2) using vocabulary in right context,(3) using correct grammar, and (4) using correct punctuation. The improvement of the students' writing skill could be seen from the result of the final writing that there was improvement in all elements of writing a recount text.

The improvement of the students' writing skill in constructing recount text could be seen from the result of their product of writing recount text. The students' product of writing recount text which covered eight elements namely; idea, message, originality, coherence, unity, vocabulary, grammar and mechanic, improved significantly. The result of the statistical account in the following table showed the highest, lowest score and the mean. The improvement could be seen in table 11.

Table 11. The result of Statistical Account of writing elements Cycle 2

No	Aspect	Writing Elements	Pre Test	Post Test Cycle 1	Post Test Cycle 2	Improvement
1	Content	Idea	73	87	96	9
2		Message	73	74	81	7
3		Originality	69	87	83	6
4	Organization	Coherence	60	66	81	15
5		Unity	61	64	77	7

6	Language	Vocabulary	59	60	74	14
7		Grammar	55	57	68	11
8		Mechanic	62	62	72	10
Average			64	69	79	

From the table above, it could be seen that all elements of writing improved significantly and had passed the minimum criteria success, 65.

Table12. The Result of Statistical Account of Points Score in Cycle 2

No	Points	Post Test Cycle 1	Post Test Cycle 2
1	The Highest score	83	96
2	The Lowest score	56	70
3	The Mean	69.31	79
4	The Passing grade	65	65

From the table above, it indicated that the students' result of writing test improved significantly.

Table 13. The Result of Statistical Account of students' score passing grade of Cycle 2

No	Points	Post Test cycle 1	Post Test cycle 2
1	The students who got more than 65	27	32
2	The students who got less than 65	5	-
3	The Passing grade	65	65

From the table above, it could be concluded that 32 Students or 100 % who had fulfilled the passing grade and no students or 0 % who had not passed.

#### **d. Reflecting**

This was the final stage of cycle 2, which was also the final stage of the research. The stage aimed at examining the result of the action in the second cycle accompanied with the analysis of its strength and weaknesses. The students expressed what they felt, the strength and weaknesses of using questioning technique and face book media and the suggestion towards the following activity. The researcher noted them in his teaching journal, daily talking, and discussion during the implementation of the technique and media and the questionnaire. The questionnaire results showed that 97% students said that the use of questioning technique and face book media in the activities of writing recount text, it can help them finding ideas. 3% students said they did not know it. 97% students said that the use of questioning technique and face book media in the activities of writing recount text, it can help them find vocabulary needed to write. 3% students said they did not know it. 94% students said that the use of questioning technique and face book media in the activities of writing recount text, it can help them arranging the coherence of the content. 6% students said they did not know it. 91% students said that the use of questioning technique and face book media in the activities of writing recount text can help them make better result in writing recount text. 9% students said

they did not know it. 91% students said that they know the advantages of using questioning technique and face book media and 9% students said they did not know.

The organization report of this reflection included: (1) The strength of the strategy and (2) the weaknesses of the strategy

### **1) The Strengths of the strategy in Teaching and Learning**

Implementing questioning and technique and face book media in teaching and learning was able to develop students' writing skill in writing recount text. The indicators of improvement are (a) organizing ideas well, (b) using vocabulary in right context, (c) using correct grammar and (d) using punctuation. The improvement can be seen in table 10 above.

Using questioning technique and face book media was able to improve classroom situation. The use of questioning technique and facebook can improve classroom situation. It can be seen as follows; (a) all students were joining each meeting and stating the class more quickly, (b) during the writing class, the students involved in the learning process actively, (c) they asked to the teacher if they got problems in learning process especially in the discussion, (d) they were encouraged to do the task and (e) they were brave to express their own opinion to others.

### **2) The Weaknesses of the strategy in Teaching and Learning**

In spite of the fact that there were many benefits when questioning technique and facebook were implemented, the researcher found problem that *commit to user*

students faced. It was on using correct grammar. The average score was 68. It was more the passing grade but it was the lowest score of all the writing elements.

The weaknesses of using question technique and face book media in teaching and learning English in the classroom can be seen from the classroom situation. There were some points of weaknesses namely: (a) some students still had low motivation in joining the group, so the group could not work maximally and could not finish the work on time, (b) There were four students who were not enthusiastic to join the class and (c) six students said that they did not join all the class activities.

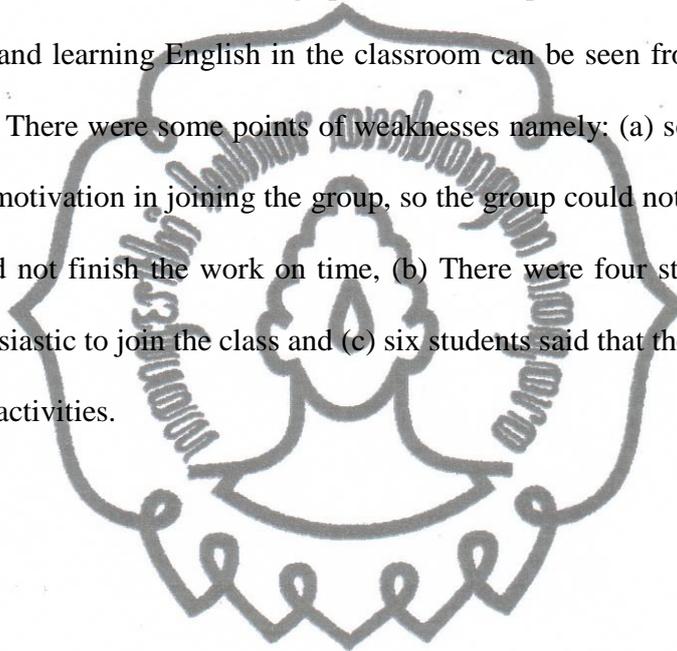


Table 14. Research Summary



## CHAPTER V

### DISCUSSION OF RESEARCH FINDING

This chapter of the thesis has provided an overview of research findings of implementation of questioning technique and face book media to improve students' writing skill on recount text. The research findings show some important points as follows: (1) the improvement of students' writing skill on recount text and (2) the improvement of classroom situation.

Based on the research result, it can be proposed a theory which says that questioning technique can improve students writing skill and facebook can improve students' writing skill. When questioning technique and facebook were implemented in teaching writing, it could improve students' writing skill in using choice of structure and vocabulary consistently, organizing ideas well, using vocabulary in right context, using correct grammar and using correct punctuation. Besides, the other theory which can be proposed says that implementing questioning technique and facebook in writing class can improve classroom situation better. From the students' reactions, it indicated that they showed their interest in writing class when the researcher implemented questioning technique and facebook.

### **A. Questioning Technique and Facebook Media can Improve Students' Writing Skill on Recount Text.**

Based on Analysis on interview result of cycle 1 (See appendix 17.a), the material used in the use of questioning technique and facebook media increased students' motivation, gave ideas, improved vocabulary mastery and facebook creativity. The implementation of questioning technique and facebook media are (1) students were able to make recount text, (2) it was interesting, (3) it was good method and (4) it was able to improve students' cooperation. Practice writing using questioning technique and facebook media was interesting, improving cooperation and concentration. During the learning process, the activities were interesting. They improved their learning and creativity. The evaluation program was good, various and interesting.

Based on Analysis on interview result of cycle 2 (See appendix 17.b), the learning model using questioning technique and facebook media could improve students' learning motivation. It gave ideas, helped learning process, find vocabulary, made recount text. Students practice cooperation. The strengths of using questioning technique and facebook media are (1) students are able to find ideas and vocabularies, (2) students' motivation arises (3) it helped students to understand and make recount text, and (4) it is practical to do. The learning process using questioning technique and facebook media was interesting and improving motivation. They could learn words more easily, cooperate, and use facebook. Students were excited during teaching and learning process. They felt

easy to find words, idea to make recount text. They could cooperate in group and access internet. The advantages of using questioning technique and facebook media were (1) it gave ideas to write, (2) it made them easy to find words, verb 2, writing order, (3) it made them easy to write recount text and (4) it improved motivation, cooperation and internet learning experience.

Based on Analysis on observation result of cycle 1 (See appendix 17.c), group activities contributed towards students' writing skill. Writing activities contributed towards students' writing skill. Reflection activities contributed towards students' writing skill. Using facebook contributed towards students' writing skill. Being serious and enthusiastic contributed towards students' writing skill. Individual activities contributed towards students' writing skill.

Based on Analysis on observation result of cycle 2 (See appendix 17.d), group activities contributed towards students' writing skill. Writing activities contributed towards students' writing skill. Reflection activities contributed towards students' writing skill. Using facebook contributed towards students' writing skill. Being serious and enthusiastic contributed towards students' writing skill. Practiced writing contributed towards students' writing skill. Individual activities contributed towards students' writing skill. Reflection activities contributed towards students' writing skill.

Based on questionnaire result of cycle 1 (See appendix 9), 31 students agreed that activity of matching questions and answers help them understand how to answer questions correctly. 29 students agreed that the questions given

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by teacher through facebook guided them to find topic in writing recount text. 28 students agreed that recount text sample given by teacher made them learn how to use punctuation correctly. 31 students agreed that activity of discussing punctuation made them understand how to use it. 25 students agreed that activity of answering questions given by teacher helped them understand how to choose verbs and phrase correctly. 23 students agreed that looking for meaning of word from Google translation was easy to find the words they need. 30 students agreed that activity of changing presents verb into past tense verbs helped them understand how to use them correctly. 26 students agreed that activity of completing the text using connective words made them easier to make recount text. 28 students agreed that questions given by teacher in individual task using facebook make them easier to make recount text. 27 students agreed that using questioning technique and facebook media helped them in making recount text.

Based on questionnaire result of cycle 2 (See appendix 15), 97% students said that using questioning technique and facebook media in writing recount text can help finding ideas. 97% students said they knew more how to use punctuation after joining the learning process. 84% students said the use of questioning technique and facebook media in making recount text can help them find vocabularies needed. 84% students said they knew more how to use past verb (V2) and word order. 88% students said that using questioning technique and facebook media in writing recount text can help arrange the coherence of

writing. 100% students said that by using questioning technique and facebook media, the students' writing were better than before.

Finally, the students' improvement of students' writing skill can be seen from the result of students' pre-test and post- test which has been done in the end of each cycle. The average of pre-test is and the result of post-test is, so there is improvement than before. It happens after the researcher uses the questioning technique and face book media. There is improvement in students' writing skill in writing a recount text in teaching and learning English using questioning technique and face book media. The average of the students score in pre test was 64, cycle 1 is 69 and cycle 2 is 79. The highest score in pre test was 75, cycle 1 was 83 and cycle 2 was 96. The lowest score of pre test was 56, cycle 1 was 56 and cycle 2 was 70.

Table15. The result of Statistical Account of writing elements Cycle 2

No	Aspect	Writing Elements	Pre Test	Post Test Cycle 1	Post Test Cycle 2	Improveme nt
1	Content	Idea	73	87	96	9
2		Message	73	74	81	7
3		Originality	69	87	83	6
4	Organization	Coherence	60	66	81	15
5		Unity	61	64	77	7
6	Language	Vocabulary	59	60	74	14
7		Grammar	55	57	68	11
8		Mechanic	62	62	72	10
	Average		64	69	79	

It can be concluded that there is significant improvement of students' writing skill in constructing a recount text based on the questions. Nevertheless, there must be a follow up activities to keep the improvement of students' writing skill and even improve more by joining and being more active in the group discussion in the face book or other English learning community. Using face book as a media to do an activity of publishing students' product is interesting and challenging. It is a way to make their writing go to public through: (1) sharing, (2) publishing and (3) using portfolio, Malley and Pierce (1996:139).

Questioning technique and facebook which the researcher implemented could improve students' writing skill on recount text. The finding supported the research stated in chapter one. The improvement was based on the indicators of the writing skill which covered; (1) expressing ideas coherently, (2) organizing ideas (3) using vocabulary in right context, (4) using correct grammar, and (5) using correct punctuation.

The use of questioning technique that could improve students' writing skill was supported by Research done by An Lee (2006) entitled Respecifying Display Questions: Interactional Resources for Language Teaching. Questions focusing on form, function, meaning, concept and strategies may all be termed 'guidance questions', and differ from comprehension questions in that learners are not necessarily required to provide correct answers. The overall aim of these questions is to gradually raise awareness of language and skills and to help learners develop strategies for learning in a focused way. Throughout the lesson,

questions play an important role in classroom management, including general questions ('Can you all see the board?', 'Have you got your dictionaries ready?') and questions for checking progress 'Ready?', 'Have you finished?'. Questions designed to check instructions are vital in order to avoid interrupting a task in order to reinstruct or clarify the task. These questions should be kept simple ('Are you working alone or in pairs?', 'Who's in group B?', 'Are you going to write anything?') and spread around the class.

The use of facebook that could improve students' writing skill was supported by Research done by Krajka ( 2009) entitled Using the Internet in ESL Writing Instruction. In conclusion, it could be said that writing instruction should be enriched with the Internet component, in order to provide students with choice, variety, authenticity, and recency and to give them a real purpose for writing, to allow them to experience the authentic written interaction with other people, to motivate them additionally through using computers and the Web, and to give them the feeling of self-confidence when seeing their works published on the class website.

A final point about the on-line writing instruction is that the Web should not be used all the time, or the Web materials only, but rather a teacher should enrich lessons with the Net component when it is really profitable for students and could help them in their learning.

It was also supported by Research done by DePew (2011) entitled *Studying Multilingual Developmental Writer's Facebook Composing Strategies*. We learn that the multilingual writers make usage and mechanic errors, even in their media social posts. But we can also learn that they are capable of drawing upon their multilingual repertoire to make interesting and deliberate decisions about how they use words and visual to compose arguments about their respective identities to different audience. These multilingual writers' rhetorical decisions ranged from being flippant to being deliberate and sophisticated. It seems that most facebook members will post linguistic or visual tetxs on their pages because they "think it's too cool" or they "just want to share it" with their friends. When most student writers see writing as an activity done solely for a grade, these participants' strategies especially with the varied multicultural audience they have created, can be an important foundation for their academic Literacy development.

Research done by Bauler (2011) entitled *Examining Online Collaborative Writing Practices in College-Level ESL Classes* also supported the idea. This study examines the role of digital media, more specifically online forum discussions, to support the development of academic literacy and language learning in English as Second Language (ESL) college writing. Studies in Second Language Acquisition suggest that participation in online forum discussions can potentially foster collaboration, self-expression, and active involvement, affording students *with a learning* environment that encourages

critical thinking and problem-solving. Accordingly, online forums used as educational environments can also become a powerful vehicle to support academic literacy development. In this context, this research study inquiries into whether or not the benefits and advantages of online forum discussions support ESL students in developing language and literacy in two high-intermediate ESL community college classes. Analysis will include: 1) careful examination of what students wrote in online forums will be considered with particular attention to viewing ESL students as multilingual individuals positioning and constructing identities when engaging in writing in online forums; 2) a focus on the ways in which ESL students negotiated and created membership, identity and meaning/knowledge (including feedback and collaboration); and 3) thoughtful consideration of whether or not ideas and content developed in online forum discussion responses were carried over to academic essays written by the same participants as part of their coursework. As a consequence of this study, pedagogical uses and implications for teaching with digital literacies will also be investigated through a thoughtful consideration of the design and application of online forums by in TESOL educational practices.

### **B. Questioning Technique and Facebook Media can Improve Classroom Situation.**

Based on Analysis on interview result of cycle 1 (See appendix 17.a), the material used in the use of questioning technique and facebook media increased students' motivation, gave ideas, improved vocabulary mastery and facebook

creativity. The implementation of questioning technique and facebook media were (1) it was interesting, and (2) it was able to improve students' cooperation. Practice writing using questioning technique and facebook media was interesting, improving cooperation and concentration. During the learning process, the activities were interesting. They improved their learning and creativity. The evaluation program was good, various and interesting.

Based on Analysis on interview result of cycle 2 (See appendix 17.b), the learning model using questioning technique and facebook media could improve students' learning motivation. It gave ideas, helped learning process, find vocabulary, made recount text. Students practice cooperation. The strengths of using questioning technique and facebook media were (1) students' motivation arouse and (2) it was practical to do. The learning process using questioning technique and facebook media was interesting and improving motivation. They could learn words more easily, cooperate, and use facebook. Students were excited during teaching and learning process. They could cooperate in group and access internet. The advantage of using questioning technique and facebook media was that it improved motivation, cooperation and internet learning experience.

Based on Analysis on observation result of cycle 1 (See appendix 17.c), being serious and enthusiastic contributed towards students' writing skill. Based on Analysis on observation result of cycle 2 (See appendix 17.d), being serious and enthusiastic contributed towards students' writing skill.

Based on questionnaire result of cycle 1 (See appendix 9), 26 students agreed that It was faster to start the class after joining the English class using questioning technique and facebook media in writing recount text. 28 students agreed that they often waited to join the class using facebook to write recount text. 28 students agreed that they were enthusiastic to join the English class using facebook. 25 students agreed that activity of answering questions through facebook made them happier to learn in making recount text. 30 students agreed that activity in the learning process increased cooperation with friends. 30 students agreed that group activities increased cooperation in the group. 25 students agreed that facebook wall made them stay long to practice writing recount text. 26 students agreed that using facebook in learning English was exciting. 22 students agreed that answering questions through facebook made them confident to express and practice English. 25 students agreed that individual activity increased their bravery to express ideas

Based on questionnaire result of cycle 2 (See appendix 15), 88% students said that they were enthusiastic to join the class using questioning technique and facebook. 94% students said that they were happy to join group activity. 88% students said that they joined all the activities in learning English using questioning technique and facebook. 84% students said that they were not shy to express their ideas in learning writing using questioning technique and facebook.

Questions can develop the students' writing skill effectively, especially in constructing recount text. Using questions and face book media in teaching

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and learning process can develop students' writing skill in constructing recount text. The use of Facebook emphasizes on students' learning activeness. Students can do many activities in facebook such as; (a) students can access it anytime and anywhere, (b) they can share about topic with their friends, (c) they can do the activity in spare time, (d) they can get quick responds from other users and (e) search English materials. On the other hand, the students can enjoy the learning process not only in the classroom but also outside of the classroom.

The use of questioning technique and facebook can improve classroom situation. It can be seen as follows; (a) all students were joining each meeting and stating the class more quickly, (b) during the writing class, the students involved in the learning process actively, (c) they asked to the teacher if they got problems in learning process especially in the discussion, (d) they were encouraged to do the task and (e) they were brave to express their own opinion to others.

The use of questioning technique that could improve class situation was supported by Research done by Ma (2008) entitled *The Skills of Teacher's Questioning in English Classes*. English teaching is a process that the teacher interacts with students. Asking and answering are the primary ways to communicate with each other, so questioning plays a central role in English class. It urges students to think actively and develops their creative thinking. Of course, there is not a rigid method of questioning. In this paper the author discussed the skills of questioning and the benefit of skills of questioning in

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English class with some examples on the base of analyzing some basic knowledge of questions. It will contribute to the English teachers. However, putting the skill into practice should not be the final aim of the English teacher. They should devise questions carefully, considering the specific situations and using them correctly in class. Finally, developing feasible and rational questioning skills and teaching skills can meet the need of the country. As long as they do like that, our society will develop rapidly and education will become more and more advanced.

Research done by Yin Wu (1997) entitled Classroom Interaction and Teacher Questions Revisited also supported the idea. As questioning is an important method of teaching, it has received much research attention for many years. However, the studies that have been conducted have so far not exhausted this area of investigation. The present study aims to investigate the relationships among these four variables in the ESL classroom in Hong Kong: (1) question types, (2) questioning strategies, (3) student attitudes, and (4) patterns of interaction. The questions of four ESL teachers in Hong Kong were analyzed. The findings indicate that the overwhelming number of responses generated by these questions are restricted rather than elaborate, irrespective of the types of question that elicited them. In addition, referential and open questions are less effective than display and closed questions in eliciting responses from students. This study suggests that in Hong Kong, ESL students prefer to be modest rather than to show off by giving lengthy responses to teacher questions. In this

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situation, the use of appropriate questioning strategies, e.g. probing, deserves special attention if teachers want their students to produce longer and syntactically more complex answers.

It was also supported by Research done by Ragawati (2009) entitled Questions and Questioning Techniques: A View of Indonesian Students' Preferences. Based on the results of the study presented above, there are several points worthy to put into consideration when we, teachers, raise questions and use questioning techniques in the classroom. In terms of questioning techniques, choosing pre-arranged format nomination psychologically can be helpful to allow some time for students to think about and to present the answers. However, students possibly keep attention only on their turn and not to all questions. Another technique of questioning, random nomination technique, can be helpful to make students attentive to all questions although it likely can produce the unbalanced distribution of questions to particular students only.

Questions that require students to state their opinion can promote participation since it gives them a sense of satisfaction and of achievement when their answer is correct. It also helps them compare their original answer to the correct one when their answer is wrong. In relation to that type of question, questions that require students to state their opinion about facts of life are also viewed in this study. Such a question is preferred by most students since it allows them to answer what is close to their life or what they know and or they

have experienced. Yet, it can fail to gain students' participation due to its potential weakness to reveal the students' personal matters.

The use of facebook can improve the class situation because this media was popular among teenagers. By using facebook in teaching and learning English, it can make the class situation fun and their writing achievement increased. The improvement was supported by the research done by White (2009). The title of the research is The Use of Facebook to Improve Motivation and Academic Writing. This paper discussed how facebook can be used to enhance the motivational level of Japanese students who are more familiar with the traditional grammar translation method. This study of Japanese students shows that by creating a discussion group students had the opportunity for multi-level interaction with the teacher and the other. Students were able to receive instant feedback on their writing from private email and the teacher could address common writing issues to the group. Students tend to use a greater level of grammar complexity and variety when using discussion group. Using a facebook as a homework activity increased the amount of homework submitted, reduced the level of mistake and increased the level of effort of the students. Students became more motivated in term of class discussion and offered opinion in ways that were a typical of this level of learner.

Research done by Blattner and Fiori (2004) also supported the idea. Facebook in the Language Classroom: Promises and Possibilities. Technology is an inherent part of our students' daily activities and as Windham (2005)

reported, many students expect technology to be an integral part of Higher Education. Georgina & Olson (2008) pointed out that because of this trend, because more and more research recognizes its importance, and because students have a positive impression of instructors who integrate high-tech e-learning tools in the classroom (Imus et al., 2004) many faculties from a variety of disciplines are discussing how to adjust pedagogical practices to reflect the norms and expectations of today's learners. The popularity of the social networking site Facebook is indisputable. As Prensky (2007) noted the twenty-first century will be characterized by even more enormous, exponential technological change. As educators it is essential to take advantage of such technological tools to enhance autonomous language education and abandon our pre-digital instinct and comfort zones. As Prensky (2008) strongly claimed: "We must get our teachers – hard as it may be in some cases – to stop lecturing, and start allowing students to learn by themselves" (p. 3).

Various usages of this website can be integrated in foreign language courses. In this article we emphasized the *Group* application available on Facebook and highlighted the benefits of authentic language interaction and the development of socio-pragmatic awareness (language use in specific contexts, relationship building, and language awareness through observation and/or experience), which is an aspect of language acquisition that is often omitted in textbooks. In addition, increased motivation and improved performance in language classes have been associated with the feeling of classroom community

(Rovai, 2002) and Facebook is undoubtedly a tool that can enhance the sense of belonging. What's more, Facebook has unique features that offer constructive educational experiences while maintaining privacy and safety. The potential of this social website is growing everyday with new applications that we have not discussed in the present article; however, this article provides starting points for the engagement of further investigations in the abundantly promising field of Facebook pedagogical and linguistic research.

It was also supported by Research done by Dr. Yupaporn Piriya Silpa (2010) entitled See You in Facebook: The Effects of Incorporating Online Social Networking in the Language Classroom. This paper discusses the effects of the application of the Facebook activity in the language classroom. The findings from students' responses and from the teacher's observation are consistent in that the Facebook activity is a useful medium for students to create their social network and keep connected with friends. Moreover, the activity can also be used for language teaching if designed properly by the teacher and importantly training in both IT and useful language expressions are needed prior to exposing students to this activity.

## CHAPTER VI

### CONCLUSION, IMPLICATION AND RECOMMENDATION

#### A. Conclusion

Based on the findings in conducting questioning technique and face book media to improve students' writing skill in writing recount text of VIII A students at SMPN 2 Sumberlawang in the 2010/2011 academic year, the researcher comes to conclusions which comprise some points of views as follows:

Firstly, questioning technique and face book media can develop students' writing skill very effectively. In the stage of Building Knowledge of Field, the questions in some activities can help students get the description of past events. Then based on the questions and answers in the matching activity, the students know the meaning of part of sentences in context more easily, meaningfully and quickly. In the stage of Modeling of Text, the recount text that the teacher present help students know generic structure of recount text which consists of introduction or orientation, series of events and conclusion or re-orientation. In addition, using questions can help students know part of the speech more quickly and in context. Based on the questions and text model, they are very helpful for the students to write similar recount text. Therefore, it is very important for the teacher to be able to provide appropriate texts for the students. In the stage of Joint Construction of Text, the students can start practicing *commit to user*

writing past sentences similar to the model. The students can write sentences based on the questions to guide them. They have to understand the questions well first before answering them. The answers are then arranged into a recount text. In this way, students will not feel blank, strained, anxious or desperate anymore. In the writing process, the experiences, observations and interactions among the group members have influence towards their writing improvement. In the stage of Independent Construction of Text, students are provided opportunities to express their own ideas. Based on their answers to the questions given, they can encourage and develop their own potential and creativity. Here, they have to write a text using characteristics of recount text. The characteristics are (1) Recount generally begins with an orientation which give the reader the background information needed to understand the text, (2) It tells who was involved and when it happened, (3) Then, recount unfolds with a series of events ordered in a chronological sequence and (4) At various stages there may be some personal comments on the incident.

Secondly, the improvement of language elements show us significantly as part of students' writing skill that the students' final writing result is better than before. They feel that before using questions, it is difficult to find ideas, but after using questions, they can develop their experience and knowledge easier. They know much more about what the contents, organizations, words choice and order, grammar, punctuation and spelling. According to them, they are sure to be able to write better than before.

Thirdly, the improvement of students' writing skill is also supported by the improvement students writing achievement. The average of the students score in pre test was 64, cycle 1 is 69 and cycle 2 is 79. The highest score in pre test was 75, cycle 1 was 83 and cycle 2 was 96. The lowest score of pre test was 56, cycle 1 was 56 and cycle 2 was 70. It can be concluded that there is significant improvement of students' writing skill in constructing a recount text based on the questions.

The other finding of implementing questioning technique and facebook media can improve the classroom situation in teaching and learning process. Firstly, the use of questioning technique and facebook can improve classroom situation. It can be seen as follows: (1) all students were joining each meeting and stating the class more quickly, (2) during the writing class, the students involved in the learning process actively, (3) they asked to the teacher if they got problems in learning process especially in the discussion, (4) they were encouraged to do the task and (5) they were brave to express their own opinion to others.

Secondly, the improvement of motivation and interest of the students can be seen during the process of teaching and learning in the classroom. They are more active in making a draft based on the questions given. They also improve their relationship among them especially in the discussion stage.

## B. Implication and Recommendation

The research findings imply that questioning technique and face book media are very important for the teachers. They should use them in teaching and learning classroom in order to improve students writing skill which cover; (1) express ideas coherently, (2) organizing ideas, (3) using vocabulary in right context, (4) using correct grammar, and (5) using correct punctuation and to improve classroom situation which can make students (1) All students were joining each meeting and stating the class more quickly (2) During the writing class, the students involved in the learning process actively, (3) They asked to the teacher if they got problems in learning process especially in the discussion, (4) They were encouraged to do the tasks, (5) They were brave to express their own opinion to others.

Realizing that questions are very essential in developing students' writing skill especially in writing recount text, some recommendations are put forward to the English teachers, the institutions, students' parents and the students. Firstly, the teacher can use various questions in teaching and learning process. The teacher should be more active, creative and innovative. Therefore, students become more motivated and interested in joining the English lesson not only in the classroom but also outside the classroom or in the online forum. Here, the teacher can discuss with the students to share more by exploring the questions from internet with face book media.

Secondly, English teachers and school institutions facilitate to establish English writing corner with its programs to continue the improvement of the research, discuss the basic language skills or micro and macro writing skills, and stimulate students to write their experience, knowledge in all aspects, not only in recount text but also in other kinds of texts.

Thirdly, the local and national government or school provides facilities to establish English Writing Contest either offline or online which encourage the students to express their skills in writing especially in writing recount text and in other text in general. In addition, the government should supply more writing books to school and sites or online media which can develop and improve students' writing skills.

Fourthly, the students' parents should help their children to motivate them in studying English especially in writing recount text and other texts, check their studying by sharing their writing or the lesson. They can ask their children to access internet to find and share information that children have opportunities to write ideas, experience and expression in English writing especially in writing recount text.

Finally, for the students themselves, they have to study English hard and have to be brave to express their own opinions in English writing. They should not be afraid, embarrassed or nervous in expressing their English writing skill. They must know that the one who practice writing more he or she will get better skill in writing.