

The Effect of using Facebook Group towards students' Writing Skill

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*Abstract: The aim of this research was intended to know significance effect of using Facebook toward students' writing skill. This was a quasi-experimental research in which the researchers employed the two group designs. Both of experimental group and control group were given of pre-test and post-test with different treatment where experimental group treated using Facebook group but control group without face book group. The population of this research was all the second grade students of MA Darrul Muhibbin Praya consist of 86 students. The sample for this research was divided into two classes II^A consisted of 44 students as the experimental group and II^B as the control group and for II^B consist of 42 as the experimental group taken by using lottery. The data collection was done through writing test. Data obtained for the students' writing skill from the two groups were analysed using *t*-test formula to determine the degree of significant of the differences between two groups. From the writing test data analysis, it was found that the mean score of experimental class was higher than the mean score of control class ($MX = 19.18 > MY = 8$) then further analysed using *t*-test, found that $t^{count} > t^{table}$, where $t^{count} = 2.90$ and $t^{table} = 1.99$ at 5% level of significant and according to the existing criteria that the differences between control group and experimental group were significant.*

Abstrack: Tujuan dari penelitian ini adalah untuk mengetahui pengaruh signifikan penggunaan Facebook terhadap keterampilan menulis siswa. Penelitian ini merupakan penelitian eksperimen semu dimana peneliti menggunakan desain dua kelompok. Baik kelompok eksperimen maupun kelompok kontrol diberikan pre-test dan post-test dengan perlakuan berbeda dimana kelompok eksperimen diberi perlakuan menggunakan grup Facebook tetapi kelompok kontrol tidak diberi grup facebook. Populasi penelitian ini adalah seluruh siswa kelas II MA Darrul Muhibbin Praya yang berjumlah 86 siswa. Sampel penelitian ini dibagi menjadi dua kelas yaitu IIA yang berjumlah 44 siswa sebagai kelompok eksperimen dan IIB sebagai kelompok kontrol, sedangkan kelas IIB berjumlah 42 siswa sebagai kelompok eksperimen yang diambil dengan cara undian. Pengumpulan data dilakukan melalui tes tertulis. Data yang diperoleh mengenai keterampilan menulis siswa dari kedua kelompok dianalisis menggunakan rumus uji-t untuk mengetahui tingkat perbedaan yang signifikan antara kedua kelompok. Dari analisis data tes menulis ditemukan bahwa nilai rata-rata kelas eksperimen lebih tinggi dibandingkan nilai rata-rata kelas kontrol ($MX = 19.18 > MY = 8$) kemudian dianalisis lebih lanjut menggunakan *t*-test, ditemukan bahwa $t^{count} > t^{table}$, dimana $t^{count} = 2.90$ dan $t^{table} = 1.99$ pada 5% tingkat signifikan dan sesuai dengan kriteria yang ada bahwa perbedaan antara kelompok kontrol dan kelompok eksperimen adalah signifikan.

Introduction

Currently, the development of science and technology is progressing very rapidly. This development covers almost all aspects of human life, especially in the field of Information and Communication Technology or ICT. It means what it is necessary to apply science and technology in education so that accordance with the demands and development of the times. In this case, schools as educational institutions that created human resources generation are required to be able to adapt to the changes currently occurring. In Bani-Hani, et al., (2014) argue that one of the Information and Communication Technologies recently considered by educators and language experts as an alternative method for teaching and learning, especially English Foreign Learners (EFL), was the use of Facebook or FB in the teaching and learning process. Facebook's users have the option to exchange information in group settings. In addition, Yunus &

Salehi (2012) in Friatin, L. Y. (2018) said that "Facebook group is a feature that is available on the social networking site Facebook in which an unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose." They also stated that Facebook Group has the potential to give the youth what they interested in speaking, interacting, and creating a positive environment that can encourage and conducive for aiding the writing process for the young people of the youth generation of today.

Nowadays, Facebook is one of famous social networking web by Mark Zuckerberg, since their launch in (February 2004) they have gained over eight million users in the US and expanded their reach to seven other English-speaking countries, with many more to follow (<https://sea.mashable.com/>). How about Indonesia? As quoted by Kompas, Indonesia has the fourth-highest number of Facebook users in the world. Up to January, there were 130 million accounts on the social network, or 6 percent of the total global users. This makes Indonesia the Southeast Asian country with the most Facebook users. (<https://www.thejakartapost.com>). In Al-Jubayer, S. M. (2013). Technological forms of social networking on the Internet such as Facebook are becoming increasingly a popular past-time of teenagers and young adults. Facebook was created in 2004 as a college networking site with limited access to universities in the United States and those who held a university email server. In 2007, Facebook was opened to the general public and was reported to have more than 21 million registered members generating 1.6 billion page views each day. According to Jubilee Enterprise (2010), Facebook Indonesia is one of the famous social media which has the largest number of users with around 17.6 million users. Facebook social media users are dominated by teenagers, students and adults aged 13 to 45 years. However, the use of social media Facebook among teenagers is mostly used for less important things such as chatting, status updates and online games. So for teenagers and students. In Ping, N. S., & Maniam, M. (2015) if Facebook is misused it will have a bad impact. It means that Facebook has two impacts were negative and positive

In line with the results of research conducted by Effendi, D. (2018), the purpose and significant of his study was described the impact of the development of science and technology on human moral life. The method used in the study was library. The results, namely (1) the field of information and communication, the development of science and technology allows people more quickly get the information accurately and latest in this hemisphere through the internet, However, the use of the internet abused by opening porn sites; (2) the field of education, the development of the use of media technologies such as LCD which facilitate the process of teaching and learning, the proliferation of mass media, both print and electronic as well as online adds a source of knowledge for students. However, non-educating soap opera shows in electronic media can damage students' morale; (3) the economic field, the growth of the economy with emerging industrial products that produce labor-power; (4) social and cultural fields, technological advancements allow the entry of foreign cultures that can add to the nuances of local culture and mutual cooperation to improve the cultural and social relations between countries.

This is a challenge for schools and teachers play an important role in adopting or using one of the current trending social media in order to gain the benefits of science and technology that is currently available. This kind of research has also been carried out by Solihin, A., at. al (2023) entitled "Facebook Group in Writing Activities: Students' Voices" This research aims to determine students' perceptions of the use of Facebook groups in writing activities in high schools throughout Palembang. Research findings show that students consider the use of Facebook in writing activities to bring benefits and disadvantages. The benefits are (1) Facebook groups help students in the writing process

in terms of planning, drafting and final version, (2) Facebook groups facilitate students to practice writing components in terms of organization, content, spelling, vocabulary and grammar, (3) Facebook groups encourage student participation, (4) Facebook groups increase students' motivation and confidence to write, and (5) Facebook groups are easy to access because of a stable internet connection.

Based on the theories described by some experts above, so that the researcher want to make a study focused on the effect of using Facebook in group toward students' writing in English at second grade students of MA Darrul Muhibbin Praya. As we know that writing is an activity of someone in organizing ideas, opinions, and feelings into written form. Nunan (2003), writing is the activity of finding ideas, thinking about how to express them, arranging them into statements and paragraphs, and conveying them to readers. Meanwhile, Ghaith (2002) states that writing was the complex process that allows writers in investigating their thoughts or mind and ideas, and make them visible and read by readers. On this study Facebook was used as media in teaching writing. Many English teachers in Indonesia had used Facebook as instructional media in classrooms. In where ware most of students at MA Darrul Muhibbin ware also active in Facebook online away. In the opinion of Wesis, (2009) in Terasne, et. al (2020) explains that studying from home is included in distance learning known as Blended Learning even though students do not gather together in one place regularly to receive lessons directly from instructor. Added by Blau and Caspi, (2009) explained that learning Blended Learning is a combination of distance learning and learning using technology. Its learning online learning is a new challenge for teachers. In Online learning according to Handiana., Andri (2015) the learning system is via the internet or network media computers that can be accessed anytime and anywhere to deliver teaching materials to student. So that online learning is more flexible and is expected to develop student potential.

Research Method

This was an experimental research in which researcher divided class in to two groups that was experiment group and control group. Here experimental group treated by giving Facebook group in writing in the mean while control group treated by giving conventional way or without involving Facebook as the medium in the teaching and learning process of English writing. The research design of this research is explained as follows table:

Table 01. Pre-test and Post-test

Class	Pre-test	Treatment	Post-test
Experimental	✓	✓	✓
Control	✓	-	✓

Population and sample

1. Population

According to Alexander, C. M. (2012) Population is the whole research subject. The population of this research was all at the second grade students of MA Darrul Muhibbin Praya with the total number of students were 88 students.

2. Sample

If the number of population is more than 100 it is better to take all as the sample (Creswell, John W. 2019). Here, the researchers take 88 students as the sample of this research which consisted of two classes IIA Consisted of 44 students, experimental group and II B consisted of 44 students as control group. Those two units were randomly selected which as experimental class and which as control class.

Technique of data collection

Data are everything only related to the information of fact that is found on research location (Creswell, John W. 2019). To gain the data needed, the researcher came to the classes as a teacher who taught the students about English writing. In order to gain the reliable data to be investigated, the researcher gives the writing test to the two classes. The researcher employed the two classes design where the experimental class and control class were given the pre-test and post-test, the result of the tests have been count for the data then statistically measure according to the degree of differences between the experimental group and control group.

Procedures of Collecting Data

1. Pre-test

At the first meeting the researcher gives the students sets of writing test which was aimed to know the students' initial proficiency in writing before the different treatment were given. The result of the test was count for the data then compared with the result of the post-test.

2. Treatment

In this step the researcher provided the different treatment to the two classes. In experimental group the researcher utilized "Facebook" as medium in teaching English writing. Yet, in the control group the teaching of English writing conveyed in conventional way or without involving Facebook as the medium.

3. Post-test

The next procedure was post-test. This test was conducted after pre-test and treatment have been given to the students. The result of the test was count for the data. Finally the result of this test showed us the students' capability after the different treatments were given.

Instrument of research

There were two kinds of instrument of data collection that were used during this research, it was writing test.

1. Test

Test is a set of questions that are used for measuring the ability, knowledge, talent or skill of individual or a group (Creswell, John W. 2019). The test that has been used in this study was essay test. This test was aimed to know the students' skill in writing. For the matter of test validity and reliability, the researcher used the logic validity assumption (approach) as remarked by expert in. In this case the researcher composed the writing test to test the students writing ability y instead of using speaking test, vocabulary test or other tests. This we meant by logic validity. This assumption also put as the consideration of test reliability. Besides that the design was carefully done. It has passed through several revisions, extensive consultation with consultant and also a pilot study was carried out on a small sample to enhance its reliability.

2. Writing Test Scoring Guideline

Scoring the students' work is the step to obtaining quantitative information of each student. One of the ways to evaluate students' achievement in writing is a rating scale (Creswell, John W. 2019). By employing this technique evaluator can make a rank order of the students' work based on the given categories and then classified the students' score in level of ability. Here is the scoring guidance taken from JB.Heaton (1975).

Table 2. Writing scoring guidance

ASPECTS	SCORING	
Accuracy	5	<i>Flowing style, very easy to understand---both complex and simple sentence, very effective.</i>
	4	<i>Quite flowing style, mostly easy to understand---a</i>

		<i>few complex sentence, very effective.</i>
	3	<i>Reasonably smooth style, mostly not too hard to understand (not all) simple sentences, fairly effective.</i>
	2	<i>Jerky style, an effort needed to understand and enjoy, complex sentences, confusing, mostly (but not all) simple sentences, fairly effective.</i>
	1	<i>Very jerky, hard to understand, cannot enjoy reading, almost all simple sentences confusing, excessive use of "and".</i>
Grammar	5	<i>Mastery of grammar taught on course, only 1-2 minor mistake.</i>
	4	<i>A few minor mistake only(e.g. preposition, article)</i>
	3	<i>Only 1 or 2 major mistakes but a few minor ones</i>
	2	<i>Major mistake lead to difficulty in understanding, lack of mastery of sentence construction.</i>
	1	<i>Numerous serious mistake, no mastery of sentence Construction, almost unintelligible.</i>
Vocabulary	5	<i>Use of wide range of vocabulary taught previously.</i>
	4	<i>Good use of new word acquired, appropriate synonyms circumlocution.</i>
	3	<i>Attempts to use word acquired, appropriate vocabulary on the whole but sometimes restricted, have to resort to use synonyms circumstances location on a few occasion.</i>
	2	<i>2. Restricted vocabulary, use of synonym but not always appropriate, imprecise and vague, affect meaning.</i>
	1	<i>Very restrictive vocabulary inappropriate use of synonym seriously hinders communication.</i>
Content	5	<i>All sentence support topic, highly organized, clear progression of ideas well linked, like educated native speaker.</i>
	4	<i>Well organized ideas, link could occasionally be clearer but communication not impaired.</i>
	3	<i>Some mediocre organization, reading required for clarification of ideas.</i>
	2	<i>Little or no attempt at connectivity, thought reader can deduce some organization, individual ideas may be clear but very difficult to deduce connectivity between them.</i>
	1	<i>Lack of organization so severe that communication is seriously impaired.</i>
Spelling	5	<i>Non errors.</i>
	4	<i>1 or 2 minor error only.</i>

	3	<i>Several errors, do not interfere significantly with communication, not too hard to understand</i>
	2	<i>.Several errors, some interference with communication, some word very hard to recognize.</i>
	1	<i>Numerous errors, hard to recognize several words, communication is made very difficult.</i>

Since there were 5 items and each was scored 1 to 5, so the maximum raw score was 25. To get the more meaningful numerical data it was necessary to find out the final score for each student. The final score was found through the following formula:

$$Fs = \frac{R \times 100}{hR}$$

Where:

Fs = final score

R = Students Obtained Raw Score

100= Possible Highest Final Score (10-100 Scales)

hR = Possible Highest Raw Score (in this case hR was 25)

Classifying the Test Score

After we find the score of each student in the rating scale we need to classify them into the level of ability in writing. There is the table of students' writing level based on the criteria of mastery in rating scale below:

Table 3. Score of classification

CRITERIA OF MASTERY	LEVEL
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor

Technique of data analysis

To analyse data gained, the researcher conducted the following procedures. Homogeneity Test Homogeneity test is one of the conditions to be met in order to proceed on the hypothesis test in inferential statistics. If the sample has been known from a homogeneous population, the parametric test can be done and if not then the hypothesis test will be conducted through non-parametric statistics (Sugiyono, 2019). Some scholars explain that the test of homogeneity also aimed to ensure that the sample was in a state that is relatively similar (homogeneous) so that the change (achievements, attitudes, abilities, response) is caused by the treatment rather than other factors (i.e. certain classes naturally has the better ability). To find out that basically two classes do have the ability and characteristics those are relatively similar. The homogeneity test was done via the following F-test formula (Sudjana, 2001).

$$F = \frac{\text{biggest variant}}{\text{smallest variant}} \dots\dots\dots(3.1)$$

Each variant can be found via the following formulas:

a) Variant of experiment class

$$S^2 \sum \left(\frac{x-xa}{n} \right) \dots\dots\dots(3.2)$$

b. Variant of control class

$$S^2 \sum \left(\frac{x-x_a}{n} \right) \dots \dots \dots (3.3)$$

Where:

F = homogeneity index

S2 = variant

$\sum x$ = students' total score

x_a = mean score

Data is homogenous if F-count < F-table at the significant level 5% with numerator df = (n-1) and denominator df = (n-2).

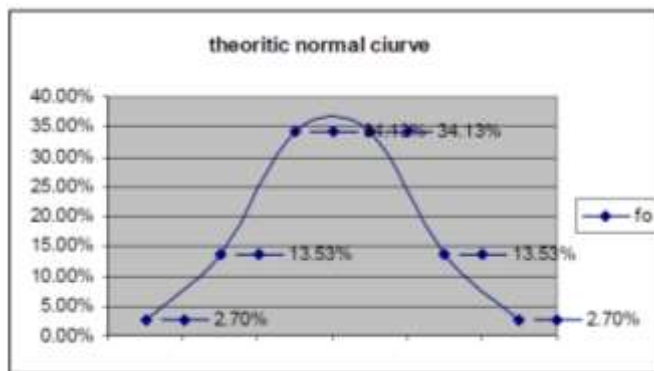
1. Normality Test

Normality test was conducted on the entire data test to determine whether the data were normally distributed or not. This also become one condition to be met before the data will be analyzed through the parametric statistic. Normality test was done through the chi-square formula (Sugiyono, 2019)

$$x^2 \sum_{i-k}^k \left(\frac{f_o-f_h}{f_h} \right) \dots \dots \dots (3.4)$$

Where f_o states observed frequency and f_h states expected frequency based on the frequency distribution of normal theoretic curve 2,7%, 13,53%, 34,13%, 34,13%, 13,53%, 2,7% (Sugiyono, 2019). Data is normally distributed if $x^2_{count} < x^2_{table}$ at the significant level of 5% with df = K-1.

Chart 1 theoretic normal curve



2) Testing Hypothesis

To determine the degree of differences between the two classes the researchers employed the following t-test formula (Arikunto, 2019).

$$t^1 \sqrt{\frac{\sqrt{\sum X^2 + XY^2}}{NY + NY - 2} \left| \frac{1}{NX} - \frac{1}{NY} \right|}$$

Where:

MX = means score of experiment class

MY = mean score of control class
 x = deviation for each post-test and pre-test ($x_2 - x_1$) of Experimental class
 y = deviation for each post-test and pre-test ($y_2 - y_1$) of Control class
 NX = number of sample in experiment class
 NY = number of sample in control class. The criteria for hypothesis testing are:
 If $t \text{ count} > t \text{ table}$, it means H_a is accepted and H_o is rejected. If $t \text{ count} < t \text{ table}$, then H_o is accepted and H_a is reject, with $df = N_1 + N_2 - 2$ at the significant level 5%.

Finding and Discussion

As mentioned on the previous chapters described that this study was aimed to know, is there are any significance effect the use Facebook toward students' writing skill? This is an experimental research in which researchers deliberately controls and causes a certain factor to influence the variable. Data collection was pre-test, treatment and post-test and also the questionnaire. They were different treatments were also given to two classes, where the experimental class was taught by involving Facebook while control class was taught without involving Facebook.

Data Presentation

Students' score for each class was presented in the following table below.

Table 4. Students' obtained scores

Experimental				Control			
Students	Pre-test	Post-test	Deviations (x)= $X^2 - X^1$	Students	Pre-test	Post-test	Deviations (x)= $X^2 - X^1$
S1	52	80	28	S45	52	68	16
S2	60	84	24	S46	44	64	20
S3	72	88	16	S47	56	72	16
S4	48	64	16	S48	52	64	12
S5	64	76	12	S49	52	64	12
S6	64	88	24	S50	40	64	24
S7	60	80	20	S51	48	64	16
S8	60	72	12	S52	52	68	16
S9	56	68	12	S53	52	84	32
S10	60	92	32	S54	48	72	24
S11	64	72	8	S55	56	72	16
S12	56	84	28	S56	56	64	8
S13	60	72	12	S57	52	80	28
S14	56	68	12	S58	56	72	16
S15	60	92	32	S59	56	68	12
S16	56	82	26	S60	56	72	16
S17	60	76	16	S61	48	68	20
S18	60	88	28	S62	52	72	20
S19	68	72	4	S63	52	64	12
S20	72	68	-4	S64	52	56	4
S21	60	72	12	S65	56	72	16
S22	64	82	18	S66	56	76	20
S23	56	80	24	S67	48	72	24
S24	60	80	20	S68	68	76	8
S25	56	72	16	S60	52	64	12
S26	56	88	32	S70	52	72	20
S27	56	72	16	S71	56	72	16
S28	56	80	24	S72	56	64	8
S29	56	80	24	S73	64	72	8
S30	52	84	32	S74	52	68	16
S31	52	88	36	S75	60	64	4

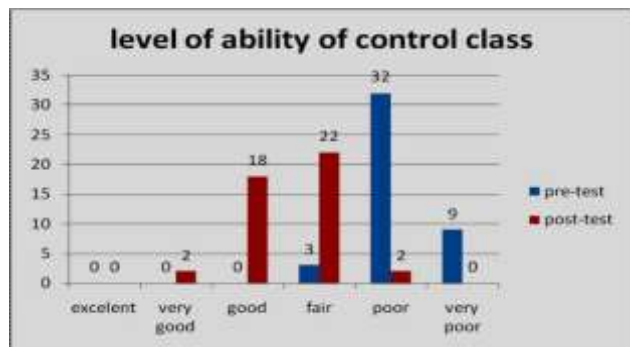
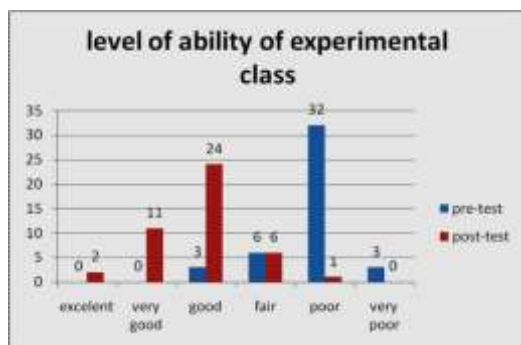
S32	60	68	8	S76	68	72	4
S33	52	76	24	S77	56	68	12
S34	52	72	20	S78	56	76	20
S35	56	88	32	S79	60	72	12
S36	52	72	20	S80	44	68	24
S37	56	80	24	S81	48	64	16
S38	68	72	4	S82	56	64	8
S39	44	68	24	S83	60	84	24
S40	48	60	12	S84	56	76	20
S41	52	80	28	S85	52	60	8
S42	56	72	16	S85	52	64	12
S43	72	80	8	S87	48	52	4
Σ	2548	3442	844	Σ	2592	2944	352
MEAN	X1=57.91	X2=78.23		MEAN	Y1=58.91	Y2=66.91	

Note: The score obtained by each student is the final score

From the above table 4, then the charts of student's level of ability according to the table of score classification (see table 3.4) and also the mean score of each test for experimental class and control class were made as shown below:

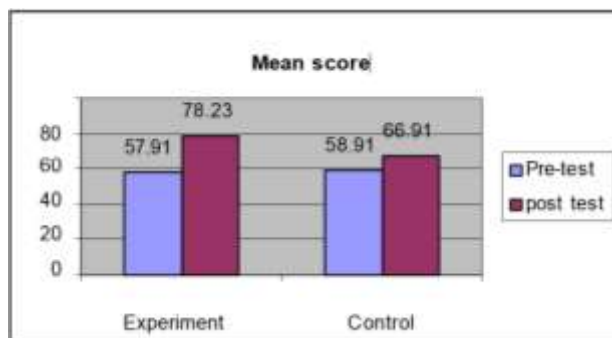
Chart 2. Level of ability of experimental class

Chart 3. Level of ability of control class



Experimental class and control class

Chart 4 obtained mean score for each test of



From the above data, show that the changes in students' score occur in the two classes. At the pre-test, the two classes seem to have the similar capabilities. It is shown by the similar mean score of two classes at pre-test, whereas at post-test, the experimental class appears to have a better ability. This is evident from the mean score of experimental class that much different from the control class. But there are still some questions to be answered, among others, whether the difference was significant, whether two classes were initially had the same ability, and whether the data was normally distributed or not. The answers to these questions will be discussed further in section of data analysis.

Data Analysis

Before the hypothesis testing was conducted by using t-test formula to determine the significance of differences between the control class and experimental class, it is necessary to do the procedure as it has noted in detail in chapter III.

1. Homogeneity test

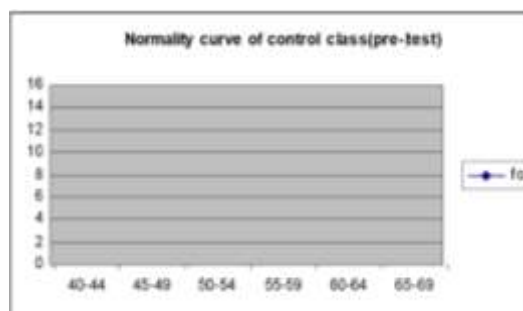
This test aims to find out that basically two classes do have the ability and characteristics that are relatively similar. So we could assume that the changes of score during pre and post-test that occur were caused by the treatment rather than other factors. Homogeneity test was conducted via equation (3.1). Data homogeneous if $F_{count} < F_{table}$ at significant level 5% with numerator $df = (n-1)$ and denominator $df = (n-2)$. Homogeneity test was carried out at the two data test. At the homogeneity test of pre-test data obtained $F_{count} = 1.27$ based on the F distribution table obtained $F_{table} = 1.68$ at the significant level 5% with numerator $df = (n-1)$ and denominator $df = (n-2)$. So, $F_{count} < F_{table}$, according to the existing criteria then experiment class and control class had a homogeneous ability. At the homogeneity test of post test data obtained $F_{count} = 1.48$ and obtained $F_{table} = 1.68$ at the significant level 5% with numerator $df = (n-1)$ and denominator $df = (n-2)$. So, $F_{count} < F_{table}$, according to the existing criteria then experiment class and control were homogeneous.

2. Normality Test

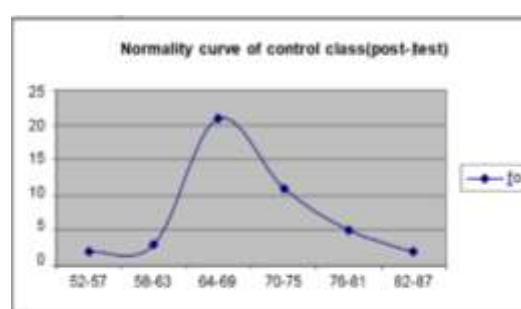
Test for normality in this study was performed on all test data to determine if all data were normally distributed or not. Normality test was conducted via chi square formula (3.4). This test becomes one loaded to proceed on further data analysis. Based on the calculation by using equation (3.4) obtained normality test results as follows.

- Normality test on pre -test data of experimental class obtained $\chi^2_{Count} = 9.02$ and $\chi^2_{table} = 11.07$ on 5% level of significant with $df = K-1$, which refers to the criteria mentioned in chapter III that if $\chi^2_{count} < \chi^2_{Table}$ then the data in pre-test of experiment class was *normally distributed*.
- The normality test on the post-test experiment class obtained by calculating the $\chi^2_{Count} = 4.72$ and $\chi^2_{table} = 11.07$ at significance level of 5% with $df = K-1$. In other words post test data of experiment class was *normally distributed* because $\chi^2_{Count} < \chi^2_{table}$. Here are the normality curves for each data test:

Chart 5. Normal curve of control class (pre-test) Chart



6. Normal curve of control class (post-test)



1. Hypothesis Test

From the above results, it can be seen that the data in this research were normally distributed and the sample is proved homogeneous, so the hypothesis test in parametric statistic can be carried out by using the equation (3.5). Based on the data table for t cont. and the calculation of t test obtained $t^{\text{Count}} = 3.06$ $t^{\text{table}} = 1,671$ for one tail test at the 5% level of significant with $df = N1-N2-2$. It was found that $t^{\text{count}} > t^{\text{table}}$, based on the existing criteria so H_0 which reads “there is no significant effect of using Facebook in improving students writing skill at the second grade students of MA Darrul Muhibbin Praya was rejected and should be altered to alternative hypothesis (H_a) which read “Facebook has the significant effects towards students’ writing skill at the second grade students of MA Darrul Muhibbin Praya. On the words that H_0 is absolutely rejected and H_a is certainly received.

Discussion

The data analysis result showed us that there was a significant difference of ability in writing between experimental class which was taught using Facebook and the control class which was taught with the conventional media. The students in experimental class seem to have better ability than the students in control class. This is convinced by the difference of their obtained mean score. It can be seen that the mean score of experimental class is far higher ($MX = 19.18$) compared to the mean score of control class ($MY = 8$). Furthermore, these mean scores were compared to find the degree of significant of those mean score. According to the data analysis result (t^{test} computation) that the degree of difference between two classes was significant, referring to the existing criteria that if t count is higher than t table ($t^{\text{Count}} = 3.06 > t^{\text{table}} = 1.671$), we can conclude that the difference was significant.

This difference is possible because at the experiment group which was taught by involving Facebook as the medium, the students not only can discuss and practice their writing skill in their class but also they can discuss and practice their writing skill through Facebook outside the class. Through Facebook, students can communicate with peers and teacher via on line writing forum. This forum provides students with great places to do brainstorming, peer reading, out lining, free writing, drafting and peer revision. In line with this, by frequently interacting with their more capable peers, students can learn something that they themselves cannot understand when working alone.

Furthermore, students who tend to be silent and passive in the classroom can express their ideas through Facebook, it is proving that the awkwardness of students in interacting with teachers and classmates in an off line classroom environment can be overcome by on line interaction through Facebook. Through Facebook Students can continue connect with the learning environment in their class because Facebook can be accessed either from computer or mobile phone devices. In another words they have a chance to stay in touch and discuss either with teachers or with fellow students, so that their skills are really trained. Another benefit of this media also reflects by the availability of fruitful and authentic materials that teacher provides for them through Facebook or the material by themselves search and share on Facebook. In line with this, language learning materials can be reviewed and tasks can be repeated, which usually enhances learners’ satisfaction with the learning process. In addition, the learning process through Facebook reflects belief of students centered learning where the learners are actively involved in the process.

Unlike the case of teaching writing in the control group, where teaching looks so monotonous and rigid, students can rarely have a good discussions process, and also the students are not well motivated, so the learning process is not running optimally.

Writing is a process, so as to achieve the best capabilities needed sufficient time for revision, practice, evaluation and discussion. Unfortunately this is not really works in writing lessons at schools that only gives a very limited time allotment. Home works are not enough and the teacher could not control and make sure that his or her students do it at their home. Due to the limitation of time allotment in writing class, it implicates to the limitations of revision, evaluation including teachers guide, peer guide or peer check, and limited material. Therefore, the media in which can integrate the school time and outside school time is necessary, and Facebook is an excellent medium for that. From the result of research, it also can be found that the use of Facebook in the teaching writing not only can improve the students' writing skill but also can enhance students' learning motivation and activities. This is evident by their response to the use of Facebook in their writing class. This good response is possible because Facebook has become a part of daily communication media of students and also has become their life style so that when the tasks and discussions held through Facebook then it does not become a burden, instead they will actually be involved in a network of extensive discussions and fun. Even though the use of social networking in education is very potential but we need to consider some points regarding to the availability, accessibility and also the students' characteristics before the teacher or instructors bring this media into their course. These points mean that before the teacher or instructor decides to make use the social networking such as Facebook they need to make sure that this media is available for the students and also it can be easily accessed by the students; such as the availability of some devices for accessing internet (PC, laptop, modem, internet network, mobile phone with web service, etc). Besides that teacher also need to know the students characteristic in learning in order the material and the intensity of online interaction can be appropriate to the students' way of leaning, background, needs or want.

Conclusion

The majority of the 88 students at SMA Darrul Muhibbin Praya who joint the research actively used the Facebook in group that had been created before. The results of this study showed that there was significant effect of Facebook in groups toward students, writing skills. In here, the role of the teacher as a facilitator in Face book group is very important to ensure that the writing assignment given is carried out or not in accordance with the objectives that have been previously set. Dialogue through Facebook groups was adopted not only to improve students' writing skills but also to help quiet students express themselves better, interact with their friends and teachers in a more meaningful way, build good relationships between them, and learn one another.

Recommendation

For future researchers are expected to conduct a research focused on the students' opinions or students' perspective on the use of face group in writing skill. For teachers are expected to adopt various kinds of media trend such Facebook in conducting English course in order the teaching and learning process, especially in teaching writing.

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