

Facebook Usage In Learning English Writing Skill And In Improving Students' Motivation

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Abstract

One of the applications of information technology used to this research is Facebook. It is very most famous and there are many students use it. Therefore, Facebook is used as a learning media for English writing skill in the schools. Many teachers found that most the students used Facebook in class. They ignore to study and only focus on Facebook. This research is to find the influence of Facebook on learning English and students' motivation in writing skill. Therefore, using Facebook as a learning tool for students is investigated with the title "Facebook Usage in Learning English Writing Skill and In Improving Students' Motivation". This research is to know the frequency of students' use of Facebook for English writing skill and to know the influence of Facebook usage in English writing skill and in improving students' motivation. The participant is students of STIPAR Soromandi Bima, and the sample is two classes of second Semester that consist of 53 students. Methodology used is in correlation design by using quantitative method. The data collecting technique is giving the questionnaire. The data analyzing technique uses a hypothesis test by using the correlation of product moment formula to measure the variables. The finding of this research shows that students often use Facebook for English writing skill. It is proven by the average score is 82.79, and 17 students very often, 19 students often, and 17 students a little often use Facebook for writing skill. While the result of statistical analysis it is found that r_{xy1} is 0.995 with the average score is 79.39 and r_{xy2} is 0.994 with the average score is 84.53 and r -table is 0.279. Because the r_{xy} value was greater than r -table, it can be concluded that there are a positive influence of Facebook on English writing skill and students' motivation.

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1. INTRODUCTION

The applications of Information Technology for teaching and learning process have been widely used at schools in Indonesia, for examples: computer-assisted instruction, Internet, e-book, Virtual reality (VR), Facebook, mobile learning, WhatsApp Application (WA), etc.

Among those technological applications, Facebook is the most famous, cheapest, and the easiest for supporting the learning and teaching process either in class or outside the classroom. Every year the number of Facebook users increases the first quarter of 2016, Facebook users have reached 1.59 billion people. Mark Zuckerberg directly informed this through his official account that they have updated the data on the number of Facebook users around the world retrieved from (<http://www.inddit.com/social-media-education>. August 2018).

To be even more specific, Ellison, Steinfield, & Lampe (2006: 28) have claimed that Facebook is primarily used for people to keep in touch with their high school friends and

acquaintances. They point out that the most common information on the users' profile "was likely to be relevant for existing acquaintances trying to find them (e.g. their high school)". Ellison, Steinfield, and Lampe (2006: 28) argued that "most users perceived that their high school friends had viewed their profile and they used SNS to maintain relationships formed offline, rather than forging new online contacts".

Arifin (2009: 20) stated that Facebook is a social networking site or online social networking service that allows users to interact and share information around the world. Facebook is one of Social Networks or Social Networking Sites that exist in the web universe. If people have previously known MySpace or Friendster, then Facebook is not much different like the second Social Network. Facebook was first created in February 2004 by Mark Zuckerberg as its founder. In the early days of its establishment, Facebook is only intended for Harvard University students. In the year 2005 Facebook open membership for school children. A year later exactly in 2006 Facebook opens a universal membership or anyone from any hemisphere, people can join Facebook.

Facebook has some advantages. Here are the advantages of playing Facebook; (1) make a relationship; to establish closer relations, (2) learning places, (3) learning games, (4) trying TOEFL test, (5) refreshing; Facebook can be used for a little refreshing amid fatigue in working at the office (for example, like playing games on Facebook), (6) business places; for some people who have a business, Facebook is one of the business fields is quite tempting, (7) a place to vent; Facebook can be a means of the vent, someone just write a piece of the sentence that is blue in the column of your situation, (8) practical; Facebook has many facilities compared to other networking sites. So it is more practical and complete.

Besides having advantages, Facebook also has disadvantages. Here are the disadvantages of Facebook: (1) it can reduce your effective time; because the user can play Facebook for hours, (2) pornography; Facebook is very possible for the spread of pornographic photographs, (3) spend money; the user can play for hours and hours and spend his/her money, (4) tasks are ignored; the students are willing to ignore the learning for the sake of playing Facebook. Working is not ignored, for the workers; Facebook is so important that the work is often disrupted due to Facebook, (5) increase jealousy among spouses. Cause family quarreling, because the status on Facebook is not replaced in accordance with reality. Fights can happen to your family due to playing Facebook.

Many features offered by Facebook as services can be used by users in order to facilitate interaction. If analyzed more deeply, some of which can be used as instructional Media. Lintang Patria and Kristianus Yulianto (2010: 10) said there are some features of instructional media they are:

a. *Facebook Share.*

Facebook Share/link is a basic feature on Facebook. With this feature, the teacher can search the websites or pictures related to learning English, and then share on Facebook for being accessed by students.

b. *Facebook Quiz*

This feature can actually be used to perform online quiz. The teacher can make his quiz easily and then ask all his students to do the quiz. Teachers can replace tasks in the form of questions by making this quiz, in this quiz teachers can also assign scores obtained by students based on the answers they provide.

c. *Facebook Note*

By this means the teacher can lure his students to discuss each other on certain topics. The teacher simply makes a note in-wall and then tags it to all his students to provoke discussion.

d. *Facebook Apps*

With this feature, almost everything can be done. One of them is to create an edutainment game on this Facebook Apps platform.

e. *Up To Date Status*

Through Up Date Status, teachers can remind students of the material to be learned in subsequent meetings, provide stimulus, or give way as a forum for discussion through "commentary", so that students are hooked to discuss.

f. *Forum*

This feature can also be a means of discussion among students with teachers and students with students.

g. *Upload Photo*

With this feature, teachers and ordinary students can upload photos/images related to English material, and then the photo can be shared and used as a discussion theme by means of "commentary"

h. *Message*

Through messaging services, teachers can provide tasks or resource recommendations that students can access the internet.

i. *Chatting*

With a chat service on Facebook, teachers and students can use it for the question and answer events or student discussions in doing a task from the teacher even though the student is in a different place.

The students search for information on Facebook, they are looking for event or phenomena and then they write down what they get from Facebook. Before Facebook is applied in the classroom, the teachers have to know how to use Facebook in the classroom. Online college (2016: 1) mentions there are some ways to use Facebook in the classroom as learning media they are:

a. *Follow news feeds.*

Ask students to follow news feeds that are relevant to the training material to keep current information flowing through the classroom.

b. *Share book reviews.*

Their book reviews can be posted by students to teachers to class and other students to read. If it is a peer-reviewed project, students can more easily access each other's newspapers online.

c. *Poll your class.*

Use polling as an interactive teaching tool in the class or just to help facilitate getting for knowing to each other with the Poll application for Facebook.

d. *Practice a foreign language.*

Students who learn foreign languages can connect with genuine tourists through groups or fan opportunities on Facebook.

e. *Create your own news source.*

A good way for journalistic students to practice their craft, they can use Facebook to update as a major news source for sports results, academic competition results, and other campus news.

f. *Follow news stories.*

The students can keep up with the news through Facebook in groups such as World News, on the spot and others which have provided world news video clips.

g. *Keep up with politicians.*

Students of Political science can become fans of politicians to learn about their platforms and hear what students say directly.

h. *Create groups.*

The students can create groups for the whole class or for study groups with smaller groups of students that make it possible to share information and communication easily, without students even having to be friends with each other.

i. *Send messages.*

The students can send messages through Facebook if they do not attend classroom learning activities as well as teachers can send messages to remind to their students.

j. *Share multimedia.*

The students can easily share multimedia content with all classes when using the ability to post videos, photos and more.

k. *Make announcements.*

A teacher can send news or announcements about upcoming tests as well as students can post announcements relating to school activities or student council activities.

Among teenagers, Facebook is very popular, as seen from their enthusiasm that uses this social network very often to communicate with their friends. Even sometimes there are those who forget the time if they have played with this social network. This, of course, can have an impact on the teenager, for example, writing time when they are addicted to Facebook. The time that should be used for learning, directly this will lead to a decrease in the achievements of the teenager (Arifin, 2009: 9).

When teaching at STIPAR Soromandi Bima, many teachers or lecturer found that most the students used Facebook in learning English writing process. It means students of STIPAR Soromandi Bima more active to open Facebook than to attention their teacher was teaching; they ignore the teaching and learning proses and only focus to use Facebook in the classroom.

Based on the problem above, this research is to find the influence of Facebook usage in learning English and students' motivation in writing skill. Thus, the students can learn actively and effectively of Facebook during the learning process and they can avoid negative effect when using Facebook. Therefore, by using Facebook as a learning tool for students is interested to investigate with the title "*Facebook Usage in Learning English Writing Skill and In Improving Students' Motivation*".

2. RESEARCH METHOD

A. Respondents

Since this study relates to students, therefore, the location of this study was STIPAR Soromandi Bima. The participants were students of STIPAR Soromandi Bima. The sampling in this research was two class of the second semester. The number of students consists of 53 students. The reason was why should chose those collage because he had access to go there. Thus, the data were gathered easily.

B. Instruments

In this study, the instruments used were a questionnaire. A questionnaire was a number of questions or statements used to gain information from students about the students themselves or their knowledge, belief, etc. (Suharsimi Arikunto, 2002: 128).

The questionnaire in this study was used to measure Influence of Facebook, learning English writing skill, and students' Motivation. In this research, it used a rating scale form of questionnaire i.e. a statement followed by columns indicating very agree, agree, a little bit disagree, disagree, and very disagree.

C. Procedures

In conducting this study is to make a visit in the field, and told to students how often they used Facebook for learning English writing skill, and then explained about the Facebook and how to used it in learning English writing skill, and then gave questionnaire to the students to be answered in order to know how many students which was agree or not that Facebook can be used as a learning media.

D. Data Analysis Technique

The method used in this research is in correlational design by using quantitative method. The data is collected through questionnaire. It is given to the students; the score which is used in this questionnaire is based on Likers Scale.

Table 1. Likert Scale

Alternative answers	Very agree	Agree	A little bit agree	Disagree	Very disagree
Score	5	4	3	2	1

Sugiyono (2016: 94)

The total value obtained was the number of scores that be used to determine how much influence of Facebook had on learning English writing skill and students' motivation. Since the highest score of each item in the questionnaires is five, then 100 is the highest total score (that is $\frac{50}{50} \times 100$). The data analyze in this research namely:

- 1) Counted the frequency of students used Facebook for English writing skill (X) based on the questionnaire.
- 2) Counted the result of learning English writing skill (Y₁) based on questionnaires.
- 3) Counted the result of student's motivation (Y₂) based on questionnaires.
- 4) Counted the result influence of Facebook on learning English writing skill and the student's motivation.

To measure the influence of Facebook usage in learning English writing skill and in improving students' motivation by using correlation of the product moment formula below:

Product Moment formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Note:

- R_x = Coefficient influence between X variable and Y variable
- Σxy = the amount obtained by multiplying the value of X and Y
- Σx² = Square of X value
- Σy² = Square of Y value

3. RESEARCH FINDING AND DISCUSSION

A. Finding

The purpose of the data analysis in this research is to measure the influence of Facebook usage in learning English writing skill and in improving students' motivation at STIPAR Soromandi Bima in the academic year 2018. To measure those things, it is important to take the preparatory of measurement.

The instrument which is used in this research is a questionnaire. The questionnaire each variable consists of 10 statements.

1. Students Frequency Use Facebook For English Writing skill

Based on the result of the questionnaire students often use Facebook for English writing skill (X). The average score is 82.79. To know the frequency of the use of Facebook by the students for English writing skill can be seen from the score obtained by the students. The highest score is 5 and the lowest score is 1. After getting data from the questionnaire result, the researcher found that the highest score is 100, the lowest is 64. Based on the data frequency distribution of the result it is obtained that from 53 students there are 1 student who got score 100, 7 students got 90, 3 students got 98, 3 students got 94, 3 students got 92, 3 students got 88, 2 students got 86, 1 student got 84, 6 students got 82, 7 students got 80, 4 students got 78, 3 students got 74, 5 students got 72, 2 students got 70, 2 students got 68, and 1 student got 64.

From the result above there are 17 students very often, 19 students often, and 17 students a little often use Facebook for English writing skill and the average score of the whole is 82.79.

2. The influence of Facebook Usage in Learning English Writing Skill.

Based on the result of the questionnaire, the average score is 79.39 of the students' learning English writing skill (Y₁). The highest score is 5 and the lowest score is 1. After

getting data from the questionnaire result, the researcher found that the highest score is 100, the lowest is 48. Based on the data frequency distribution of the result it is obtained that from 53 students there are 1 student who got score 100, 1 student got 94, 3 students got 92, 3 students got 90, 1 student got 88, 4 students got 86, 4 students got 84, 5 student got 82, 8 students got 80, 2 students got 78, 9 students got 76, 2 students got 74, 2 students got 72, 2 students got 70, 2 students got 68, 1 student got 66, 2 students got 64, and 1 student got 48.

To measure the influence of Facebook usage in Learning English writing skill this is using a correlation of product moment formula.

Table 2. The Data Result of X and Y₁ Variable

X	n = 53	Σx ² = 367464	Σxy
Y ₁	n = 53	Σy ² = 338272	350952

Source: Table data result of hypothesis test

Correlation test:

$$r_{xy1} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy1} = \frac{350952}{\sqrt{(367464)(338272)}}$$

$$r_{xy1} = \frac{350952}{\sqrt{124302782208}}$$

$$r_{xy1} = \frac{350952}{352565}$$

$$r_{xy1} = 0.995$$

From the data calculation above, it is found $r_{xy1} = 0.995$. This value is consulted by r-table with N=53 and 5% error, so r-table = 0.279. The result is $0.995 > 0.279$. The provision if rxy is smaller than r-table, so H₀ is accepted and H_a is rejected, but otherwise if rxy is greater than r-table, so H_a is accepted. From the result is rxy was greater than r-table, therefore there is a positive influence between X variable and Y₁ variable. At the conclusion, there is a positive influence of Facebook usage in learning English writing skill. Therefore, H_a is accepted.

3. The influence of Facebook Usage in improving Students' Motivation in Writing Skill.

Based on the result of the questionnaire, the average score is 84.53 of the students' motivation (Y₂). The highest score is 5 and the lowest score is 1. After getting data from the questionnaire result, the researcher found that the highest score is 100, the lowest is 66. Based on the data frequency distribution of the result it is obtained that from 53 students there are 3 students who got score 100, 2 students got 96, 4 students got 94, 3 students got 92, 7 students got 90, 5 students got 88, 4 students got 86, 1 student got 84, 1 student got 82, 6 students got 80, 5 students got 78, 8 students got 76, 1 student got 74, 1 student got 72, and 1 student got 66.

To measure the influence of Facebook usage in improving students' motivation in writing skill this is using a correlation of product moment formula.

Table 3. The Data Result of X and Y₂ Variable

X	n = 53	Σx ² = 367464	Σxy
Y ₂	n = 53	Σy ² = 382352	372832

Source: Table data result of hypothesis test

Correlation test:

$$r_{xy2} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy2} = \frac{372832}{\sqrt{(367464)(382352)}}$$

$$r_{xy_2} = \frac{372832}{\sqrt{140570183392}}$$

$$r_{xy_2} = \frac{372832}{374926}$$

$$r_{xy_2} = 0.994$$

From the data calculation above, it is found $r_{xy_2} = 0.994$. This value is consulted by r-table with $N=53$ and 5% error, so r-table = 0.279. The result is $0.994 > 0.279$. The provision if rxy is smaller than r-table, so H_0 is accepted and H_a is rejected, but otherwise if rxy is greater than r-table, so H_a is accepted. From the result is rxy was greater than r-table, therefore there is a positive influence between X variable and Y_2 variable. At the conclusion, there is a positive influence of Facebook usage in improving students' motivation in writing skill. Therefore, H_a is accepted.

Tabel 4. Summary Hypothesis Test

Correlated Variables	rxy	r-table	Information
Influence of Facebook on Learning English Writing Skill ($X \rightarrow Y_1$)	0.995	0.279	Positive influence
Influence of Facebook on Students' Motivation ($X \rightarrow Y_2$)	0.994	0.279	Positive influence

B. Discussion

1. Students Frequency Use Facebook for learning English writing skill

The use of Facebook as a learning medium is something new in this decade. This study examines whether students often use Facebook in relation to learning English, especially writing skills. The results of this study prove that the use of Facebook affects writing skill learning.

Based on data from the questionnaire it was obtained that students often use Facebook in their daily lives. This is proven by data that shows the frequency level of using Facebook in table X.

In relation to learning English, especially writing skills, students use Facebook to write status, writing experience, write a report, communicate with friends, comment on friends' status, and upload videos and photos. Activities that are often done by students at STIPAR Soromandi Bima are activities to write status and upload photos, while activities that are rarely done by the students are activities upload videos; this is proven by data obtained from questionnaires.

Research on Facebook in learning English conducted by Muhamad Hanafi (2016) with the title *"The influence of Facebook Social Media Use on Students' Learning Motivation of Fisip Riau University"* shows that the frequency of Facebook users in learning English that the students often use Facebook in learning English. In his research that he found there was a positive influence of Facebook on learning English. This means that the research conducted by Muhamad Hanafi was in accordance with this research.

While the research conducted by Joseph Oye Oyetunde (2017) with the title *"Influence of Facebooking and Social Media Use on Academic Performance among Nigerian Undergraduate Social Sciences Students"* shows that for activities to access and post status and so on, the highest frequency for academic activities is 12 (which uses more than two hours) and for activities involving non-selective involvement of respondents regarding social and academic activities, the highest frequency is 39 (which uses more than two hours).

Based on the research above, Aditya Firmansyah (2010: 10) stated that social networking sites are service-based sites that allow users to create profiles, view a list of available users, and invite or accept friends to join the site. The basic appearance of this social networking site displays the user's profile page, which consists of the user's identity and photos.

Every social networking site has a different appeal. But basically, the goal is the same, namely to communicate easily and more interesting because of the added features that spoil the user.

2. The influence of Facebook Usage in Learning English Writing Skill.

The results showed that H_a was accepted. This means that there is a positive influence of Facebook on Learning English writing skills. This can be seen from r_{xy} was greater than r -table.

Writing skills can be said to be the purpose of teaching and learning activities. All related to the process of writing skills activities; the education system, the teacher, and the students themselves will try to get good results. Writing skills are activities carried out by someone to produce writing, and then by using Facebook someone will be more creative in writing skills, especially in learning English writing skills.

There are some activities of writing skills carried out by students at STIPAR Soromandi Bima by using Facebook are writing interesting experiences that they got, citing other people's writings, describing a picture and photos uploaded, writing popular news, and commenting on the status written by their friends. This can be proven in the questionnaire data.

In accordance with this study, a study conducted by A'am Rifaldi Khunaifi (2014) with the title "Use Of Facebook Media To Improve Skills And Student Motivation In Writing Text Recount". This study examines using Facebook as a medium to improve students' skills and increase their motivation in writing recount texts, namely the use of Facebook as a learning media to improve students' writing skills in STAIN Palangakaraya in the 2013/2014 academic year. Seen from the pre-test average value of 67.75, a formative test which is 74.5, and post-test which is 79.25. The way Facebook media improves student writing skills can be inferred from the results of non-test instruments Based on the results of questionnaires and observation sheets, most students felt that their writing skills improved after learning to write recount text with Facebook because (1) they liked the use of Facebook in their learning, (2) the way Facebook presented learning material to help them recognize it (3) share text recounts on Facebook makes them more imaginative if and creative in writing, (4) Facebook helps them overcome difficulties in writing recount texts such as: finding ideas, using correct grammar structures and, finding new vocabulary, and about writing styles, (5) they become more careful when writing stories because they will be read by many friends and teachers, (6) reviews from teachers and friends help them realize their mistakes so they won't repeat them later, and (7) their writing skills are enhanced by commenting on their friends in writing on Facebook.

According to Heather Wolpert-Gawron (2010), an education practitioner from the United States concluded that "Facebook has the potential as a medium of learning and professional development of a teacher".

Several studies have shown that the use of Facebook for educational purposes has varied responses. The results of a study from Prescott (2014) indicate that teachers who use Facebook in the teaching process find more positive than negative things. The educators also recommend that Facebook be a medium of communication between students and teachers and is useful as a means to improve students' learning experiences through a process of discussion outside the classroom, online. This shows that the research respondents said that the use of Facebook has increased motivation and influenced the climate of learning in the classroom so that it became more positive.

3. The influence of Facebook Usage in Improving Students' Motivation in Writing Skill.

Based on the results it is obtained that there is a positive influence of Facebook on students' motivation in writing skill. It was proven by the value of r_{xy} of the influence was greater than r -table. This shows that more often students use Facebook for English writing skill, then more students' motivation increases in writing skill.

The presence of Facebook certainly has some positive and negative impacts in education. In this study there are several things concerning with the activities of accessing Facebook on students' motivation in writing skill, this is evidenced in the questionnaire data. The results of the analysis of using Facebook on students' motivation in writing skill that most of the students use Facebook as a medium for learning English writing skills, from 53 students as the sample in this study only 35 students who were motivated in the implementation of English writing activities by using Facebook and 18 students who were not interested in using Facebook for English writing skills.

This research in accordance with the research conducted by Muhamad Hanafi (2016) with the title "The influence of Facebook Social Media Use on Students' Learning Motivation of Fisip Riau University". Shows that from the results of the t-test obtained by the value of t-count for the variable social media Facebook is 4.038 (greater than t-table of 1.984), and PValue of 0.000 <0.05,) the results of this study indicate that social media facebook affects the motivation of students of Riau University FISIP.

In this case, Afriani and Mulyono (2012: 250) stated that Facebook access activities had become a routine for teenagers. Basically, this activity is one of the uses in the field of information and communication technology that has even added various fields of life, namely in the field of education and teaching which is used to facilitate the exchange of information that is not related to space and time.

4. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this study, it can be concluded as follows:

1. Students Frequency Use Facebook for English Writing Skill

Based on the research result above, that students of STIPAR Soromandi Bima often use Facebook for learning English writing skill. It was including frequency often. It means that the students of STIPAR Soromandi Bima agree to use Facebook as a learning medium in teaching process in the classroom, especially in writing skill. With use Facebook as a learning medium then the students can learn actively and effectively of Facebook during the learning process and they can avoid negative effect when using Facebook.

2. The Influence of Facebook Usage in Learning English writing Skill

From the result of the statistical analysis, it was found out that there is a positive influence of Facebook on learning English writing skill. It was proven by the value of rxy of the influence was greater than r-table. The use of Facebook as a learning media improves the writing skill of students of STIPAR Soromandin Bima there is an increase in their writing.

This shows that the more students use Facebook in English writing skill, the better their abilities in writing skill. Based on the frequency distribution of learning English writing data, although there were a number of students who had not scored well in English writing skill and that affected their writing scores.

3. The influence of Facebook Usage in Improving Students' Motivation

Based on the result of the calculation there is a positive influence of Facebook on students' motivation in writing skill. it was proven by the value of rxy of the influence was greater than r-table. It means that the result of this study indicate that Facebook social media affects the motivation to learn of students at STIPAR Soromandi Bima.

Finally of these conclusions there are:

- 1) Facebook can be used as a learning medium in teaching process in the classroom, especially in writing skill. With use Facebook as a learning medium then the students can learn actively and effectively of Facebook during the learning process and they can avoid negative effect when using Facebook.

- 2) The use of Facebook as a learning media improves the writing skill of students STIPAR Soromandi Bima there is an increase in their writing. This shows that the more students use Facebook in English writing skill, the better their abilities in writing skills.
- 3) The results of this study indicate that Facebook social media affects the motivation to learn of students at STIPAR Soromandi Bima. This shows that the more often the students use Facebook for English writing skill, then more students' motivation increases in writing skill.

B. Suggestion

There were some suggestions, to the teachers, students, and for the next research.

1. For the teacher or Lecturers

By knowing the result of the research, the English teachers or lecturer was hoped to give motivation to the students in order to build their interest in using Facebook to learning English writing skill. in addition, they could apply a suitable strategy to developed students' ability in writing skill.

2. For the students

As language learners, the students must increase their writing motivation and making Facebook as a learning medium especially writing skill because it could influence their vocabulary mastery and speaking skill. All of these aspects correlate each other, so the students was expected to apply them well and made them as one of the things which can support their English well.

3. For the next research

This research was expected can contributed to research education especially to found out the influence of Facebook usage in learning English writing skill and improving students' motivation. This research was hoped to be an adequate previous study which can be used as a reference to conduct a further research relating to the correlation between cognitive domain and affective domain.

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