

# Fostering Students' Writing Ability by Using Facebook Comment Column

Moh. Hanafi<sup>1</sup>

Universitas Bhinneka PGRI

Email: [hanafiemoh@gmail.com](mailto:hanafiemoh@gmail.com)

Ayu Rizki Septiana<sup>2</sup>

Universitas Bhinneka PGRI

Email: [ayurizki.septiana@gmail.com](mailto:ayurizki.septiana@gmail.com)

---

Submitted: May 17, 2021

Accepted: July 7, 2021

---

## ABSTRACT

Teaching writing has been believed to be difficult by some experts. Some studies on writing have been made and most of them show that teachers should find appropriate techniques so that students can learn the writing skill easily. This research was focused on investigating the effectiveness of using comment column in Facebook to teach writing. The subject of this research was the second semester students of English Department in Academic Writing course. This study was a pre-experimental study in which 24 students were taken as the sample of this study. Before being given a treatment using comment column in Facebook, the students were pretested to know their initial writing ability. Then, in the end of the treatment, a posttest was administered to get the data of the students' writing ability. To analyze the data, the researcher used Paired Sample T-test on SPSS 26.0. From the statistical analysis, it was found that the significant level was 0.000. Since it was lower than the level of significant 0.05 ( $0.00 < 0.05$ ), it can be concluded that the students have significantly better writing ability after being taught using comment column in Facebook. From the findings, we can conclude that comment column in Facebook was effective to teach writing skill. Therefore, it is suggested for English teacher to use the comment column in Facebook to facilitate the students during writing class.

Keywords: comment column, facebook, writing ability

## INTRODUCTION

As it has been known, English becomes the means of communication in the global world. English is known as lingua franca. Therefore, the goal of people in learning English is to have the competencies in communication. In communication, people usually have tendencies to air their feeling, thought and ideas in both spoken and written form (Septiana, 2015). However, different from speaking that can be learned naturally, writing skill should be learned. Writing is different from speaking like walking is different from swimming (Brown, 2004). To walk, people can learn it as the part of the growth. Yet, to have skill in swimming, people should learn it in particular way. It is the same as the writing skill. In mastering writing skill, people should particularly learn it. There should be some sets of competencies to be learned.

Unfortunately, teaching writing is believed to be difficult. Teachers should find appropriate techniques so that students can learn the writing skill easily. The problem with the students who learn English as foreign language like in Indonesia is that they have a lot idea to write yet they do not have enough language to express their ideas (Naidu, 2007). Since the ability to write is important, writing teachers have been very concerned about providing the appropriate treatment in helping the students, especially the ESL and EFL students to write well (Siswanti, 2013:7). Techniques in teaching writing can be one of the factors that enable the students to learn about the writing skill maximally. In fact, choosing the appropriate

technique to teach writing is not something easy. The technique chosen should be the technique that can help the students to develop their ability to write, especially for the purpose of communication. As professional teacher, the writing teacher should also be able to adapt with the modern era in which internet and social media have developed rapidly. Moreover, the communication through the medium of internet and also social media has been widely used.

One of the social media that is developed rapidly is Facebook. As we know that Facebook has grown so fast in these recent years. In addition to its function as the medium to connect people, Facebook has some features to be offered. Moreover, Sahdan (2011) stated that Facebook have some features that can be useful for the English teachers. Writing teacher who is able to adapt the development of Facebook usage among students may see that Facebook is potential to teach writing. It cannot be denied that almost all of the students have Facebook account and use it intensively. Therefore, it can be seen that the use of Facebook is feasible to cure the problem in teaching writing.

Facebook is an online social networking service headquartered in Menlo Park, California. its website was launched on February 4, 2004 by Mark Zuckerberg, Facebook is an effective media use for teaching writing, because the facebook is famous and familiar for the the student and facebook also give easy ways for the teacher to inform the writing task for the student.

In line with the argument, one of the features that can be useful for teaching writing is group application. Group application enables people to come together online to share information as well as discuss specific subjects (Sahdan, 2011). Utilizing group application can be a way to teach writing since one student can share his or he idea in the group while the others can give their comment in the comment column. Comment column will be the place that all members in the group discuss about the writing shared. From the comment column, further, the writer can have some input to revise his or her writing. Moreover, utilizing comment column to give input, comment and suggestion can support offline thinking and learning. Therefore, the teacher-centered learning can be minimized.

Based on the background stated above that writing teachers should find techniques that can enable students to learn maximally, the researcher intends to find out the effectiveness of comment column on Facebook to teach writing. The researchers intended to investigate whether Facebook, especially the comment column, can really support the teaching writing so that the students can write both independently and collaboratively.

In line with the arguments in the background of the study, a problem was raised as the main interest of this study. The problem was focused on the effectiveness of comment column in Facebook to teach writing. Therefore, a statement of problem was formulated as follow: "Do the students produce a better writing after being taught using comment column in Facebook?"

In accordance to the research problem, this research was focused on an aim that is "to investigate the effectiveness of comment column in Facebook to teach writing."

As mentioned before, this research was aimed at investigating the effectiveness of comment column in Facebook to teach writing. Further, this research was expected to have meaningful insight both theoretically and practically. Theoretically, this research was expected to enrich the theories on the teaching of writing, especially using technology of Facebook. Practically, this research was expected to bring advantages for the English teachers, especially the writing teachers so that they can make use of comment column in Facebook to teach writing if it was approved that comment column in Facebook is effective to be used. Moreover, this research was expected to open up a new area of research about utilizing Facebook to teach English skills.

## **RESEARCH METHODS**

This research was aimed to investigate the effectiveness of comment column on Facebook to teach writing. Due to inability to assign the subject randomly, pre-experimental

research design was used to experiment the technique in teaching writing. Ross and Morrison (1996) stated that pre-experimental research design can be used when it is not feasible or practical to assign random subject like in school based research. In school, classes are formed in the stat of the academic year or semester. So, it will not feasible to assign random subjects. Therefore, one class that was taught by the researcher is taken as the experimental class.

The pre-experimental used by the researcher was one group pretest-posttest design. Ary et al. (2006) stated that this kind of pre-experimental design is appropriate to test a new technique. In order to measure the students' English proficiency before treatment was given to the class, a pretest was administered in the beginning of the study. At the end of the treatment, the class was given a posttest to see the effect of the treatment given. The mean score of the pretest was compared to the mean score of the posttest to find out the effectiveness of using comment column on Facebook to teach writing.

The subject of this research was the students of second semester of English Department students who were officially registered to the writing class. There were 24 students who were further assigned as the experimental class.

In this study, the researchers became complete participant who totally involved in the process of teaching and learning in the writing class. Here, the researcher not only taught the students to write but also assigned them to upload their writing product in the Facebook groups which was further given comments by the researcher and the other students. The researcher gave feedback through comment column. These steps were done under the treatment process.

Further, the data in this research were collected from the pretest and the posttest results. The researcher, then, assessed the students' writing in the pretest and posttest using scoring rubric for the writing. Later on, the mean score of the pretest and posttest were compared to know the effectiveness of using comment column on Facebook to teach writing.

After got the main score, the data analysis was done to test the research hypothesis. The primary data deals with the students' writing score from the pretest and posttest were analyzed using the descriptive analysis. It was conducted to see the minimum score, maximum score, mean and standard deviation. This convenient way of summarizing data is called central tendency of measurement (Ary et al., 2010). In this case, the score were statistically analyzed using SPSS 26.0. Further, the scores were also analyzed using the paired sample T-test to know the significance difference of students score after being taught using comment column on Facebook.

## **FINDINGS AND DISCUSSION**

The primary data is used as the source of the decision making whether or not the hypothesis is accepted. The scores obtained from the pretest as well as the posttest were calculated using statistical analysis.

### **Findings**

The pretests as well as the posttest results were the main data in this research. The pretest result were in the form of score of personal narrative writing obtained from the test that was given in the beginning of the semester before the treatments given to the students. The complete result of the pretest and posttest can be seen in the table as follow.

Table 1. Score Summary

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	24	40	84	63.25	12.298
POSTTEST	24	60	96	81.50	9.422
Valid N (listwise)	24				

Table 1 above shows that among 24 students who became the subjects of this study, the minimum score of the pretest was 40 and the maximum score was 84. While on the posttest, the minimum score was 60 and the maximum score increased to 96. Meanwhile, the mean score of pretest and posttest was known to have a significant difference. The mean score of the posttest was 18.25 points higher than the pretest. After obtained the result of descriptive statistic analysis, the further step was to analyze the mean score using paired sample t-test. It was aimed at testing the research hypothesis. The hypotheses used in this study were as follows:  
 Ha: The students produce better writing after being taught using comment column on Facebook.  
 Ho: The students do not produce better writing after being taught using comment column on Facebook.

The result of the paired sample t-test using SPSS 26.0 can be seen on the table below.

Table 2 Paired Sample T-test Statistical Analysis

Paired Samples Test									
Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-18.250	11.410	2.329	-23.068	-13.432	-7.836	23	.000

The data obtained from the pretest and the posttest were computed using paired samples t-test. H<sub>0</sub> is accepted if the significant value is higher the significant level  $\alpha$  .05. In the other hand, H<sub>a</sub> is accepted if the significant value obtained is less than the significant level 0.05. From the table 2 above, we can see that the significant value obtained is .000. Since it is lower than the level of significant ( $0.000 < 0.05$ ), it can be concluded that the H<sub>a</sub> is accepted. In the other hand, there is significant different on the students' scores in the pretest and posttest. The accepted hypothesis was that the students produce writing product after being taught using comment on Facebook. Moreover, it was proven that the treatment result using comment column on Facebook results on the effectiveness when it was used to teach writing.

### Discussion

Based in the result of the hypothesis testing, the result of this research support the previous study done by Irawan (2015) and Aziz (2013). Both studies were revealed that the use of Facebook in teaching is promising a problem solving. In this study, the use of Facebook to teach writing revealed its effectiveness. The score of students' writing products after being taught by using Facebook were higher than before being taught by using Facebook. It can be seen from the result of the pretest and the posttest. The improvement can be visually seen and

it possibly happened because the students have already got the effect of the use of Facebook to teach writing.

Furthermore, the finding also supported the result of a research conducted by Cahyani (2013). It revealed that Facebook gives different experience to the students' learning. It has an inviting atmosphere where students can interact each other in Facebook group. The situation of learning using Facebook brings the connectivity to stay relevant to students to have an extra time of using the language in a meaningful way. Furthermore, this situation reveals the idea to minimize the teacher-centered approach so that students can also interact freely with other students not only in the class but also outside the class. Overall, this study revealed that the students produce a better writing after being taught using comment column in Facebook.

There might be some factors causing the effectiveness of the treatment used in this study. First, the students in this study were engaged with comment column on Facebook for one semester. So, the students had been familiar with the feature and how to use it to interact maximally with the teacher as well as the other students. The second factor was the inexistence of control group. The control group usually is meant to control the treatment given to the experimental group. Since in this study there was no control group, the result of this study was revealed from the comparison between pretest and posttest. Therefore, since the students had known a lot about the personal narrative, the score of their posttest will be surely higher than the pretest.

However, we cannot deny that the use of comment column in Facebook brings a significant effect on the students' writing. It is evident that Facebook promotes collaboration among students since in making comments and responding to comments; students seemed to be enthusiastic to use English. Moreover, they give valuable comments to their friends. In short, students gave positive responses towards the use of comment column on Facebook in the course. They will carry on learning by using Facebook and anticipate possible bad effects. At last, when the learning happens, it will also teach the personal responsibilities. It however, needs the teachers' monitoring and assistance to avoid the bad effects students might encounter from Facebook.

## **CONCLUSION**

This study is an attempt to examine the effectiveness of using comment column in Facebook to teach writing. To be more specific, it is aimed at investigating whether the students produce better writing after being taught using comment column in Facebook. The conclusion, further, are constructed by referring to the results of the major as well as the minor data analysis.

In accordance with the research problem and the result of the data analysis, it can be concluded that the students produced a better writing after being taught using comment column on Facebook. It was found the mean score of the students' posttest was higher than the mean score of the students' pretest. The improvement can be visually seen and it possibly happened because the students have already got the effect of the use of Facebook to teach writing. The significant difference between the mean score of the pretest and the mean score of the posttest also showed that the hypothesis was accepted. Therefore, it was revealed that the comment column in Facebook is effective to teach writing.

There might be some factors causing the effectiveness of the treatment used in this study. First, the students in this study were engaged with comment column on Facebook for one semester. The second factor was the existence of control group. The control group usually is meant to control the treatment given to the experimental group. From the result of this study, it revealed that Facebook gives different experience to the students' learning. It has an inviting atmosphere where students can interact in Facebook group. The situation of learning using

Facebook brings the connectivity to stay relevant to students to have an extra time of using the language in a meaningful way.

## REFERENCES

- Ary, D, Lucy, C. J. & Razzviah, A. (2010). *Introduction to research in education (8 Edition)*. Beimont: Wadsworth.
- Aziz A. (2013). Breaking the Time Limitation in the English Classroom through the Use of Facebook Page: A Preliminary Model. in B. Y Cahyono & H. Cahyani. (Eds.), *Best practices in the teaching of english*, Malang: State University of Malang Press.
- Brown. D (2004). *Language assessment. principles and classroom practices*. New York: Longman.
- Cahyani, H. (2013). Teaching Company Profile writing through Facebook. In B. Y Cahyono & H Cahyani. (Eds), *Best practices in the teaching of english*. Malang: State University of Malang Press.
- Chittravelu, Nesamalar,et al. (2007). *ELT methodology principles practice (second edition)*. London: Oxford University Press.
- Harmer, J.(2004). *How to teach writing*, London: Longman.
- Heaton, J B. (1988). *Writing language test*. New York. Longman inc.
- Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Latief, MA. (2001). Reliability in Language Learning Research. *Jurnal Ilmu Pendidikan Universitas Negeri Malang*, 8(2) 214-224.
- Naidu, M. (2007). *The use of written feedback and conferencing in improving students' writing*. Retrieved from <http://eprtp://kola.opus.hbz-nrw.de/volletexte/208/271/>
- Peers, L (1996). *Statistical analysis for education and psychology researcher*. London: UK Falmer Press.
- Ross, Sueven M & Morrison Gary, R. (1996). *Experimental research methods*. Retrieved from [www.aect.org/edtech/edl/38.pdf](http://www.aect.org/edtech/edl/38.pdf)
- Septiana, A.R. (2015). The relationships between students' grammatical sensitivity and their ability to write. In W. Sundayana & E. Kurniawan (Eds). *The eight international conference on applied linguistics: "Language and well-being"*, 43-46. Bandung, Indonesia: The Language Center of UPI.
- Siswanti, A (2013). *Providing coded feedback to improve the quality students' writing at the study program of english of universitas brawijaya* (Master's thesis, State University of Malang, Malang, Indonesia).