



FACEBOOK-BASED WRITING INSTRUCTIONAL MATERIAL IN ENGLISH CLASS: LECTURERS' PERCEPTION

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ABSTRACT

The study attempted to explore lecturers' perceptions on the use of Facebook-based writing material in English class at STKIP Muhammadiyah Rappang, South Sulawesi, Indonesia. The present study was a part of research and development (R&D). There were two writing lecturers of the English Education Department in 2016/2017 as the subject of the study. The data gained from the questionnaires of the lecturers' perception on the implementation of Facebook-based instructional material in English writing class using the Likert scale. The scoring system was done positive and negative statement score. The data have been analysed descriptively by using the frequency and percentage. It aimed to measure the lecturers' opinion. To interpret the lecturers' responds, the researchers used the interval estimation. The interval estimation was applied to measure the parameter of population based on the score of interval rates which ranged to 4 categories level. The results found that the lecturers agree that the content of learning English writing by using Facebook-based instructional materials are suitable for the students' level, their need for learning and their daily lives. The average score of lecturers' perceptions is 3.4 which indicates that from the four components of the product (content, language, presentation and graphic) overall shows suitability to the writing English material and to the students. It means that the implementation of Facebook-based instruction in teaching writing is interesting for the lecturers. It was proved by the results of the lecturers' perception.

Keywords: Facebook Group, Social Media, Writing, Lecturer's Perception.

INTRODUCTION

Writing is one of the four language skills that should be mastered by each student in learning English as a foreign language in Indonesia. Bailey (2015) stated that the purposes of writing are to report what the writer has done, to answer writer's questions, to discuss one specific topic, to provide writer's

opinions, and to synthesize research conducted by someone about one topic. Teaching writing skill in digital era is one of challenges in teaching learning process specially in EFL context. Lecturers of writing skill need to follow the development of technology in order to support their teaching. In 21st century teaching of writing, The role of technology in teaching

and learning process is important because it offers lecturers to give another way of teaching writing, so the students will be more interested in writing. Richard (2015) said that there are many new technological tools and online resources are available to support student writing.

Nowadays, there are many technological tools, for example, blog, podcast, instant messenger, online social communities, online video sharing, online videos and audio conferencing tools in which they give contribution to teaching and learning in 21st digital era (Koc and Koc, 2016). Learners can choose when and where they learn. They also share their ideas, exchange materials, discuss course topics, and create their own knowledge (Wannapiroon & Supa, 2012; Nilsook & Wannapiroon, 2012). Moreover, through the use of social media such as Facebook, YouTube, Twitter, blogs, and wikis, they can learn how to apply technology skills to their education and daily life. Therefore, most lecturers have adopted integrated social media in the courses they teach especially writing skill (Srichoosin & Satiman, 2012; Sakkir, 2016; Sakkir, G., & Dollah, S, 2019).

One of technology development is social networking or social media. The social media devices offer excellent opportunities to conduct the pre-writing, drafting, peer review, and revising steps of the writing process (Boas, 2011). Social media are computer-mediated devices that allow people to make, share thought,

exchange information, and pictures/videos in virtual communities and networks through the internet. Social media also is the collective of online communications networks dedicated to community-based input, interaction, content-sharing and collaboration. It is becoming an integral part of life online as social website and has enabled changes in the way of people live, work, interact and acquire knowledge and learning via the internet. Social media has emerged as a highly useful personal communication technology (Tess, 2013).

Social media can be used by language learners to explore new relationships rather than merely maintain existing ones and to achieve a better understanding of the complex processes of mediation involved in online community formation and maintenance (Harrison, R., & Thomas, M. 2009). Ivala, E., & Gachago, D. (2012) found that appropriate use of blogs and Facebook groups, if accepted by students as a learning tool, enhances students' engagement in learning activities of an academic nature on- and off-campus.

Facebook is one of popular social- media internet tools. It can be as a media in teaching and learning process especially in writing skill. Majid, Stapa, & Keong (2012: 34) state that "Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between second language learners and their friends". Facebook, a networking site social launched in February 2004 is operated and owned by

Facebook Inc. (Bihar & Praus, 2008). Facebook active users are not only come from the learners, but also the general public with various types of activities.

Based on observations and informal interviews' result committed to the learners, acquired information that almost all learners have a Facebook account and they become active users. They are used to using Facebook in their daily works. They take advantage of features that are owned by Facebook like a wall, notes, upload images and video, and chat. Features that are owned by Facebook can actually be used in activities learning, including learning to write. However, to be able to use Facebook in learning, faculty and learners must have a Facebook account.

The phenomenon of Facebook use among students frequent occurs in the present. With today's technological advances students rarely use the book as a means to accomplish these tasks. They frequently use the Internet as a means to accomplish the task given by the lecturer. With the internet they can access what they need easily and quickly. The use of Facebook not only to perform tasks or even add information but more than that, Facebook can be used to develop writing skills. Especially students of journalism in which the Facebook can help hone writing skills, because many writings placed on weblogs have room comments that when they read the writing they can comment on the posts. In this way, students can learn how to express their

opinions in writing, so that when the news-making writings as outlined in the news better. As a matter of fact, the learners usually use the alternative that is easy, fast and reliable. Although there are books or other media that can be used as a medium of learning, but they find it easier in Facebook. In Facebook, the learners can obtain the need for information or knowledge.

The students convinced Facebook could be utilized as an online environment to facilitate the learning of English. Nevertheless, teachers or language instructors have to integrate Facebook as an educational project with pre-determined learning objectives and outcomes for the learning experience to be meaningful (Kabilan, Ahmad, & Abidin, M. 2010). The materials obtained through the internet well selected, and then whichever is suitable to the needs so that when using in the task is not an error. Facebook is not only used for assignments, but students can also use Facebook as a place of learning to write. Facebook is a powerful tool in improving the students' writing skills, especially in the brainstorming ideas before the actual writing (Yunus & Salehi, 2012; Sakkir, 2018).

In this way it can be seen that the role of Facebook for students is very necessary. But, before conducting a research about how to improve students writing skills through social media especially Facebook, first we must know lecturers perspective of the social media in the classroom. The concept of perspective derives

from the idea of viewpoints or perception about a case of applying Facebook. Alnujaidi (2017) proposes that perception is an external factor that focuses on person's point of view, understanding, belief, and reaction to an innovation.

Considering the problems above, this study aims at describing the lecturers' perspective toward the use of Facebook in writing class. The study is guided by a research question; "What are lecturers' perceptions of the implementation of Facebook group in learning writing skill?"

METHODOLOGY

The subjects in this study were 2 (two) writing lecturers of English Education Department at STKIP Muhammadiyah Rappang. The study used a questionnaire to examine lecturers' perceptions on the implementation of Facebook group in writing class. The researchers need to know the perception of the lecturers towards the designed materials for writing skill development. Neag Centre for Gifted Education and Talent Development University of Connecticut (2007) states that perception affects emotions and behaviours and the emotional and behavioural reactions also help shape the environments and skew ones' beliefs about their environments. The researchers provided evaluation form for the lecturers to find out their responses toward the prototype draft of Facebook-based writing instructional materials that had been developed

by the researchers. There were 4 (four) indicators of each components of indicators'; the appropriateness of contents, language, presentation, and graphic. Questionnaire for the lecturers perception to know their feeling, opinion and thought after the implementation of the product. The data collected from the questionnaire were analyzed quantitatively.

Instruments

The data obtained from the questionnaire about the lecturers' perception on the implementation of Facebook group in writing class were scored by using Likert scale. The scoring system was done positively and negatively. For the positive statement, the scoring system was positive, namely 4 (four) points for strongly agree answer, 3 (three) points for agree answer, 2 (two) points for disagree answer, and 1 (one) point for strongly disagree answer. These data then were analyzed by using percentage.

Data Analysis Procedures

The data from the questionnaires were analyzed by using Likert Scale. It aimed to measure the lecturers' opinion.

FINDINGS AND DISCUSSION

To know the lecturers' perception toward the implementation of Facebook-based writing instructional materials, the researchers distributed questionnaire to the lecturers. The data was analyzed by using Likert Scale. This is

indicated by the percentage of the lecturers' questionnaire.

There are four components proposed to be measured by the lecturers toward the appropriateness of the Facebook-based writing instructional materials that have been developed. From the table 2, the lecturers agree that the content of learning writing English by using Facebook-based writing instructional materials are suitable of the students' level, need and daily lives.

In conclusion, the average score of lecturers' perceptions is 3.4 which indicates that from the four components of the product (content, language, presentation and graphic) overall shows suitability both by writing English material and to the students.

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

From the finding and explanation above, the researchers can say that the use of Facebook as visual media or social media is applicable for teaching English writing. It indicated that there is an improvement of the students' writing skill in writing particularly the

components and particularly their interesting to use Facebook in writing.

CONCLUSIONS

The Facebook-based instructional materials which are designed for writing skill development in this study meet the criteria of acceptability. It was proved by the results of the lecturers' perception. These scores are categorized as good or positive scores of perceptions if they are confirmed by using a Likert Scale. The average score of lecturers' perceptions is 3.4 which indicates that from the four components of the product (content, language, presentation and graphic) overall shows suitability both by writing English material and to the students. By using questionnaire to measure the lecturers' opinion, it showed that Facebook could significantly improve the students' achievement and students' interest in writing. Based on the analysis of questionnaire the writer concludes that the lecturers were strongly agreed towards the use of Facebook. It means that there is a good applicable strategy in teaching English writing.

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Table: 1 Likert scale

Positive statement scores	Category	Negative statement score
4	strongly agree	1
3	agree	2
2	disagree	3
1	strongly disagree	4

Table: 2 Lecturer's Perception

Indicators	Components	Average	Classification
The appropriate of contents	1. The suitability of the level of the students	3	Agree
	2. The suitability of students' needs	3.5	Agree
	3. The accuracy of material substance	3.5	Agree
	4. The addition of insight knowledge	3.5	Agree
	5. The suitability students' daily lives	3	Agree
The appropriate of language	6. The clarity of spelling	3.5	Agree
	7. The accuracy of the English grammar	3	Agree
	8. The use of effective language	3.5	Agree
The appropriate of presentation	9. The clarity of learning objectives	3.5	Agree
	10. The sequences of presentation	3.5	Agree
	11. Interactive	3.5	Agree
The appropriate of graphic	12. The use of font and size	3.5	Agree
	13. Lay out	3.5	Agree
	14. Illustration	3.5	Agree
	15. Video, narration, picture, image	3.5	Agree
	Total	51	-
	Average	3.4	Agree