



**THE EFFECTS OF FACEBOOK UTILIZATION ON WRITING  
ACHIEVEMENT AND INTRINSIC MOTIVATION OF MUHAMMADIYAH  
UNIVERSITY'S UNDERGRADUATE STUDENTS**

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**(Naskah diterima: 20 November 2019, disetujui: 25 Desember 2019)**

***Abstract***

*Facebook is one of the instances of web 2.0. It provides the opportunity to the user of that social media to develop writing skills by means of synchronous and asynchronous communication tools. The objectives of this study are three-fold: (1) to examine the effect of giving feedback through Facebook group on students' writing achievement. (2) to scrutinize possible changes in students' intrinsic motivation as a result of using facebook, and (3) to gauge students' perceptions of using Facebook group in writing class. This study was conducted in Muhammadiyah University involving 120 students of English Study Program registered in academic years of 2014/2015. Purposive sampling technique was employed in recruiting the participants. This study was conducted using mixed method. Quantitative data originated from test scores & questionnaires. Qualitative data are obtained from in-depth interviews with sample participants. The researcher used thematic analysis in analyzing the results of the interview. In-depth interviews with sample students indicate that Facebook is perceived to be effective in improving their writing skills. Paired samples t-test shows that post-test scores are significantly higher than pre-test scores,  $-4.637 (31) 0.000 < 0.05$  which in turn suggests that use of Facebook has resulted in improved writing skills. By the same token, students' intrinsic motivation too undergoes a significant increase,  $-2.250 (31) 0.032 < 0.05$ .*

**Keywords:** Facebook Group, Writing Achievement, Intrinsic Motivation

***Abstrak***

Facebook adalah salah satu contoh web 2.0. Ini memberikan kesempatan kepada pengguna media sosial untuk mengembangkan keterampilan menulis melalui alat komunikasi sinkron dan asinkron. Tujuan dari penelitian ini adalah tiga kali lipat: (1) untuk menguji pengaruh pemberian umpan balik melalui grup Facebook pada prestasi menulis siswa. (2) untuk meneliti kemungkinan perubahan dalam motivasi intrinsik siswa sebagai akibat dari penggunaan Facebook, dan (3) untuk mengukur persepsi siswa tentang penggunaan grup Facebook dalam kelas menulis. Penelitian ini dilakukan di Universitas Muhammadiyah yang melibatkan 120 mahasiswa Program Studi Bahasa Inggris yang terdaftar pada tahun akademik 2014/2015. Teknik purposive sampling digunakan dalam merekrut para peserta. Penelitian ini dilakukan dengan menggunakan metode campuran. Data kuantitatif berasal dari skor tes & kuesioner. Data kualitatif diperoleh dari wawancara mendalam dengan peserta sampel. Peneliti menggunakan analisis tematik dalam menganalisis hasil wawancara. Wawancara mendalam dengan sampel

siswa menunjukkan bahwa Facebook dianggap efektif dalam meningkatkan keterampilan menulis mereka. Uji-t sampel berpasangan menunjukkan bahwa skor post-test secara signifikan lebih tinggi daripada skor pre-test,  $-4,637 (31) 0,000 < 0,05$  yang pada gilirannya menunjukkan bahwa penggunaan Facebook telah meningkatkan keterampilan menulis. Dengan cara yang sama, motivasi intrinsik siswa juga mengalami peningkatan yang signifikan,  $-2,250 (31) 0,032 < 0,05$ .

**Kata Kunci:** Grup Facebook, Prestasi Menulis, Motivasi Intrinsik

## I. BACKGROUND

**F**acebook gives the opportunity to the social media user to develop writing skill broadly (Alias *et al.*, 2013) since facebook make the user interacting with *synchronous* and *asynchronous*. From educational aspect, interaction by using facebook can be done by teacher and students or each other students out of school lesson time (Chartrand, 2012) without limited time and space so that it can create learning community in unreal world. Communication and interaction process use more written language so it will make students to have the chance to write naturally in the certain context for the need of communication. The communication will help the language acquisition process of students (Long, 1996).

Therefore, the potential of facebook must be investigated deeply to get the more comprehension related to effect and utilization of this social media effectively. The aspects that can be investigated namely students' in-

trinsic motivation. Although a number of study claim that students are happy to use facebook (Grosseck, 2011; Madge *et al.*, 2009; Pempek *et al.*, 2009), yet there is still few research about learning students' motivation through facebook. Understand students' intrinsic motivation is important because it is the key success in learning English as a foreign language.

Related to this case, the researcher want to investigate about facebook utilization namely giving feedback on writing through Facebook Group. This was done in Writing II at Muhammadiyah Unrsity due to students' writing result contains many errors and lack of giving feedback. Perhaps, this makes students don't know how to develop writing skill. Moreover, giving feedback on students' writing is an essential strategy to be applied by teacher who really wants to help their students to perform effective writing. The research question for this study are: (1) What is the effect of giving feedback by using Facebook

Group on students' writing achievement? (2) Is there any significant score difference in intrinsic motivation on writing before and after receiving feedback through Facebook Group? (3) What is the students' opinion in using Facebook Group in improving writing achievement?

## **II. LITERATURE REVIEW**

White (1987) argues that writing is a process of discovery ideas, thinking of how to organize them, and what we want to put down on our readers. From these statements, it can be concluded that writing is a skill of using written language to express ideas or meaning to a reader, and the ideas should be clearly stated. In the context of teaching generally, feedback is defined as information given to student about his/her performance on a learning task. Ur argues that correction and assessment are two components of feedback given to students mostly (1996:244).

Correction refers to mistakes and specific information which is given on students' performance aspect, primarily; correction should give students about information what they did correctly and incorrectly, and why. Whereas assessment, given to students aims at to inform how well or bad students' performance, such as percentage score on an

exam, or comment for instance 'fair' at the final of a written task (Ur, 1996:242).

Carliner (1999) states that online learning is educational material that is accessible on a computer. Furthermore, Khan (1997) defines online teaching as an innovative approach for presenting teaching to a remote audience, using the Web as the medium. Online learning, however, involves more than just the presentation and delivery of materials using the Web: the learner and the learning process should be the focus of online learning. As a result, online learning defines as the use of the Internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. (Ally, p. 7) as cited in (Anderson, 2008).

Basically, Long Distance Learning according to Simonson (2009) defines as formal learning activity which is based on organization where the groups learn separately, and long distance interaction (telecommunication) is used to connect each other members, with teacher and also connect with learning sources. **Institutionally based**, is the first component that differentiate a long distance learning

activity with independently learning activity (self study). What is institution in this term is an educational organization which offers long distance learning to students. **Separation of teacher and student**, Defines as separation in place/geographic. But nowadays, the term is changing which means separation in time. Tutor gives material at the certain time while students access those materials in another time or it is called asynchronous. **Interactive Tele-communication**, Is the third component which means asynchronous or synchronous (at the same time). Interaction is the important thing but it still must be attentioned about the cost from using telecommunication itself. It means that availability of facility that can support long distance learning. **Learning Experiences**, learning experience is the kinds of material that can be shared and how to be accessed, can be understood right and well and easy to be used and it is the last component of long distance learning.

Intrinsic motivation is characterized by feeling happy or like in doing an activity. Students who has intrinsic motivation in learning tend to be happy in learning process because learning is necessity. The research shows that intrinsic motivation is the key of success in learning (Deci, Eghrari, Patrick, &

Leone, 1994; Deci & Ryan, 1985b; Deci, Vallerand, Pelletier, & Ryan, 1991).

The way to grow up students' intrinsic motivation is to introduce the activities they like. The result shows that students feel happy to use facebook (Grosjeck, 2011; Madge *et al.*, 2009; Pempek *et al.*, 2009). Therefore, utilize facebook in teaching can be one way to grow up students' intrinsic motivation in learning.

Lepper and Hodell (1989) suggested four main factors as the principal sources of intrinsic motivation: Challenge, curiosity, control, and fantasy. Vockell (2001) adds that those factors proposed by Lepper and Hodell (1989) only operate at the level of the individual. These factors just reflect the individual's cognitive and personality characteristics. Vockell argues that there are also interpersonal factors in increasing intrinsic motivation. They are; competition, cooperation and recognition.

Vockell said that challenge will make the learners are likely to be intrinsically motivated by difficult task when: (a) they themselves set and try to achieve clearly defined objectives, (b) these objectives are not perceived as either extremely hard or as extremely easy, (c) learners are provided with cons-

tructive and encouraging feedback about their progress, and (d) learners feel confident and competent after completing these tasks.

Vockell also implies that curiosity involves the assumption that learners would be more motivated if they are provided with a more interesting and stimulating sensory and cognitive environment.

According to Vockell, control refers to the learners' level of control over what they do and how they do it. Learners will get a stronger sense of being in control if they recognize their learning activities to be relevant to what they are trying to accomplish, and if they feel that these activities have freely been chosen by them rather than having been imposed by someone else, e.g. the teacher.

Fantasy refers to the learners' ability to use their imagination to visualize make-believe events/situations which are related to the information being learned and at the same time satisfy learners' emotional needs (Vockell, 2001)

Another relevant factor of intrinsic motivation namely enjoyment argued by Raffini (1996) students need to experience enjoyment in the learning process in order to feel intrinsically motivated. It is similar with competence, in order to increase the intrinsic motivation

of students it is important to create an environment in which students can discover that their serious effort toward learning enables them to attain a sense of academic competence.

Clement *et al* (1994) have indicated that cooperativeness may contribute to learner motivation. It is supported by Schmuck and Schmuck (1974) who has found that young learners' academic achievements were enhanced when children were willing to help and support one another, and when friendship within the classroom was broadly dispersed among many peers.

Vockell claims that learners feel satisfied when their accomplishments are recognized and appreciated by others. He states that recognition differs from competition in that it doesn't involve a comparison with the performance of other people.

Finally, the researcher can conclude that the elements of intrinsic motivation such as; enjoyment, challenge, effort, competence, tension/pressure, curiosity, and etc. give the big contribution for language learning especially foreign language

### **III. METHODOLOGY OF THE STUDY**

The type of the study is both quantitative and qualitative data (mixed method). A mixed

methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative research and methods in a single study to understand a research problem. In this study, there are three variables were investigated. Independent variable is the use of Facebook group while intrinsic motivation and writing achievement are dependent variables. Facebook group as dependent variables is might be given the effect on writing achievement and intrinsic motivation itself.

The students of undergraduate program registered in academic year 2013/2014 at Muhammadiyah University were the target of population in this study. The total of population is 120 students.

The sample of the research was the students of English Study Program who takes Writing II course class B. The number of sample was 32 students. The researcher used purposive sampling.

Research instruments consists of questionnaire, academic writing test and open ended interview. Facebook Group is named “Writing Class”, this is closed group. it was made by the researcher where students can upload their writing used personal recount text genre.

The following questionnaire is Intrinsic Motivation Questionnaire was used to measure students' intrinsic motivation. The questionnaire was used is closed ended questionnaire that is adapted from intrinsic motivation inventory questionnaire (Ryan, 1982). The data from closed ended questionnaire is quantitative data where the answer was given the score following *Likert Scale* namely for positive item. Strongly agree = 5, agree = 4, doubt = 3, disagree = 2, strongly disagree = 1. On the contrary, negative item will be given the score as follows; strongly agree = 1, agree = 2, doubt = 3, disagree = 4, strongly disagree = 5

The instrument was tested by calculating correlation coefficient between item score and total score with significance 95 % or  $\alpha = 0,05$ . The instrument was valid if it has significance correlation  $\leq$  from 95 % or  $\alpha = 0,05$  (Arikunto, 2002). The interpretation of correlation coefficient was shown in the following table :

Table 4.1 The Interpretation of Correlation Coefficient Score

Limitation	Category
$0,80 < r_{xy} \leq 1,00$	Very high (very good)
$0,60 < r_{xy} \leq 0,80$	High (good)
$0,40 < r_{xy} \leq 0,60$	enough (moderate)
$0,20 < r_{xy} \leq 0,40$	low (less)
$0,00 < r_{xy} \leq 0,20$	Very low (very less)

This instrument also was tested with reliability to find the consistency of the instrument whether this instrument can be used several times. The instrument was reliable if it can be used to measure variable many times that will produce the same data or little more variated (Arikunto, 1992). The formula of *Alpha Croanbach* was used to test the reliability. If  $r_{count} > r_{table}$ , the instrument is reliable. On the contrary, if  $r_{count} < r_{table}$ , the instrument is not reliable.

Table 4.2 Interpretation of Reliability

Coefficient Score

Limitation	Category
$0,90 < r_{11} \leq 1,00$	Very high reliability
$0,70 < r_{11} \leq 0,90$	High reliability
$0,40 < r_{11} \leq 0,70$	Enough reliability
$0,20 < r_{11} \leq 0,40$	Low reliability
$\leq 0,20$	Very low reliability

Validity Analysis for Try Out I of intrinsic motivation questionnaire was piloted to 40 students as follows: Invalid numbers are no 4, 5, 8, 9, 10, 12, 14, 16, 17, 18, 22, 23 because it is less than  $r_{table}$  0,304. So, only 19 items has Pearson Correlation  $\geq 0,304$  and significance of the instruments  $\leq 0,05$ . Therefore, it can be concluded that from 31 items only 19 items were valid and can be used as the instrument to measure each elements in intrinsic motivation.

Based on reliability analysis by using *Alpha Croanbach* SPSS 16.00, it was founded that reliability instrument of intrinsic motivation questionnaire 0.907, it means that  $r_{hitung}$  (0.907)  $> r_{table}$  (0.304). Therefore, the instrument of intrinsic motivation questionnaire was reliable.

Validity Analysis for intrinsic motivation questionnaire which was tested to 35 students are as follows: Invalid numbers are no 3, 5, 7, 9, because it is less than  $r_{table}$  0,324. So, only 15 items has Pearson Correlation  $\geq 0,324$  and significance of the instruments  $\leq 0,05$ . Therefore, it can be concluded that from 19 items only 15 items were valid and can be used as the instrument to measure each elements in intrinsic motivation.

Based on reliability analysis by using *Alpha Croanbach* SPSS 16,00, it was founded that reliability instrument of intrinsic motivation questionnaire 0, 872, it means that  $r_{hitung}$  (0,872)  $> r_{table}$  (0,324). Therefore, the instrument of intrinsic motivation questionnaire was reliable.

Validity Analysis for intrinsic motivation questionnaire which was tested to 32 students are as follows: Invalid numbers are no 2 and 16. because it is less than  $r_{table}$  0.338. So, only 13 items has Pearson Correla-

tion  $\geq 0.338$  and significance of the instruments  $\leq 0.05$ . Therefore, it can be concluded that from 15 items only 13 items were valid and can be used as the instrument to measure each elements in intrinsic motivation.

Based on reliability analysis by using *Alpha Croanbach SPSS 16.00*. It was founded that reliability instrument of intrinsic motivation questionnaire 0.843. It means that  $r_{hitung} (0.843) > r_{tabel} (0.338)$ . Therefore, the instrument of intrinsic motivation questionnaire was reliable.

### **Technique of Procedure**

This study was done in Writing II class of year 2014 students, English Study Program of Muhammadiyah University. Before conducting the research, the researcher took permission to the Dean of Teaching and Educational Faculty. It also permitted the writer to cooperate with the Coordinator of English Study Program to take the schedule in Muhammadiyah University to cooperate with the lecturer who handled the class.

In this research, the researcher set up a Facebook group account named "Writing Class". To access and to be a member of this Facebook closed groups, the user had to have a Facebook account. Facebook group was used by students as a tool in writing

"memorable day in a week. The features in facebook was used is: status update.

Before they join this group, the researcher distributed pre-test of Writing to students to write Personal Recount text that has topic namely The Most Embarrassing Moment and Unforgettable Experience. Here, students were asked to chose one of those topics and it spent 1 hour 10 minutes. After that, the researcher gave intrinsic motivation questionnaire to know their motivation in writing English for 15 minutes. (See Appendix 8).

In the end of the lesson, the researcher gave information to make writing about "memorable day within a week" in facebook group named "Writing Class.", but before that, the researcher explained little more about personal recount text genre would be used in their writing. This was also done as their assignment at home.

### **Technique of Data Collection**

In collecting the data, the researcher gave the writing test to students to measure their skill in writing before joining Facebook Group and intrinsic motivation in learning English especially writing. After that, students learnt writing through Facebook Group. In the end of the research, the students were given writing test and intrinsic motivation

questionnaire about their motivation in writing after learning and writing through Facebook Group. Finally, the researcher gave open ended interview to know their experience in joining writing through Facebook Group, how far the use of facebook group in teaching and learning writing.

### **Technique of Data Analysis**

In analyzing the data, the researcher gave the brief summary as follows:

1. The students' writing score of pre and post test were analysed by paired sample t-test to compare students' writing achievement before and after treatment.
2. The questionnaire was analysed by using paired sample t-test to find out the difference between intrinsic motivation before and after treatment.

3. The result of interview was analysed by using thematic analysis so that it was found the deeply comprehension about students' learning experience by using Facebook group. Thematic analysis is a type of qualitative analysis. It is used to analyze classifications and present themes (patterns) that relate to the data in great detail and deals with diverse subjects via interpretations (Boyatzis, 1998).

## **IV. FINDINGS AND DISCUSSION**

### **The Result of Students' Writing Achievement**

Descriptive Statistics of Pre-Test and Post-Test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
PRE_TEST	32	40.50	46.50	87.00	65.6094	13.01038	169.270
POST_TEST	32	42.00	47.00	89.00	74.8125	9.03733	81.673
Valid N (listwise)	32						

There is improvement of students' writing achievement after using facebook group. This case can be seen above table in which there is 0.5 point of improvement between minimum score of writing achievement in pre-test while there is 2 points of improvement between maximum score of writing achieve-

ment in post-test. There is also 9.2 point improvement of mean score between pre-test and post-test.

In pre-test there are 2 students got very poor writing ability while in post-test, one students got it. Secondly, in pre-test, there are 12 students got poor writing ability while in

post-test only 2 students got it. Thirdly, in pre-test, there are 10 students got good to average writing ability and in post-test, there are 16 students got it. There are 6 points of improvement of students' writing achievement in cate-

gory good to average writing ability. Then, in the last in post-test 3 students got excellent to very good writing ability whereas in pre-test, there is no one students who gets it. This case can be seen in the following table:

Table 5.9 Distribution of Frequency of Pre and Post-Test of Writing Achievement

Interval Score	Frequency in Pre-Test	Frequency in Post-Test	Composition Category
100 – 88	0	3	Excellent to very good writing ability
87 – 75	10	16	Good to average writing ability
74 – 64	8	10	Fair writing ability
63 – 49	12	2	Poor writing ability
48 – 34	2	1	Very poor writing ability

### **The Result of Students' Intrinsic**

#### **Motivation**

Table 5.18 Descriptive Statistics of Intrinsic Motivation of Pre and Post-Test

#### **Descriptives**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
PRE_TEST	32	22.00	41.00	63.00	1713.00	53.5312	5.81424	33.805
POST_TEST	32	21.00	44.00	65.00	1765.00	55.1562	4.42944	19.620
Valid N (listwise)	32							

From table 5.18 above can be concluded that there is improvement of students' intrinsic motivation after using facebook group. This case can be seen above table in which there are 3 points of improvement between minimum score of intrinsic motivation in pre-test while there are 2 points of improvement between maximum score of intrinsic motivation in post-test. There is also 1.62 point

improvement of mean score between pre-test and post-test.

### **The Result of Testing Hypotheses of Students' Writing Achievement Pre-Test and Post-Test**

Based on the result of testing hypotheses by using SPSS Windows versi 16.00 can be seen in the following table.

Table 5.24 Result of Testing Hypotheses of Students' Writing Achievement in Pre and Post-Test  
**T-Test**

<b>Paired Samples Statistics</b>				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE_TEST	65.6094	32	13.01038	2.29993
POST_TEST	74.8125	32	9.03733	1.59759

Before using facebook group, The mean average of students' writing achievement is 65.6 and after using facebook group, it increased 9.2 point namely the mean average is 74.8

**Paired Samples Test**

	Paired Differences					T	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference							
				Lower	Upper						
Pair 1 PRE_TEST - POST_TEST	-9.20312	11.22631	1.98455	-13.25064	-5.15561	-4.637	31	.000			

The result of t count is -4.637 with significance is  $0.000 < 0.05$ . It can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. it means that there is significant effect of facebook group on students' writing achievement.

#### **The Result of Testing Hypotheses of Students' Intrinsic Motivation of Pre-Test and Post-Test**

##### **T-Test**

<b>Paired Samples Statistics</b>				
	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE_TEST	53.5312	32	5.81424	1.02782
POST_TEST	55.1562	32	4.42944	.78302

Before using facebook group, The mean average of students' intrinsic motivation is 53.53 and after using facebook group, it increased 1.62 point namely the mean average is 55.15

Based on the result of testing hypotheses by using SPSS Windows versi 16.00 can be seen in the following table. Table 5.25 Result of Testing Hypotheses of Students' Intrinsic Motivation in Pre and Post-Test

**Paired Samples Test**

	Paired Differences						t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference								
				Lower	Upper							
Pair 1 PRE_TEST - POST_TEST	-1.62500	4.08577	.72227	-3.09808	-.15192	-2.250	31	.032				

The result of t count is -2.250 with significance is  $0.032 < 0.05$ . It can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. it means that there is significant effect of facebook group on students' intrinsic motivation.

### **The Result of Opened Ended Interview**

The results of the six opened-ended interview in the survey questionnaire are categorized into two themes namely advantages and disadvantages of using facebook group.

#### **Advantages**

##### **Having lots of friends (13 Students)**

Having lots of friends is one of the reported advantages of using facebook. It can be seen from the following transcript below: "Aspek yang saya suka dari facebook **memiliki banyak teman**" (S1)

##### **Group "Writing Class" (4 Students)**

The one that makes them interested in facebook is a group writing class. It can be seen from the following transcript of interview below: "Saya suka dalam hal **grup** karena dalam sebuah grup pastinya kita diajar atau

*diberikan saran dalam menulis sesuatu dalam grup tersebut. Contoh kecilnya seperti **grup writing class** yang pada saat sekarang ini setiap ada tugas dari dosen dalam hal harus diupload disitu kita semua bisa melihat apa yang telah ditulis oleh teman kita dan pastinya mereka sangat membutuhkan saran /komentar meskipun itu salah atau benar yang jelas kita tetap sportif dalam mengomentari karya orang lain." (S1)*

##### **Chat (6 Students)**

Other benefits derived from the use of facebook is chat. The following transcript shows this statement: "**Chat** karena dengan facebook saya bisa berkomunikasi dengan orang luar negeri." (S1)

##### **Upload status, share their experience, information, comment on the uploaded writing (7 Students)**

Other advantages of the use of facebook are upload status, share their experience, information, and comment on the uploaded writing. Below are the following transcript to support this statement: "**Saya bisa bercerita**

*apa yang terjadi di hari-hari saya dan pengalaman-pengalaman saya dan bisa berbagi ilmu kepada orang lain.” (S1)*

**Share information related to learning and news (2 Students)**

Other advantages of the use of facebook is share information related to learning and news. Below are the following transcript to support this statement: “*Aspek yang menampilkan tautan yang berhubungan dengan pembelajaran-pembelajaran, berita-berita*”(S1)

**Improving writing through online/ facebook group (13 Students)**

Other benefits derived from the use of facebook is improving writing through online. The following transcript support this statement: “*Aspek yang bisa meningkatkan keterrampilan menulis yaitu adanya group yang disebut dengan writing class. Ketika memasukan tugas dalam group ini saya merasa senang karena tulisan saya bisa dikomentari oleh teman-teman yang ada di group ini. Dengan adanya komentar tersebut saya bisa mendapatkan motivasi untuk menulis yang lebih baik lagi.*” (S1)

**Still want to learn about writing through facebook (29 Students)**

Other benefits derived from the use of facebook is learning about writing through facebook. below are the following statement to support this statement: “*Iya, karena facebook merupakan salah satu media yang dapat memudahkan saya dalam melatih kemampuan berbahasa inggris khususnya writing.*” (S1)

**Facebook can improve writing skill (28 Students)**

Improving writing through facebook is one of the benefits. To support this statement, look at the following transcript: “*Menurut saya ya karena dengan kita mengerjakan tugas melalui facebook bisa meningkatkan kemampuan writing.*” (S1)

**Give correction each other of their writing**

Other benefit of using facebook is students can give correction each other. Below are the following statement to support above statement: “*Karena dengan adanya grup writing class ini kita saling memberikan pendapat dan masukan dari teman-teman yang ada di writing class.*” (S1)

### **Disadvantages**

#### **Update status about our privacy (19 Students)**

One of disadvantages about using facebook is update status about our privacy. To support this statement, look at the following statement: “*Yang saya anggap tidak penting di facebook adalah menulis status berlebihan sehingga membuat tulisan kita tidak menarik.*” (S1)

#### **Chat with unfamiliar people (2 Students)**

Other benefit of using facebook is students can give correction each other. Below are the following statement to support above statement: “*Berkomunikasi dengan orang yang baru saya kenal dan tidak pernah saya temui.*” (S1)

#### **Tag photo, share photo, and video**

Other advantages of the use of facebook are tag photo, share photo, information, and video. Below are the following transcript to support this statement: “*Yang tidak penting di facebook adalah gambar-gambar yang di upload yang kadang tidak penting.*” (S1)

#### **Making unusual group (1 student)**

Other benefit of using facebook is making unusual group. Below is the following statement to support above statement: “*Facebook merupakan jenis sosial media yang*

*digunakan disemua kalangan dan tentunya tidak lepas dari sisi positif dan sisi negatifnya. Didalam facebook saya paling tidak suka ketika ada orang-orang yang entah karena niat apa mereka seenaknya menjadikan saya sebagai anggota grup yang tidak jelas tanpa ada konfirmasi sebelumnya.*” (S1)

### **Discussion**

#### **The Effect of facebook group on students' writing achievement**

Based on the result of study shows that students' writing achievement improved by using facebook group. The result of t count is -4.637 with significance is  $0.000 < 0.05$  It can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. it means that there is significant effect of facebook utilization on students' writing achievement.

Moreover, from the result of open ended interview especially question number number 6 “**What is your opinion in order to improve the teaching and learning through facebook?**” 30 students from 32 said that update status in English, join with writing group, give correction each other of our writing in facebook, keep on writing in facebook It indicates that in facebook students can give each other correction and also lecturer also can give correction. As recommended by

researchers that Peer feedback, when guided by teacher modeling and assessment criteria, is a useful assessment-for-learning tool that has been shown to support students' writing development and contribute to students' revisions to improve their writing (Boscolo & Ascorti, 2004; Graham & Perin, 2007).

From this perspective, it can be said that such a learning process is related to Social Constructivist theory. In terms of this theory, Facebook itself can play the role of a community of practice where students can discuss their English grammar and writing difficulties with the teacher or other users. During this process, the teacher or other users can act as more knowledgeable people scaffolding the students to step from their actual stage of development (the position where they can master the task by themselves) to their potential stage of development (the position where they construct new knowledge after having some negotiation, collaboration, and assistance from more knowledgeable people) (Lambert & Walker, 1996; Vygotsky, 1978). Consequently, they can construct new knowledge.

In other words, the students can enhance their grammatical and writing competence from the assistance of other people through

Facebook. Apart from this, referring to Krashen's Affective Filter Hypothesis, learning on Facebook can lower the level of Affective Filter thus increasing the comprehensible input.

Using Facebook as a medium for language learning actively encourages a collaborative environment, builds positive attitudes, increases motivation and student participation, and sustains teacher-student relationships (Mazer, Murphy & Simonds, 2007).

The teacher can promote the use of this social networking site by encouraging students to create Facebook accounts and add their teacher and classmates as friends. He or she can be updated on the assignments, upcoming events, and other pedagogical information on Facebook. Good examples of writing can be uploaded so that the students could have an opportunity to share their thoughts about the examples. Specific office hours should be given to the students so that they can contact the teacher. In case the teacher is offline, they should be allowed to post questions on the teacher's profile page and discuss them with other Facebook users.

### **The Effect of facebook group on students' intrinsic motivation in writing**

Intrinsic motivation questionnaire tryout I produced 31 numbers consists of 4 items for interest / enjoyment, 4 items for competence, 5 items for tension / pressure, 5 items for effort, 5 items for challenge, 4 items for curiosity, 4 items for choice. They were tested to 40 students. The result of try out I of intrinsic motivation, there were 12 items invalid because it is less than  $r_{table}$  0.304 so only 19 items has pearson correlation  $\geq 0.304$  and significance of the instruments  $\leq 0.05$  and reliability analysis by using Alpha Croanbach SPSS 16.00 0.907 means that  $r_{hitung}$  (0.907)  $> r_{table}$ (0.304) therefore, it can be concluded that from 31 items only 19 items were valid namely 4 items for interest/enjoyment, 2 items for competence, 2 items for pressure, 3 items for challenge, 4 items for curiosity, 4 items for choice. Next, 19 items were tested to 35 students and the result were 4 items invalid because it is less than  $r_{table}$  0.324. so only 15 items has pearson correlation  $\geq 0.324$  and significance of the instruments  $\leq 0.05$  therefore, it can be concluded that from 19 items only 15 items were valid namely 4 items for interest-enjoyment, 1 item for competence, 2 items for challenge, 4 items for curiosity, 4

items for choice. Finally, the researcher distributed the 15 items final intrinsic motivation questionnaire and the result were 2 items invalid because they have pearson correlation  $\geq 0.338$  and significance of the instruments  $\leq 0.05$  therefore it can be concluded that from 15 items only 13 items were valid namely 4 item for interest-enjoyment, 2 items for challenge, 4 items for curiosity, 3 items for choice. (see appendix 8).

Based on the result of testing hypotheses, there is significant score of intrinsic motivation in writing before and after using facebook group. The result of t count is -2.250 with significance is  $0.032 < 0.05$ . It indicated that facebook group give contribution in increasing students' intrinsic motivation especially in giving feedback.

Rost (2006) said that give feedback on elements of performance that affect learners' motivation: their success in an activity and their level of engagement. Similar with these, William and Burden (1997) stated that "feedback actually provides information to learners that enable them to identify specific aspects of their performance, it should prove both motivating and helpful to them to move into the zone of next development. If, on the other hand, the feedback fails to provide this kind of

information, it could have entirely the opposite effect." They also argued that L2 learner's interactions with teachers, including learning experiences, feedback, rewards, praise, and punishments, are claimed to be relevant factors that may impact L2 learners' motivation (William & Burden, 1997).

Related to the topic given in facebook group, for the first meeting, teacher gave the topic related to the rationale of entering Muhammadiyah University, in this topic, students tend to write as much as possible. Looking at this case likewise Dornyei and Csizer (1998) have studied the use of teaching strategies to motivate learners among Hungarian teachers of English. This study leads to ten commandments for teachers to motivate language learners: teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture.

## **V. CONCLUSION**

After analyzing and discussing the findings of the research, the writer then concluded that there is significant effect of facebook group utilization on students' writing achievement. This is based on the result of paired sample t-test where t count is -4.637 with significance is  $0.000 < 0.05$  means that there is significant effect of facebook group utilization on students' writing achievement. It was also found that the result of post-test was higher than the pre-test, in which the total mean score of pretest was 65.6 and the post-test was 74.8.

Facebook group also give the effect on students' intrinsic motivation. By using paired sample t-test found that the significant value is  $0.032 < 0.05$  means that there is difference score significantly of intrinsic motivation before and after using facebook group in writing.

The result of openended interview found that mostly students (28 students) said that facebook can improve their writing, only 4 students said facebook can not improve their writing.

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