STUDENTS' PERCEPTION ON THE USE OF FACEBOOK AS A DISCUSSION GROUP IN HELPING STUDENTS EXPRESS IDEAS THROUGH WRITTEN FORM

THESIS

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Banda Aceh, 10 November 2017

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CONTENTS

ACKNOWLEDGMENT ..... **i**
CONTENT ..... **iii**
LIST OF TABLE ..... **v**
LIST OF CHART ..... **vi**
LIST OF APPENDICES ..... **vii**
DECLARATION OF ORIGINALITY ..... **viii**
ABSTRACT ..... **ix**

CHAPTER I : INTRODUCTION
A. Backgroud of Study 1
B. Research Questions 4
C. Aim of the Study 4
D. Scope of the Study 5
E. Significance of the Study 5
F. Reseach Terminologies 5

CHAPTER II : LITERATURE RIVIEW
A. Definition of Perception 7
1. The Nature of Perception 7
2. Factors that Effect Perception 8
B. The Use of Facebook as Media in Education 9
1. The Nature of Facebook 9
2. Brief History of Facebook 10
3. Function of Facebook 12
4. Facebook Usage in Teaching-Learning 13
C. Definiton of Discussion Group 16
1. The Nature of Discussion Group 16
2. Discussion Group as a Method in Online Learning 18
3. Type of Discussion Group Used in Online Communication 19
D. Brief Explanation on Writing 20
1. Definition of Writing 20
2. Types of Writing 21
3. Characteristics of Good Writing 21
4. Ways To Generate Ideas 22

CHAPTER III : RESEARCH METHOD

A. Research Design 24
B. Population and Sample 25
C. Method of Data Collection 26
D. Method of Data Analysis 28

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

A. Brief Description of Research Location 31
B. Analysis of Data 32
C. Discussion 45

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

A. Conclusioons 49
B. Suggestions 50

REFERENCES 52
APPENDICES 57
AUTOBIOGRAPHY

LIST OF TABLES

TABLE 3.1 Guidelines of Data Interpretation in Perception Questionnaire 29

TABLE 4.1 The result of all statements on the use of Facebook as discussion group for students in learning writing..... 33

TABLE 4.2 The result of all statements of effects of Facebook usage as discussion group for students 38

LIST OF CHART

CHART 4.1 The result of Facebook usage as discussion group in learning writing for students 34

CHART 4.2 The result of the effects of Facebook usage as discussion group for students 39

LIST OF APPENDICES

Number

I. Examples of students' works of Facebook discussion group

II. Questionnaire instrument

III. Interview instrument

IV. Autobiography

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

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ABSTRACT

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Keywords : Facebook, discussion group, writing, generating ideas

This study analyzed students' point of view toward Facebook usage as a discussion group in helping students express ideas through written form. The purpose of the study were; (1) to find out students' perception on the use of Facebook as a discussion in helping them generate ideas through written form, (2) to find out the benefits of using Facebook as a discussion group in learning writing. The research design in this study was mix method which was a combination of qualitative and quantitative approaches. The writer used purposive sampling to choose the sample of the research. The participants engaged in this research were totally 10 students of the 6th semester at the Department of English Language Education of UIN Ar-Raniry to answer questionnaire and 3 students among all respondents were also distributed structured interview through written papers to support the result of questionnaire. They were selected from different classes in the same grade. The data was collected through sequential explanatory strategy. The result of this research showed that the students had various perception on the use of Facebook as a dicussion group in helping them express ideas through written form. In this respect, most of students agreed that the use of Facebook as discussion group really helped them generate ideas easily and freely through written form. They also were motivated to learning English writing on Facebook platform because it was as a facilitator that provided fun learning method for learning writing. By learning writing through Facebook, students got more knowledge from friends' comments, felt more comfortable in online, had more space time to finish writing assignments and got the writing itself done without having face-to-face in classroom. So, they all are the profits of Facebook usage for students in helping them to learn English writing.

CHAPTER I

INTRODUCTION

This chapter consists of explanation about introduction for the study. It justifies the description of background of study, research question, aim of study, scope of the study, significance of the study and research terminologies.

A. Background of Study

Writing is the most difficult skill for non-native students to master among other four skills. It is in line with Norrish (1983) statement that writing has been proven to be the most difficult language skill even for native speakers. The difficulty is because it involves the effective coordination of many different cognitive, linguistic, and phycho-motor processes (Prommas & Singwongsuwat, 2011). Students are commonly hard and feel confused to generate ideas while they are writing a topic assigned by teacher in classroom. Some factors might hamper students' mind to explore and express ideas that influence the writing pieces to turn better. Students generally could not complete their writing on paper because of having less knowledge about the topic presented by teacher. As a consequense, students spend more time only for searching what ideas to express on the writing. Furthermore, the time provided is limited to finish it. Students begin getting time pressure. Getting back their focus on the what they are writing to is impossible. Students' emosion increases and finally the result of writing is not as perfect and available as they wish. They are going to be worry until some of students' confidents become decreased by the end.

Teacher needs to find and provide a wide space, fun learning method and simple way for students in accordance with their comfort related to the writing work. Creating a discussion group might help students generate their ideas. They do sharing to each other about the assigned topic. By doing so, students will have apportunity to learn, share and express their ideas about the assigned topics. Not only that, but it also helps them encourage ideas with having feedback from each other (Wells, 2000). Unfortunately, students are still not free and do not feel comfortable yet because of limited space room teacher provide. Unpressed time is also a part of factors that mentally triggers students' passion in writing easily in exploring ideas. So, teacher should find out an alternative media to apply this method such discussion group to overcome these all problems.

Facebook is the most famous social networking websites today (McCarthy, 2010). It is about more than one billion monthly connect to the mobile application. Most people feel Facebook as a medium that is only applicable to improve interpersonal relationship, find new friends and establish connection to each other instead of teaching and learning purposes (Lohnes & Kinzer, 2007). Today, almost every single person including students especially has smart phone and other gedgets such as tablet, notebook and other smart devices. By using them, students as users do connection and access any information everywhere and anytime. Not only that, but it also offers an alternative media for teacher as an wide space for discussion activities to take place.

Facebook allows users to create a group inside. Its administrator is able to add members to be involved. The followers has chances to join every informatin

tagged into. Here, teacher needs to create a discussion group through Facebook for students to work writing together. Discussion activities are no longer confined within the four walls of classroom teaching. With the existence of the Facebook discussion group, the writing projects based on the certain topics can be done by each other of users over the internet without having face-to-face meeting. This learning space offered will make learning experience through discussion group in Facebook is more interactive and stimulating in informal learning environment. Hence, the anvancement of technologies provides students a place to practice their English in non-intimidating way, safer, more anonymous and change their insecurity and fear of making errors gradually outside classroom teaching (Hoopingarner, 2009).

In the other side, Sturm and Erickson (2002) stated that academic writing demands much effort and practice in composing, organizing, and analyzing ideas. Students writing in a foreign language will naturally face with cognitive problems related to language learning such as generating ideas in good fluency because of lack knowledge the writer has about the topic. Brainstorming and prewriting is meaningful in order to organize the ideas and activate the schemata to the topic. So, it refers to the knowledge of the world that a person possesses that allow learners to relate background experince to the topic and discover everything writer intends to say (Tribble, 1996). Therefore, Facebook discussion group can be applied as brainstorming and prewriting tool for learning informal writing to support academic writing demanded in classrooom.

Based on the background above, researcher is interested in attempt to investigate students' perceptions on Facebook as a discussion group whether it has the potential to be an effective tool in learning writing especially in helping students express ideas. Therefore, the outcome of this study is to revolutionize the perspective of some entities that social networking and other web 2.0 tools are not only appropriate for social activities and interpersonal relationship, but also for academic purposes too. In order to find whether this strategy help students generate ideas through Facebook discussion group in learning, researcher with simple will do survey on non-native students of English Department of UIN Ar-Raniry.

B. Research Question

Based on the background of the study, the reasearcher conducted this research in order to find out the answer for the following questions:

1. How do students perceive the use of Facebook as a discussion group in helping them express ideas through written form?
2. What are the benefits of using Facebook as a discussion group in learning writing?

C. Aim of the Study

This study aims as follow:

1. To find out students perception on the use of Facebook as a discussion group in helping them express ideas through written form.
2. To find out the profits of the use of Facebook as a discussion group in learning writing.

D. Scope of the Study

Related to the problems formulated above, researcher has scoped the range of this study. The study only limits on students' perception on the use of facebook as discussion group in helping them express ideas through written form. The reasearcher focuses on finding out the students' perception on the use of Facebook discussion group in generating their ideas through written form and the profits of the use of Facebook discussion group in learning.

E. Significance of the Study

Although discussion group is not new in language learning, with the incorporation of Facebook, it is hoped to bring new and fresh perspective to language learning stakeholders. Despite its scant attention and lack of research on this type of projects, discussion group through Facebook is one that should be implemented in English classroom teaching. Facebook is a facilitator for all elements involved to teaching-learning activities especially in writing work. This study also helps reseacher to find out about the students' perception on the use of Facebook as discussion group in helping them express ideas through written form.

F. Research Terminologies

1. Definition of Perception

Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. Someone's perception is different from others to something because their view corners do not come from the same place.

2. The Use of Facebook

Facebook is a kind of websites tool as a famous media recently. It affectively has attracted students and educators to participate in teaching and learning thus motivate them to become active users (Hunges, 2009). With the presence of such tools, the learning process becomes more interesting and provides instructors opportunities and structures by which students can help and support one another as well as increases both teacher-student and student-student interactional.

3. Discussion Group

A discussion group is a group of individuals with similar interest who gather either formally or informally to bring up ideas, solve problems or give comments. Teacher post assigned topics. Wenger (1998) argued that by implemented "doing things together, negotiate new meaning and learn from each other", it will grade the learning process coorperatively. It is because knowledge is also usually spread by many other learners, not only merely depend on what teacher or instructor give (Freiri, 1970). Interaction from discussion group learning has made the learning more dynamics and meaningful in many ways.

4. Written form

The word "written" is originally verb-3 of word " writing". Some ideas are presented in written forms such as document, story, essay and others. It is commonly expressed through handwriting and typing. Ideas being expressed by writing them on Facebook platform are also categrized as written form.

BAB II

LITERATURE REVIEW

In this chapter, the researcher provides brief explanition about lirature related to the study. The explainations are about perception, the use of Facebook as media in education, discussion group, and brief explanation on writing. This chapter also explains about previous study that have been conducted by some researchers related to writing through Facebook discussion group.

A. Definition of Perception

1. The Nature of Perception

Jacobs et al. (2004:231) refer to perception as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

Hamachek (1995:199) defines perception as how individuals experience stimuli by the sensory receptors, from the world around them. What is experienced consciously is not always the same as what is experienced auditorily, visually or tactically. People's perception is affected by the way in which they view the world around them. Therefore individuals' interpretation of sensory stimuli will be affected by their own views (Hamachek, 1995:199).

According to Muchinsky, Kriek and Schreuder (2006:217), people's preconceived views also influence the way in which information is processed. These views assist people to process large amounts of data. If information does

not fit with people's preconceived views, that data is usually eliminated or ignored during information processing. Information is processed instinctively as much as possible, and value judgement tend to remain consistent. It is only when something extra ordinary happens that people might reflect on their preconceived views.

In this study, perception played an important role, as data was collected from student experiences in order to determine how they perceived and their interest is in using Facebook as discussion group in helping them espress ideas through written form.

2. Factors that affect perception

The way individuals view the world around them greatly influences what they focus on and what they ignore (Hamachek, 1995:200). The stimuli people select to focus on depend on their internal components as well as the external environment (Viljoen, 2003:6). Viljoen (2003:6) refers to McKenna's (1994) description of these individual internal components as preparatory set, orientation, intensity of motives and familiarity of stimuli. Preparatory set refers to a collection of items that people are more inclined to see according to their internal state. Orientation is the perspective to react to certain physical stimuli, which is often based on individuals' history and culture. Intensity of motives refers to individual unfulfilled needs. Familiarity of stimuli refers to exposure to stimuli familiar to individuals. If individual are exposed to a range of different stimuli, they will be attracted to the familiar rather than the unfamiliar. The factors that affect perception were important in this study, as the respondents each focused on

different stimuli from either the external or internal environment. The participants could perceive the evaluation of teaching skills differently due to factor such as culture, their unfulfilled needs, responses to their own internal states, or choosing to react to familiar rather than unfamiliar stimuli. All the student tutors (respondents) were unique, with their own perceptions and expectations, and this influenced the way they perceived their experiences in generating ideas in learning writing through Facebook.

B. The Use of Facebook as Media in Education

1. The Nature of Facebook

Facebook is the most popular social network in the world today. Facebook is included into one of web 2.0 technologies after such as blogs, wikis, social network sites, Twitter and Instagram. Web 2.0 technologies, such as Facebook escpecially is used by people to collaborate, interact and express their ideas, create and retrieve information (Lomicka & Lord, 2009). Indonesia has the highest number users in Asia, 18.9 million users. The such social network sites allow people to interact and communicate regardless their locations to share ideas and opinions which benefit language learning learners to get knowledge feedbacks.

Facebook is essentially a personalized profile of which users have complete control over its content. A user's profile can be viewed by other users in the same 'network' by default, unless the profile owner specifies otherwise. Users are able to share photos, comment on friends' walls, send messages, chat, create and join groups within this online community. Of educational interest is the fact that this means that users are continuously involved in the sharing of information,

interacting and communicating with other users, collaboration and the sharing of ideas and opinions via posts and status updates. Hence, the researchers believe that Facebook possesses huge potential as an educational tool due to these features offered.

However, Facebook as a kind of Web 2.0 technologies are embedded in university students' social and academic lives (McBride, 2009). Therefore, the initiatives of higher education institutions to incorporate Web 2.0 tool. In this study, the writer means Facebook as a social media that enables students learn freely through discussion group especiallly to help them express or generate ideas in writing's activities easely.

2. Brief history of Facebook

Philips (2007) reported that Mark Zuckerberg founded Facebook while studying psychology at Harvard University. A keen computer programmer, Mr Zuckerberg had already developed a number of social-networking websites for fellow students, including Coursematch, which allowed users to view people taking their degree, and Facemash, where you could rate people's attractiveness.

In February 2004 Mr Zuckerberg launched "The Facebook", as it was originally known; the name taken from the sheets of paper distributed to freshmen, profiling students and staff. Within 24 hours, 1,200 Harvard students had signed up, and after one month, over half of the undergraduate population had a profile.

The network was promptly extended to other Boston universities, the Ivy League and eventually all US universities. It became Facebook.com in August

2005 after the address was purchased for $200,000. US high schools could sign up from September 2005, then it began to spread worldwide, reaching UK universities the following month.

As of September 2006, the network was extended beyond educational institutions to anyone with a registered email address. The site remains free to join, and makes a profit through advertising revenue. Yahoo and Google are among companies which have expressed interest in a buy-out, with rumoured figures of around $2bn (£975m) being discussed. Mr Zuckerberg has so far refused to sell.

The site's features have continued to develop during 2007. Users can now give gifts to friends, post free classified advertisements and even develop their own applications - graffiti and Scrabble are particularly popular.

The company announced that the number of registered users had reached 30 million as reported, making it the largest social-networking site with an education focus.

Earlier in the year there were rumours that Prince William had registered, but it was later revealed to be a mere impostor. The MP David Miliband, the radio DJ Jo Whiley, the actor Orlando Bloom, the artist Tracey Emin and the founder of Wikipedia, Jimmy Wales, are among confirmed high-profile members.

This month officials banned a flash-mob-style water fight in Hyde Park, organised through Facebook, due to public safety fears. And there was further controversy at Oxford as students became aware that university authorities were checking their Facebook profiles.

The legal case against Facebook dates back to September 2004, when Divya Narendra, and the brothers Cameron and Tyler Winklevoss, who founded the social-networking site ConnectU, accused Mr Zuckerberg of copying their ideas and coding. Mr Zuckerberg had worked as a computer programmer for them when they were all at Harvard before Facebook was created. The case was dismissed due to a technicality in March 2007 but without a ruling.

3. Function of Facebook

Facebook offers a range of communications features, which have been expanded and refined since it was first opened to the public in 2006. For example, the status update line initially included the prompt is after the username, triggering users to write about themselves in the third person. This practice, referred to as the “Third-Person Epidemic” (Bazell, 2011) by some critics, continued for some time after the prompt was taken away. Writing in the third person had developed into a social practice – a way of writing associated with Facebook. Other features were introduced over time to create more options for status update feedback. Comments and replies to comments allowed for multiple conversation threads (sometimes in different languages) developing from one status update. In addition, users are also able to show their non-verbal support of their friends status updates and comments by clicking on like the thumbs-up hand symbol placed underneath the text fields. Status updates and comments appear on the user’s timeline and are public by default. However, the privacy settings allow a range of access levels, from open to everybody to selected friends on Facebook. Both status updates and comments can be deleted or edited by their authors.

Group is a Facebook feature which allows people who are not friends to communicate with each other and to share information. Groups can be public or private (open, closed or secret) and in education.

Facebook is not only used for communication, but also to follow the activities of others. A survey conducted by Pew's research in 2013 showed that Facebook was used by 68% of people to see what friends and family are up to, 62% use it to see photos and videos from family and friends and 28% to share photos or videos. A more recent study from the same organisation in 2015 reports that the majority of Facebook users (63%) say that the social networking site serves as a source for news about events and issues outside the real of friends and family.

Finally, Facebook is not only a communication toolkit and a source for information, it is also a language kit. People all over the world can join the network and set it up in their language. Posts in others languages can be translated by clicking on the translate this link underneath foreign language status updates and comments. Also, users are able to like Facebook pages in any language. To like in this context means to subscribe to a page. Once a page is liked all posts from that page appear on the user's news feed.

4. Facebook Usage in Language Teaching

According to Selwyn (2009), the main reasons of university students used Facebook are reflecting on the university experience, exchange of practical and academic information, and displaying supplication. In another study, Madge et al.

(2009:141) reported that the majority of the surveyed university students used Facebook for social reasons.

Interestingly, DeSchryver et al. (2009) found that students were generally comfortable with using Facebook for classes. Since the percentage of students who use Facebook is high, Facebook is deemed a new choice to be used as a learning tool for language writing development.

One possible way of using Facebook for writing development is to make a group to share ideas. When compared with face-to-face environment, discussion on Facebook provides more opportunities for students to practice communication with their group members. The Facebook discussion activity on Facebook that blends written and electronic communication can promote student motivation, participation, and collaboration among peers (Warschauer, 2002). Also, in Blattner and Fiori's (2009) work, Facebook was used to provide language learners with opportunities to develop the aspects of pragmatic competence and sense of community by participating in 'Group' writing discussions from various parts of the world where the target language is spoken natively. Integrating writing discussion with Facebook groups can change passive learning to active learning since it helps students raise pragmatic awareness.

Previous studies on the use of Facebook as an education tool show that students see some benefits in using Facebook for certain aspects of peer communication, which often focused around group work (Madge et al., 2009) and assessment (Selwyn, 2009). VanDoorn and Eklund (2013) report that the students

in their study felt comfortable contacting lecturers through Facebook and found that the teachers' unapproachability was reduced.

This implies that a better atmosphere for learning has been established. VanDoorn and Eklund (2013) investigate how students perceived the use of Facebook chat with their teachers, and the study suggests that this social media chat was perceived positively by students because of the immediacy of response and irrelevance of distance. In addition, using social media fosters longterm retention of information and develops a deeper understanding of content that has been discussed in a class (Chen & Bryer, 2012).

Besides the benefits, Facebook as social media also pose challenges for teachers as Bugeja (2006) warned that it can be both a tool and a distraction in the classroom. Similarly, Hurt et al. (2012) mentioned that social media may provide too much stimulation and therefore can distract students from completing their coursework. As Arnold and Paulus (2010) stated, even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor. Instructor cannot take a full charge of what their students do with social media beyond their supervision. Besides, off-topic or non-academic discussions occur on social media due to its primary design as a social networking tool (Lin, Hou, Wang, & Chang, 2013).

C. Definition Discussion Group

1. The Nature of Discussion Group

Oxford dictionary defined word " discussion" as "the action or process of talking about something in order to reach a decision or to exchange ideas." A discussion group is a group of individuals with similar interest who gather either formally or informally to bring up ideas, solve problems or give comments related to certain topics. Bulatao (1999) defined group discussion as cooperative thinking that consist of two elements. They are: first, thinking that is the most natural thing for a human to do and at the same time the hardest to do right. What makes thinking productive is a sense of realism, the force that brings thinking down to the realities of life. Second, cooperative thinking means an exchange of views, a putting together of two different sets of experiences in an attempt to push through further into reality.

Discussions are known to provide the interest, engagement, and interaction that lectures can lack (Brookfield & Preskill, 1999; Finkel, 2000; McKeachie, 2002). Indeed, when they are well structured, discussions can give students more than just the opportunity to express their personal opinions. They can help students to connect with and develop new ideas, wrestle with alternative perspectives and apply new knowledge to complex problems in group. Importantly, when discussion and other collaborative group activities are used they can promote improvements in student learning outcomes and experiences including the development of understanding, critical thinking, exposure to alternative perspectives, development of listening and communication skills,

group and team-working skills, better final exam performance, and satisfaction with skills developed in classes (Ahlfeldt et al., 2005; Kustra & Potter, 2010; Lo, 2010; Matthews et al., 2011; Sautter, 2007; Smith et al., 2009; Zhao & Kuh, 2004).

Yet the logistics of facilitating discussion within large lecture classes can be difficult. Innovative solutions include low technology activities such as think-pair-share, where studentsthink about (and/or write) their answer to a question or views on a topic, turn to their neighbour to discuss their thoughts, and then share responses in the wider class (Butler, Phillmann, & Smart, 2001; Cooper & Robinson, 2000). Newer high technology activities include online discussions where students leave virtual comments and/or answer questions to course material (Bryant, 2005; Lineweaver, 2010), or social media-based discussions through Twitter and Hotseat, where students are asked questions that they may or may not discuss with peers before posting their responses or comments online via their laptops or smartphones in real-time information feeds (Aagard et al., 2010; Elavsky et al., 2011). Although these activities offer some opportunity for students to share their ideas and connect with each other in large lecture classes, and have been associated with increases in student understanding and preparation (Lineweaver, 2010; Smith et al., 2009), they may not afford all of the benefits of face-to-face discussion for student learning and satisfaction. In some ways then, large lecture classes may have to be (re)structured to address these, and other, concerns (Tanner, 2013).

2. Discussion Group as a Method in Online Learning

The process of discussions is a critical dimension of the learning process. Moreover, the learning experience itself has been shown to be enhanced through the regular participation in discussions (Kolb, 1984). Whether these discussions take place in a traditional classroom or through online teaching using electronic means, their importance is integral to both learner achievement and learner satisfaction (Fulford & Zhang, 1993, 1994). Because of the development of faster computers, improved telecommunications networks, and the development of readily accessible software the availability of courses and programs through online teaching has been growing exponentially.

Having students read and give feedback on their peer's paper in class rather takes time, and the way to provide feedback is not restricted to in-class communication. According to Black (2005), on-line discussions have the potential to motivate student inquiry and create a context in which collaborative learning occurs, promoting both reflection and critical thinking. Many studies employed tools in a Computer Mediated Communication (CMC) environment such as discussion board, wiki, and blog to increase students' interaction and facilitate the peer feedback process. Research has shown that the use of constructive feedback can enhance the quality of student discussion responses (Ertmer & Stepich, 2004; Ciftci & Kocoglu, 2012). The use of peer feedback in an online learning environment provides a number of advantages such as increasing the timeliness of sharing back ideas, offering new learning opportunities for both givers and receivers of feedback, humanizing the environment, and building community

through online interaction (Corgan et al., 2004). In an on-line discussion, all students can participate in one another's learning by providing constructive feedback to other followers of the group. Through this process, they also achieve greater understanding and appreciation for their friends' perspectives.

3. Types of Discussion Group Used in Online Communication

The availability of online communication tools means that groups of people can work together even if the are not co-located. In an education context, it allows collaborative learning activities to be included in online and distance courses. There are two types of discussion group in online communication. These are; asynchronous online discussion and synchronous online discussion.

If asynchronous communication tools such as discussion forum are used, there are further benefits. Group members can communicate when it is convinient (even if they are in different time zones) and there a permanent record of the communication. These are significant, but asynchronous discussion has some problems such as time lags or distance learning courses (Kear & Heap, 1999, 2004). These time lags can be frustating and can disrupt the flow of discussion (Wagerif, 1998). It because of the asynchronous one does not happen in the same time. One remedy is to arrange a face-to-face meeting or telephone conference call, but it can be difficult to find a time when all group members are available. An alternative approach is to agree on time scales for making contribution and coming to desicions through the discussion forum. Using asynchronous communication system such as instant comment or messaging in fixed days, can overcome the problem of the time lags. Its system can speed up communication

and can also make it seem more natural and enjoyable. But all group members need to be online at the same time – which might be inconvenient or impossible (Helen, Karen, & Magnus, 2010).

Meanwhile, in synchronous discussion, all learners are online simultaneously engaging in real-time conversation that often takes place in a chat room within a course management system. While synchronous discussions have the advantage of getting immediate feedback to one's pots, simply finding a time when all learners can be online simultaneously can be quite a challenge. Technological difficulties can also haunt synchronous online discussion. If the discussion is scheduled for a one-hour period at a specified time and date, but multiple students have difficulty accessing the chat room because technological issues, either with course management system or with the students internet access or computer, the benefits of real-time interaction are lost for those students (Howard, 2015: 112).

This research chooses asynchronous discussion in order to give students a chance such as enough time distance without posting and responding feedbacks in the same time in computer in helping them generate ideas.

D. Brief Explanation on Writing

1. Definition of Writing

Writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising. Cognitive aspects of writing have received a particular attention, as investigators have attempted to understand the thought

processes underlying the compositions of students (Flower & Hayes, 1981). According to Hadley (1993), writing requires composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Therefore, it is best viewed as a continuum of activities that range from the more mechanical or formal aspects of writing down on the one end to the more complex act of composing on the other end.

2. Types of Writing

Writing is everywhere. It can take on a great number of forms depending on what the writer wants to create. If she or he is a student, she or he likely lives in a world of essays and papers. If she or he is an employee, her or his writing is likely proposals and reports. There are a great number of forms that writing can take, and each one has its own guidelines and its own importance in the world of the written world, they are essay, opinion, journal, diary and others. The reasearcher in this study focus on a dialogue essay writing performance. Natasha (2014) in her article defined essay as a paper or article that tends to focus on a particular subject, and they usually fall under certain types. The four basic essay types are expository, descriptive, narrative, and persuasive.

3. Characteristics of Good Writing

Writing is not just a process of arranging words into sentences,but also the ability to result a good product of that process. As said by Nunan (1991) that writing is not a simple process of writing words on papers but it is a consequential product of that process. Good product means that the result of writing will not

confuse the readers. Siniajeva (2005) says that writing involves uncommon situation as it needs to be inferred from the text, but without considerating readers' correct schemata it might obstuct the communication. From that statement, researcher can conclude that the process and product depend on the purpose and place of writing and also the readers of it. Related to this study, students try their best product by writing as much as they can and structurally in generating ideas.

4. Ways to Generate Ideas

Freewriting is the most valuable skills. It is a way of using body to get mechanical advantage over mind, so the mind can do its job better. As expansive and impressive as the mind is, it is also lazy. Left to its devices, it recycles tired thoughts, takes rutted paths, and steers clear of unfamiliar and uncomfortable territory. It could say that one of its primary jobs is to shut off, even when there is important thinking to be done.

Freewriting prevents that from happening. It pushes the brain to think longer, deeper, and more unconventionally than in normally would. By giving students a handful of liberating freewriting rules to follow, they back their mind into a comer when it can not help but come up with new thoughts. Sudents could call freewriting a form of forced creativity. The writing itself generates thought, which is why some refer to this technique as automatic writing. It often produces intriguing results without labored effort on the part of the writer. At times, the thoughts seem to pop up on their own.

Freewriting is fast method of thinking onto paper that enables students to reach a level of thinking that is often difficult to attain during the course of a normal business day. This technique will help students understand their world, spot opportunities and options, solve problems, create ideas, and make desicions. It will aslo help them become a better writer, both stylistically and idea-wise (Mark, 2010). In reality, students can use the technique to help them explore situations of all kind in any field they can imagine, such as world events, politics, science, health, mathematics, urban planning, architecture, engineering, pychology, philosophy, social media, food, entertaiment, and sports.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of explanation about methodology for the study. It justifies about research design, participants, technique of data collection, procedures of data collection, and technique of data analysis.

A. Research Design

This study used a mix research method, that is a step of research by combining two forms of approach in research, they are qualitative and quantitative. Mix research method is a research approach that combine between qualitative research with quantitative reasearch (Creswell, 2010). Meanwhile, accordance to Sugiyono (2010), mix method is research method with the combination of two research method at once, qualitative and quantitative in a research activity, then it will result more comprehensive data, valid, reliable and objective.

Mix method is needed to answer research questions mentioned in chapter I, the first and the second research question can be answered through quantitative approach and followed by qualitative approach with interview implementation to to explain descriptively and to support the result of quantitative data. Basically, mix method consist of two types data analysis designs as follows:

1. Sequential explanatory design

This design involves the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. The priority is given to

the quantitative data, and the findings are integrated during the interpretation phase of the study.

2. Sequential exploratory design

In this design, qualitative data collection and analysis is followed by quantitative data collection and analysis. The priority is given to the qualitative aspect of the study, and the findings are integrated during the interpretation phase of the study.

In this research, researcher uses sequential sequential explanatory design. In the first step of this strategy is to collect and to analyze quantitative data then followed by collecting and analyzing data that are built from qualitative activity. This strategy aims to combine the data from one method to other method. So, the first step the researcher shares questionnaire instrument and analyze quantitative data in order to find out student perception and to find the profits of Facebook usage. In addition, analyzing the result of interview implementation in order to support the qualitative data.

B. Population and Sample

Population is totality of amount that will be involved in study or observed. Population is not only human, but it is also other creature or other natural component (Nisfiannoor, 2009). The target populations of this study were students of English Language Education Department of UIN Ar-Raniry Banda Aceh at 7th semester who had taken writing class before. Among 8 units of this semester, the researcher chose only 10 students that consist of 5 males and 5 females as the sample.

Purposive sampling technique was used to determine the sample of this study. According to Abdurrahman and Muhidin (2011), purposive sampling is sampling technique done by selecting the people who are eligible to participate in the research besed on the criteria and conditions proposed by the researchers related to the aims and problem of the research. Another definition is brought by Riduwan (2010) that purposive sampling is defined as sampling based on some considerations of the researchers to decide for what characteristics the participants that will take part in the study must have. As stated by Ritchie and Lewis (2003), in purposive sampling, the sample participants are chosen because they have particular features or characterictics which will enable detailed exploration and understanding of the central themes and puzzles which the reaseracher wishes to study. The participants in this research were selected based on the criteria that determined and required by researcher. So, they were students who took writing and will write an essay in this course.

C. Method of Data Collection

Technique of mix method with strategy sequential mixed methods especially sequential explanatoric strategy is a kind of strategy researcher uses to combine the data acquired from one method with other method. Firstly, questionnaire instument is spread to get quantitative data and then followed with interview as qualitative data.

Before collecting the data, the researcher chooses the-10-student as samples to be involved into Facebook discussion group member. The writer as group server posts writing assignment by giving them topic. Partcipants are asked

to comment the topic on Facebook platform by writing and generating their ideas related to the assigned topic. Members of writing discussion group freely write as much as they can. They also can give “like” to the peer’s comments that they think good. Writing activity of Facebook discussion group runs with limited time about 7 days or a week. They have to finish their writing assignment before deadline.

After that, the partcipants were given questionnaire containing 20 statements provided. To strengthen the result of questionnaire, researcher also chose about 3 students to complete written interview that had been already served on papers by writing down. In conclusion, questionnaire was used as primary instrument to the research and interview was used to support the result of questionnaire.

1. Questionnaire

A questionnaire is a research instrument consisting of a series of statements and other prompts for the purpose of gathering information from respondents. It is a tool used by researcher to reflect about student learning process. In the study, researcher involved all 10 respondents and used them to figure out the students perception about the use of Facebook as a discussion group in helping students generate ideas through written form to obtain information that could be relevant for the research and also the benefits of using Facebook in learning writing.

2. Interview

According to Bogdan and Biklen (1998:93), an interview is a purposeful conversation, usually between two people but sometimes involving more, that is directed by one in order to get information from the others. Interview is technique of collecting main data in qualitative research. Especially dept interview. Qualitative experts said that with interview, it will be found about feeling, perception, and interviewee's knowledge intensively (Ghoni & Fauzan, 2012). In this study, researcher used structured interview.

Researcher had prepared some points to ask the subject in the interview piece. The subject of interview was only 3 that consist of 2 females and 1 male among all respondents chosen. Subjects only answer and give reason through writing on interview papers prepared.

D. Method of Data Analysis

In mix method research, data analysis can be implemented through three ways, they are:

1. Simultaneous mix analysis, that is analysis toward qualitative and quantitative data.
2. Gradual qualitative-quantitative analysis, is qualitative data analysis that is followed by collection of quantitative data analysis.
3. Gradual quantitative-qualitative analysis, is quantitative data analysis that is followed by collection of qualitative data analysis.

In this research, the writer used gradual quantitative-qualitative data analysis. So, analysis is done toward quantitative data and then followed by qualitative data analysis.

The step of collecting data was questionnaire that distributed to the students to find out their perception on the use of Facebook as a discussion group in helping them generate ideas through ritten form. The questionnaire comprised of 10 statements for each variable related to students' perception and the profit of Facebook discussion group usage in learning writing. The obtained data would be quantified based on Likert-scale. Each question consisted of four available options ; Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

Table 3.1 Guidelines of Data Interpretation in Perception Questionnaires

Scale	Interpretation
1 (0-24%)	Strongly disagree
2 (25-49%)	Disagree
3 (50-74%)	Agree
4 (75-100%)	Strongly agree

To analyze the result of the questionnaire, I used the percentage system with the formula as follows:

$$p = \frac{f}{n} x100\ \%$$

Explanation : P = Percentage

f = Frequency of Respondents

n = Number of Participants

100 % = Constant Value

Next, the result will be concluded in accordance with the students' perceptions on the use of Facebook as a discussion group in helping them generate ideas through written form.not only that, but also the result toward the profit of Facebook usage as a discussion group in learning writing.

The other technique was interview to support the result of quantitative data. The study used written interview in which participants were asked to write the answer of the questions on interview papers . There are 3 questions in the written interview that would be asked to the 3 respondents. The data was collected through interview. Once the data collected, it will be transcribed. The findings of the interview would be presented in narrative explanation.

CHAPTER IV

RESERCH FINDING AND DISCUSSION

In this chapter, after describing research location of the study, the writer discusses the research result that obtained from the proccess of collecting data and processing data. The first discussion is the result of first instrument that is questionnaire. The data served in the numbers and it is explained descriptively. The second discussion is the result of interview and the result of it is also explained descriptively.

A. Brief Description of Research Location

The current study took place at Departmen of English Education of UIN Ar-Raniry. UIN Ar-Raniry was formerly named IAIN Ar-Raniry. It was built in 1960. This college is named after Syeikh Nuruddin Ar-Raniry. UIN Ar-Raniry consists of 9 faculties. They are Fakultas Tarbiyah dan Keguruan, Fakultas Dakwah dan Komunikasi, Fakultas Syariah dan Hukum, Fakultas Ushuluddin dan Filsafat, Fakultas Adab dan Humaniora, Fakultas Psikologi, Fakultas Ilmu Pengetahuan dan Teknologi, Fakultas Ekonomi dan Bisnis Islam, and Fakultas Ilmu Sosial dan Administrasi.

Department of English Education is one of departments of Tarbiyah and Teacher Training Faculty. This department was established in 2006, aiming at educating their students to be English teacher. At present, it is governed by Dr. T. Zulfikar, S.Ag, M.Ed. It has a total of 31 lectures (based on *Buku Panduan Akademik 2016/2017*) and most of them has finished their graduate and doctoral

study in Indonesia and Foreign countries. This also has 995 students coming from diffirent regions. As the most preferred department among other majors of Education and Teacher Training Faculty, this department receives an "A" *Accreditation* from *Badan Akreditasi Nasional Perguruan Tinggi* (*BAN PT*).

B. Analysis of Data

1. Results of Questionnaire Analysis

The questionnaire was distributed on November 7th 2017 to respondents which are students of English Language education. There are 20 items in the questionnaire contained the statements using the format of English Language. The following data illustrates students' perception on the use of Facebook as a discussion group in helping them generate ideas through written form. The data served in tables and graphic charts. Those 20 items consist of 2 parts, they are; 1) Students perception on the use of Facebook discussion group (for statement number 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10); and 2) Effects of Facebook usage as discussion group for students (for statement number 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20).

In this case, the ranges of values are starting from the biggest to the smallest. The positive pole is starting from the statements strongly agree and agree. While the negative pole is starting from statements disagree and strongly disagree. Neutral statement is not included in the count. Every big score whether in positive or negative pole are representative of the answer of each statement for students' perception and the result of Facebook effect.

The results of the questionnaire will be interpreted as follows:

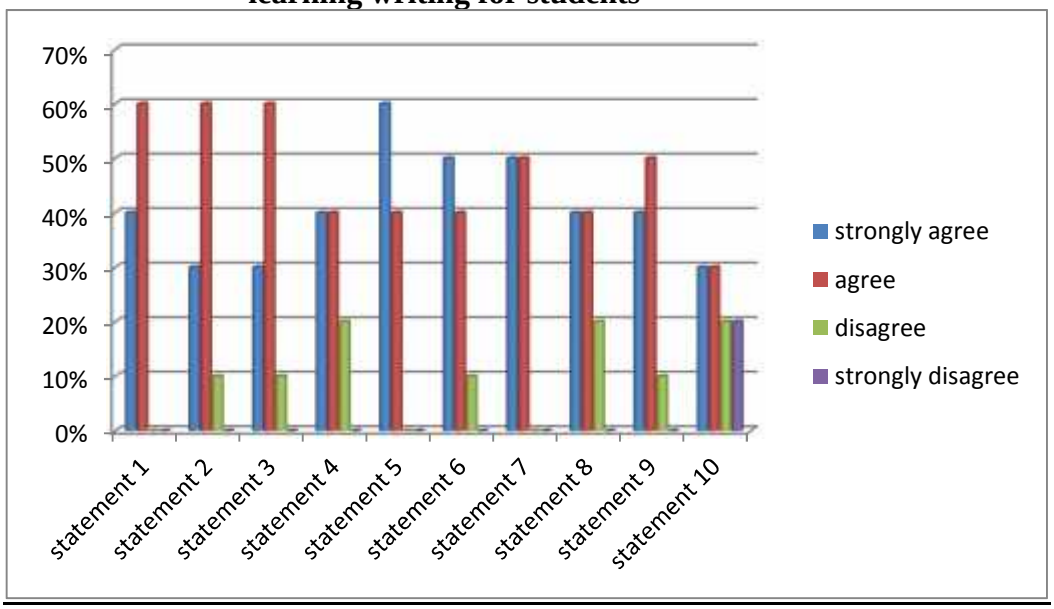
1.1. Facebook Usage as A Discussion Group for Students in Learning Writing

Table 4.1: The result of all statements on the use of Facebook as discussion group for students in learning writing

No.	Statement	Total respondent	Category (Score & Percentage)				Result of Category
			Strongly Agree	Agree	Disagree	Strongly Disagree	
1	I agree Facebook act succesfully as an online environment that facilitated English language learning	10 Respondents	4 (40%)	6 (60%)	0 (0%)	0 (0%)	Agree
2	The use of Facebook as writing discussion group enhanced my English writing skill		3 (30%)	6 (60%)	1 (10%)	0 (0%)	Agree
3	The combination of Facebook and discussion group motivated me to write in English writing		3 (30%)	6 (60%)	1 (10%)	0 (0%)	Agree
4	Online writing through Facebook gave me ample time to organize my ideas before writing		4 (40%)	4 (40%)	2 (20%)	0 (0%)	Agree
5	Reading other people's writings and presentation gave me a lot of benefits		6 (60%)	4 (40%)	0 (0%)	0 (0%)	Strongly Agree
6	Reading my peer's writing in Facebook increased my learning experience		5 (50%)	4 (40%)	1 (10%)	0 (0%)	Strongly Agree
7	The use of Facebook as discussion group helped me generate ideas easely in English writing		5 (50%)	5 (50%)	0 (0%)	0 (0%)	Strongly Agree = Agree
8	I could write as much as I can on Facebook		4 (40%)	4 (40%)	2 (20%)	0 (0%)	Strongly Agree = Agree
9	Peer comments on Facebook really helped me to improve writing in English		4 (40%)	5 (50%)	1 (10%)	0 (0%)	Agree
10	Writing discussion group activity in Facebook enhanced the friendship among group members		3 (30%)	3 (30%)	2 (20%)	2 (20%)	Strongly Agree = Agree

Meanwhile, all of data served in graphic chart as follow:

Chart 4.1: The result of Facebook usage as discussion group in learning writing for students



In the first statement, the dominant score generated by the item agree that is 60% or 6 respondents, and followed by strongly agree with 40% or chosen by 4 respondents of 10 respondents overall. So that, it assumes that this statement choice is agree. It means that this statement generated level of dominated value for range scale on positive pole that is agree-strongly agree. The inclination value if the scores are combined together between agree and strongly agree, the value will get in positive range in the item of agree. This is because of the score of item agree more dominated than the score of strongly agree item even though both of them are in the positive pole. In sum, positively students agree Facebook act successfully as an online environment that facilitated English language learning.

For the second statement, it showed that 6 students or 60% voted agree and followed by strongly agree 30% or chosen by 3 respondents. According to the

range of the level items, it shows that in range of positive pole of score, strongly agree-agree is the highest choice. It concluded that for second statement, The use of Facebook as writing discussion group enhanced respondents' English writing skill, and more than half respondents agreed.

For the third statement, 6 students or 60% also voted agree, then 3 or 30% students of 10 respondents chose strongly agree. As stated before, every big score whether positive or negative are the reflection of the answer of each statement of students' perception. As major score, it clearly shows that srongly agree-agree scale is dominated or the highest value for the positive pole. The highest score representative of the agreement of respondents of their perception about their motivation in English writing through the combination of Facebook and discussion group.

For statement number 4 shows that both scale between strongly agree and agree have same participants number. The number of strongly agree participants are 4 students or 40% , as well as the number of agree participants are 4 students or 40%. The combination of the same both score resulted positive pole. It concluded that students agree that online writing through Facebook gave them more ample time to organize their ideas before writing.

Statement 5 showed that majority of respondents chose strongly agree with 6 students or 60% respondents. Then it is followed by agree scale with 4 students or 40% respondents. As major score, it clearly shows the highest value for the positive pole is dominated. It is concluded that most of respondents strongly agree

on their perception about the benefit of reading other people's writing and presentation.

The statement number 6 informs that 50% shows strongly agree category as the highest level and followed by agree category with 40%. Through this highest score, it found that this included to positive pole about the statement above. It can be said that the most of respondents' perception strongly agreed reading peer's writing in Facebook increased learning experience.

For the seventh statement item, option strongly agree and agree scale are in the same level. Either strongly agree scale or agree one has score 50% or chosen by 5 respondents each of them. The positive value still dominated the result. In other word, it can be said that the level of students' judgment about Facebook usage as discussion group really helped them generate ideas easily in English writing is good enough.

For the eighth item statement, the number score of strongly agree and agree category are in the same level also. Each of them get 40% or 4 respondents chose either strongly agree or agree scale. Meanwhile disagree scale only get 20% or 2 respondents. It can be said that the result of this statement is in range of positive pole. It means, students' ability to write as much as on Facebook is good enough. In conclusion, Facebook takes a role as a media to omit students' pressure while writing.

Ninth statement item showed that domination score for agree option is 50% or half of respondents (5 students) chose it. Then followed by strongly agree option with score 40% or 4 respondents. It indicates that by concerning other

members' comments posted on Facebook make students learn more about writing and help them to improve English writing skill. In sum, the score represents to the value of positive pole as the highest score among the items scale and it concludes that statement is agreed.

From statement number 10, it showed that strongly agree and agree scale are in the same level. Each of them has score 30% or 3 respondents chose. And the scale disagree and strongly agree are also in the same level with each score 20% or 2 respondents chose. But, the number of strongly agree-agree are higher than disagree-strongly disagree. So, the score of strongly agree-agree is still dominant than. In other word, the statement is still in the range of positive pole. It concluded that the friendship among group members enhanced automaticly while activity of writing discussion running on Facebook group.

1.2. Effects of Facebook Usage as A Discussion Group for Students

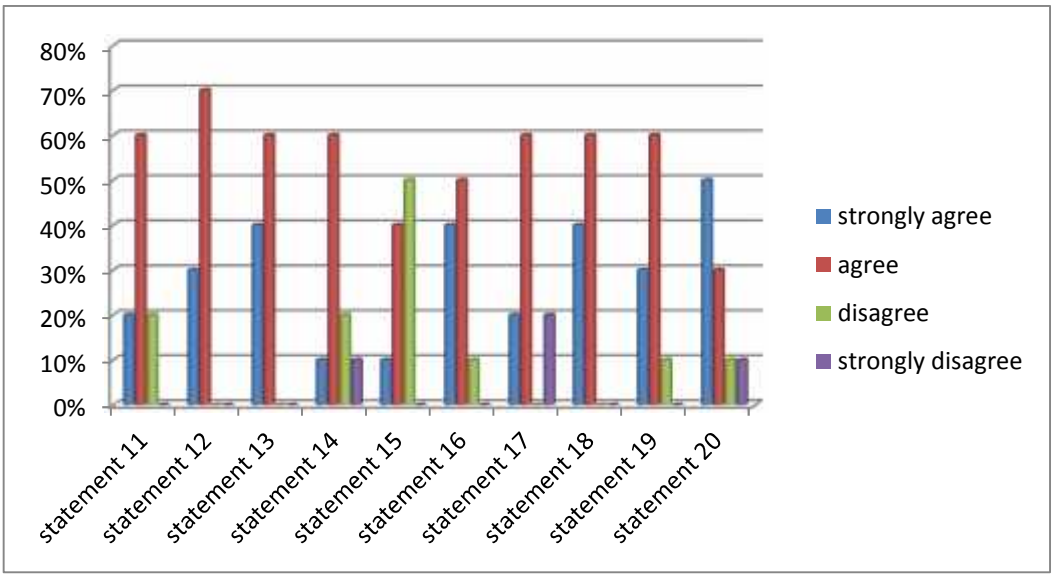
For result of the entire data about effects of Facebook usage as discussion group for students , the table shows as follow:

Table 4.2: The result of all statements of effects of Facebook usage as discussion group for students

No.	Statement	Total respondent	Category (Score & Percentage)				Result of Category
			Strongly Agree	Agree	Disagree	Strongly Disagree	
11	I was motivated to learn writing in English through Facebook	10 Respondents	2 (20%)	6 (60%)	2 (20%)	0 (0%)	Agree
12	I prefer writing on Facebook discussion group than in classroom context because it saves my time in generating ideas		3 (30%)	7 (70%)	0 (0%)	0 (0%)	Agree
13	I considered the suggestions and comments given by peers when revising my own writing		4 (40%)	6 (60%)	0 (0%)	0 (0%)	Agree
14	I am more confident to write in English by using Facebook discussion group		1 (10%)	6 (60%)	2 (20%)	1 (10%)	Agree
15	I am comfortable posting ideas or opinions on Facebook		1 (10%)	4 (40%)	5 (50%)	0 (0%)	Disagree
16	I am satisfied with the usage of Facebook as discussion group in helping me express ideas		4 (40%)	5 (50%)	1 (10%)	0 (0%)	Agree
17	I felt encouraged when friends "like" my posts and "comment" on Facebook		2 (20%)	6 (60%)	0 (0%)	2 (20%)	Agree
18	I got more knowledges and ideas from peer's discussion group posts		4 (40%)	6 (60%)	0 (0%)	0 (0%)	Agree
19	I learn more vocabulary and spelling through a peer comment on Facebook		3 (30%)	6 (60%)	1 (10%)	0 (0%)	Agree
20	I learned English grammar and structure through a peer comment		5 (50%)	3 (30%)	1 (10%)	1 (10%)	Strongly Agree

Meanwhile, all of data served in graphic chart as follow:

Chart 4.2: The result of the effects of Facebook usage as discussion group for students



The statement number 11 showed that agree option has the highest score with 60% or 6 students or more than half respondents chose it. It indicates that Facebook motivated students to learn writing in English. In sum, the enthusiastic of students learning is positive. In conclusion, the result of this statement is agreed.

The finding of statement 12 showed that the number of agree score is dominated with 70% or 7 respondents chose it. And then followed by agree option with 30% or 3 respondents chose it. It concludes that the statement above is in positive range. It means, writing in calssroom is different than writing through Facebook based on students' perception. Students got pressure when they learned in classroom because the time was limited. But writing through Facebook discussion group can save their time and help them easily in generating ideas

while writing. In conclusion, almost all respondents agreed of the above statement.

Statement 13 generated the highest score in agree scale with number 6 respondents or 60%. Then followed by strongly agree scale with 4 respondents or 40%. This score can be interpreted as agree option and as the result of this statement. This score is the representative of students' care when revising their writing. students considered the suggestions and comments shared by their peers when doing writing. As the highest number, it clearly shows those strongly agree-agree scale is dominated for agreement of respondents' perception.

This statement 14 showed the result was in agreed scale of positive range, and the majority of respondents chose agree 60% or 6 students. As stated before, every big score whether positive or negative are the reflection of the answer of each statement of students' perception. As major score, it clearly shows the highest value for the positive pole is dominated. The highest score is the representative of students' confedency in writing. It concluded that students are agree they get more confident to write in English by using Facebook discussion group.

In statement 15, from 10 respondents overall, only 1 respondent or 10% chose strongly agree of this statement and 4 respondents or 40% chose agree scale. Strongly agree-agree scale is the representative of positive range. The combination score of strongly agree and agree scale resulted 50% or 5 respondents or half of all respondents chose positive pole. the rest of all respendents chose disagree scale with score 50% or 5 respondents. It means, the

positive pole and the negative pole are in the same level or neutral. It concluded that half of respondents' perception agreed that they are comfortable posting ideas or opinions on Facebook and half of them are not. This statement is neutral.

The sixtenth statement item showed that agree scale is dominated with score 50% or half of respondents chose it, and followed by strongly agree scale with score 40% or 4 respondents. the answer of the statement is in positive range. It means, students agreed that Facebook discussion group really make them satisfied in helping generate ideas.

The score of statement 17 showed in the table is for agree scale with 60% or 6 respondents chose it. It means that the statement is inclined to positive scale because more than half of respondents chose agreement. In sum, accordance with the finding, when others gave "like" sign and also comment on their post in Facebook, they felt encouraged of that. So, the respondents' perception about above statement is positively agreed.

The statement 18 showed that agree category is dominant with score 60% or 6 respondents chose it. It is followed by strongly agree scale with score 40% or 4 respondents. The combination of strongly agree-agree scale brings them into positive range overall. It means, when topic of writing was posted on Facebook by peer, students must learn about the topics. So, students got more knowledges from that and opened their mind of new ideas related to the topics. In sum, accordance to the statement above, respondendents positively agreed.

This statement 19 generated the highest score in agree scale with number 6 respondents or 60%. This score can be interpreted as agree option and as the result

of this statement. As the highest number, it clearly shows those strongly agree-agree scale is dominated in positive pole. in this statement, students agreed that they learn more about vocabulary and spelling through a peer comment on Facebook.

The positive value is still dominated the result in statement 20. It shows in the table that half of respondents put the vote in the range strongly agree with score 50% or 5 respondents chose it. Then followed by agree scale with 3 respondents or 30%. In other words, based on their experiences, students' judgement are strongly agree that they learned English grammar and structure through peer comments.

2. Result of Interview analysis

The session of the interview was conducted by the writer on November 7th, 2017 in written form while questionnaire distributed. There are three questions in the writtten interview that support some of the statements of the questionnaire. Those questions are in English.

In this interview session, only 3 of 10 respondents who had also completed questionnaire were chosen to be asked the same questions as follows:

1. Does using Facebook discussion group help you generate ideas through written form?
2. Are you interested in learning writing by using Facebook discussion group to generate your ideas?
3. Do you agree that using Facebook as discussion group to be implemented in writing class?

From all above questions, the result of the interview is explanined specifically and descriptively as follow:

1. Students' perception of using Facebook discussion group in writing class

1.1. Facebook discussion activity helps students generate ideas in writing

From 3 respondents interviewed, 2 of them give positive value about this point. One of them said that using Facebook may not help students generate ideas. According to Shalicina, using Facebook discussion group strongly helped students to generate ideas while writing because they could interact with other friends whenever they wanted. Through Facebook facilititaions, they could read read peer's comments that give them benefit in changing ideas. Rizqy Wafi Stated that grammatically students learn more vocabularies and spelling through peer comments on Facebook. So, it improves students' English grammar. Based on Neli's view, using Facebook discussion group may help students generate ideas through written form because students basicly have the ability in writing their ideas, but they may not sure whether the written form is appropriate or not.

1.2. Learning writing by using Facebook is interesting and fun

In this section, all of respondents interviewed express their agreements that learning writing through Facebook in more interesting and fun. Salichina Stated that writing through Facebook is really fun learning. The more interesting thing was that students could observe and comphare between their ideas and others about the topics assigned or tagged in. And it is supported by Rizqy Wafi that, with free writing learning without limited time and pressure, students confidently can finish their work or assigment in freshness zone. Neli added her

view that learning writing by using Facebook is very interesting in discussion especially when other peers give comments on what we write. It helps generate ideas.

1.3. Students agreement to implementing Facebook discussion group in writing class.

In accordance to above point, All of respondents agreed that implementation of Facebook discussion group is available in writing class. Salichina totally agreed of using Facebook as discussion group in writing class because it strongly increased and developed writing skill. Yet, she was a little satisfied because it might be hard to ask explanation directly if she did not understand of the topic. Followed by Wafi's reason, Facebook as a discussion group should be better implemented in writing class because through peer's discussion group posts, students can get more knowledge and ideas. In The last, Neli also agreed of implementation Facebook into writing learning for some students who are shy and less confident in classroom in order to help them easily generate ideas.

From the results of all respondents answers, it concluded that students' perception of using Facebook in learning writing is in positive value with the reasons as follows:

1. It helps students express and generate ideas easily through writtien form on Facebook platform
2. It provides fun writing learning environment and interesting

3. Students agree of Facebook implementation because it has alot of advantages in leaning writing

C. Discussion

The purpose of this study is to find out students' perception on the use of Facebook as a discussion group in helping them generate ideas and also the profits of using Facebook discussion group in learning writing. This study uses descriptive analysis as the way to explain data that collected from instruments; questionnaire and interview. After analyzing the data through mix method (quantitative and qualitative data analysis), the writer found that the students' perception and the profit Facebook usage in learning writing, generally are the same in their responses and their opinion, even, most of them give the same positive values for both perception and interest. In the other hand, only few of respondents have different view and opinion on it. For more explanation, the information serves as follow:

1. Students' Perception on the Use of Facebook Discussion Group in Learning Writing

According to Allport (1966) as cited in Yulianti (2013) Perception is the way people judge or evaluate others. Based on quantitative data result analyzed, the students had many kinds of perception toward Facebook as a discussion group activities in helping them generate ideas through written form. The researcher found that overall of 10 students or respondents had different perception about Facebook discussion group activities usage that they participated.

a) Facebook as Facilitator and Motivator in English Writing Learning

Facebook succesfully facilitates English writing learning. Most of students are motivated to learn English writing through Facebook because it gives students ample time to organize their ideas through the online writing. In addition, using Facebook has a lot of other benefit such as reading peer's writing presentation can increase learning experience. It is similiar with the writer's hypothesis that learning writing is esier and more confident rather than learning in classroom.

b) Writing through Facebook Helps Students Generate Ideas Easily

It is available with Well's statement (2000) that students will have apportunity to learn, share and express their ideas about the assigned topics by using Facebook discussion activity. In case, it helps them encourage ideas with having feedback from each other. In this respect, most of students agreed that Facebook usage as discussion activities really help them to generate ideas through written forms and give a lot of benefit to them in learning although there are a few number of them disagree.

2. Effects of Facebook Usage as A Discussion Group for Students

Facebook is one of 2.0 web tools that can be implemented for students in learning especially in writing activity. Facebook takes an important role and it give good experience for students as its members. Facebook provides alot of opportunities and advantages for learning English writing.

a) Facebook Discussion Group Provides Opportunity for Learning English Writing

Accordance to provious study, Norrish (1993) stated that writing has been proven to be most difficult language skill even for native speaker. Students are commonly hard and feel confused to generate ideas while they are writing a topic assigned by teacher in classroom. But, with Facebook usage, it provides a wide space, fun learning and simple way for students in accordance with their comfort related to the writing work. Based students experience, they view that writing discussion group activity is very interesting. That really help them to generate ideas in writing. They can also share to each other about new knowledge related to assigned topic posted. By doing so, it helps them encourage ideas with having feedback from each other (Well, 2000).

b) Facebook Discussion Group Provides Advantages for Learning English Writing

In online learning, it is pivotal for discussion group to take place successfully by having learners feel valuable to their peer where his or her knowledge is beneficial via the social interactions. Many studies have also consistently demonstrated the advantages of using Facebook in writing. With discussion group activities in Facebook or any other online learning application, higher achievement could be achieved and knowledge is able to be shared as opposed to the individual conventional learning (Johnson et al., 1994:53).

This study also show that Facebook is an alternative media offering for teacher as a wide space for discussion activities to take place. This learning space

without having face-to-face meeting makes learning writing learning experience more interactive and stimulates students in informal leraning environment. Most students agree that this method such Facebook discussion group to be implemented in writing class. Unpressed time is a key that mentally triggers students' passion in exploring ideas through writing. It reallly makes them comfortable.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer finally explain the conclusion about overall of content and discussion in this thesis. Not only that, but the writer also provides some suggestions that is availabe to teachers, students and institutions related to the result of this study at the end.

A. Conclusions

After analyzing the data and discussing the result in the previous chapter, the researcher would like to draw conclusions. Writing is the most difficult skill among the four skill in English. Learners have to stay focus on writing when they finish it. Most students are difficult to find and generate new ideas while writing a topic. Facebook as a kind of 2.0 web tool provides a lot of advantages to help students' writing activity run well. By applying Facebook for writing classroom, teacher can create a writing discussion group activity to members as opportunity for student to discuss, share knowledges and feedback about the topic in order to help them generate ideas and write fluently in free writing without having face-to-face meeting. They get no pressure time and feel more comfortable when they do writing assigments.

For student, Facebook usage as a discussion group is very interesting in helping students generate ideas. They are as members of the group feel this method is a fun learning experience. They are freely express ideas related to the topics. Facebook implementation for English students of UIN Ar-Raniry is

appreciated or in positive value for English writing learning. Unpressure time eoncourages their passion to write as much as the can. In short, students agree that Facebook usage as writing discussion group to be implemented in writing class.

B. Suggestions

The researcher gives some suggestions according to the result of the study about speaking activities as follow:

1. The Institution

The Facebook as 2.0 web tool is better to implemented for English students of UIN Ar-Raniry. Facebook usage in providing discussion group gives learners a lot of advantages in learning writing. It is also useful to help students generate ideas while working writing activities and increase their writing ability.

2. The Teachers

Teacher is a facilitator in teaching learning processs. Teacher need to find solution for every single problem faced in teaching students. Teacher has to provide fun learning, ejoyable, interesting and make students feel comfortable. In writing class should not let students get bored when learning. Learning writing through Facebook is informal. So, the colleration between free writing and academic writing is that free writing takes a role as preparation way (brainstorming tool) in informal environment to support the result of academic writing assigments in classroom.

3. The Students

They should enjoy this Facebook discussion group activity. This term will help them in exploring ideas in writing. Students who participate actively the

writing discussion group aquire better experience in writing skill. Students should try to write as much as they can through this Facebook activity that make them used to be easy in exploring ideas by learning peer feedbacks and knowledges.

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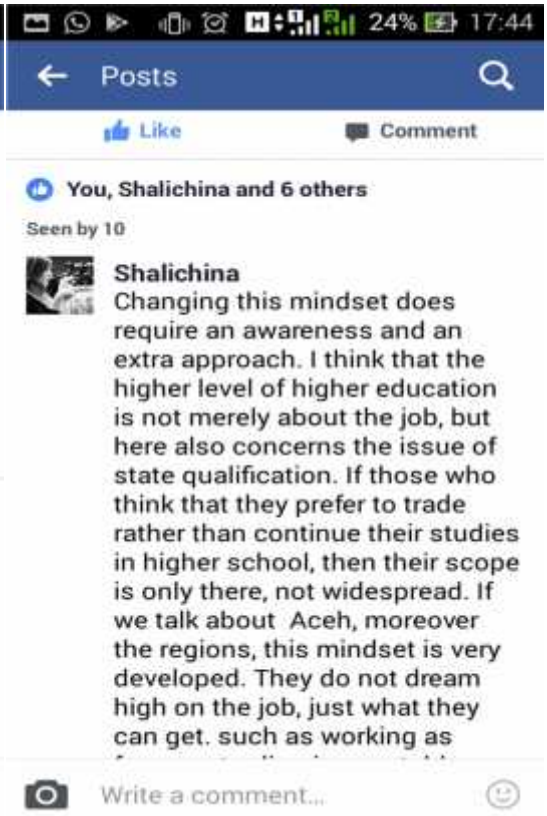
APPENDIX I

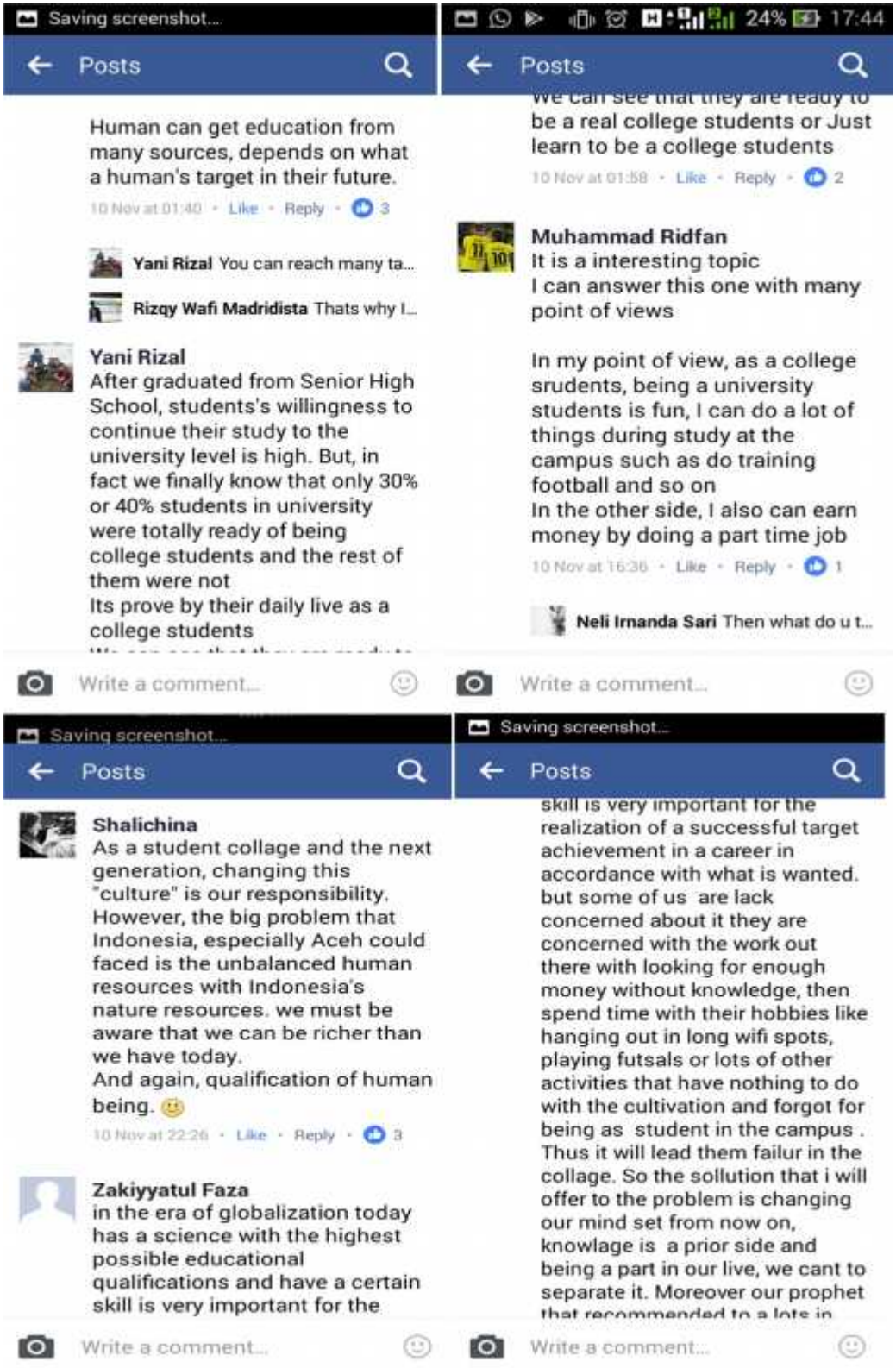
Examples of students' works of Facebook discussion group

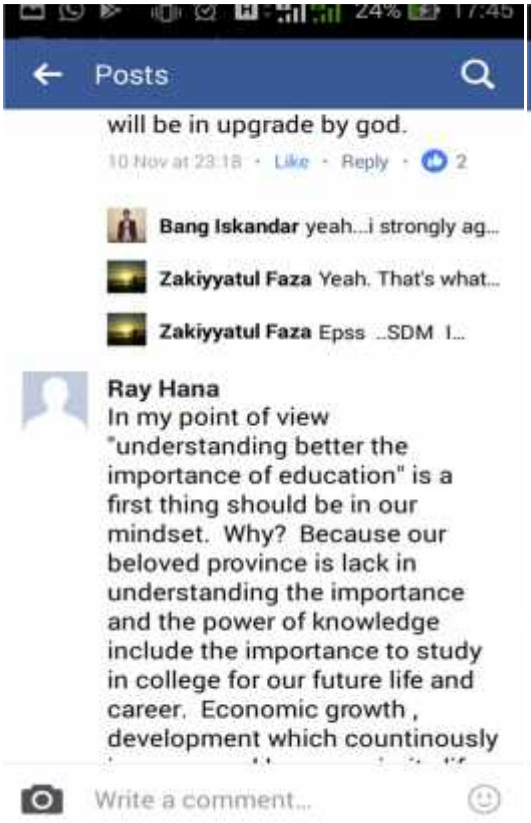
24% 17:44
Posts
Please every member write your ideas as much as you can on comment page and give like if you are interested in friends' ideas.
Deadline: September 12th, 2017
Thanks,
Iskandar
Like
Comment
You, Shalichina and 6 others
Seen by 10
Shalichina
Changing this mindset does require an awareness and an extra approach. I think that the higher level of higher education is not merely about the job, but
Write a comment...

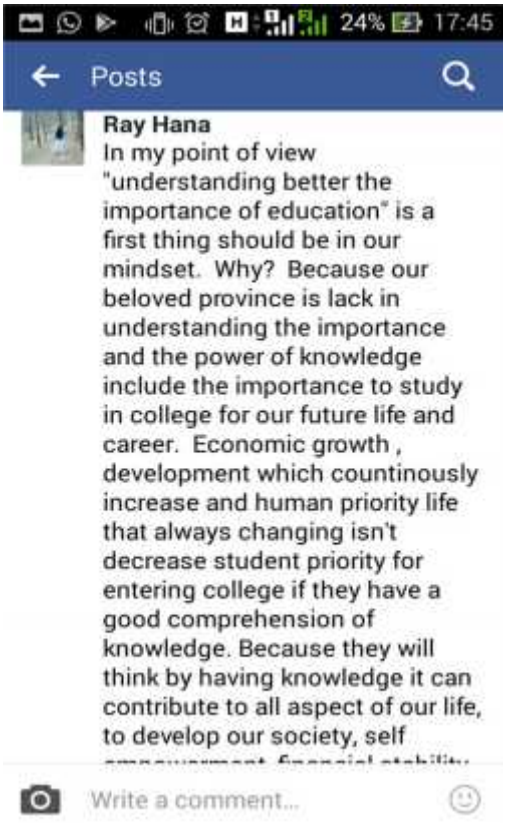

24% 17:44
Posts
Like
Comment
You, Shalichina and 6 others
Seen by 10
Shalichina
Changing this mindset does require an awareness and an extra approach. I think that the higher level of higher education is not merely about the job, but here also concerns the issue of state qualification. If those who think that they prefer to trade rather than continue their studies in higher school, then their scope is only there, not widespread. If we talk about Aceh, moreover the regions, this mindset is very developed. They do not dream high on the job, just what they can get. such as working as
Write a comment...

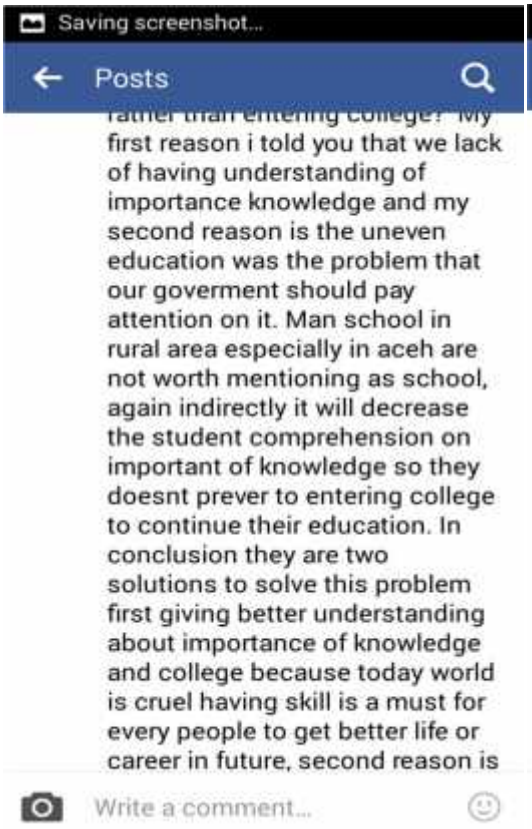
24% 17:44
Posts
8 Nov at 09:41 · Like · Reply · 3
Rizqy Wafi Madridista We do...
Shalichina Thats way approaches...
Shalichina
*Indonesia is still being a developing country.
(which one correct grammatically? This i guess)
8 Nov at 09:44 · Like · Reply · 1
Suci Afriana
First of all we have to change the idea that "education is a career support" to "education is the support of quantity and quality of life". Indonesia has a wealth of natural resources but because of the lack of an educated
Write a comment...

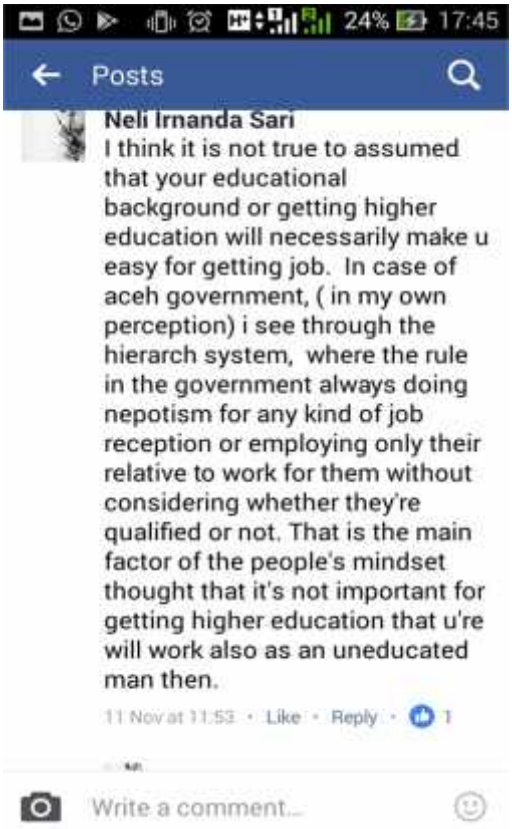
24% 17:44
Posts
natural resources but because of the lack of an educated generation so that it can not be developed into a new, more valuable material. Maybe in some areas still think that trading is better and more profitable than continuing education, but will it be enough? No, but if we are educated and then trade then we can create a creative and critical ideas so that our business is growing rapidly and success is not just an ordinary trading.
8 Nov at 13:57 · Like · Reply · 3
Yani Rizal My lecture have his ow...
Rizqy Wafi Madridista
Education is fundamental in human life, but being a college students is a choice
Write a comment...

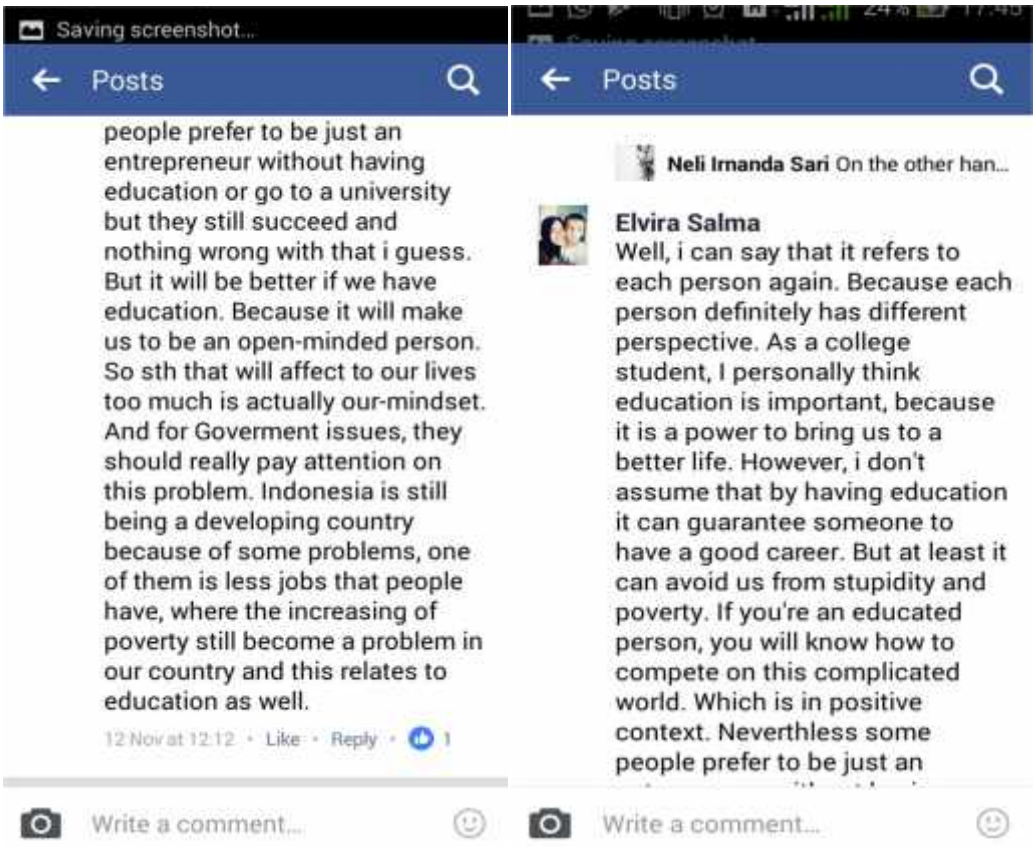

Saving screenshot...
Posts
Human can get education from many sources, depends on what a human's target in their future.
10 Nov at 01:40 · Like · Reply · 3
Yani Rizal You can reach many ta...
Rizqy Wafi Madridista Thats why I...
Yani Rizal
After graduated from Senior High School, students's willingness to continue their study to the university level is high. But, in fact we finally know that only 30% or 40% students in university were totally ready of being college students and the rest of them were not
Its prove by their daily live as a college students
Write a comment...
24% 17:44
Posts
be a real college students or Just learn to be a college students
10 Nov at 01:58 · Like · Reply · 2
Muhammad Ridfan
It is a interesting topic
I can answer this one with many point of views
In my point of view, as a college srudents, being a university students is fun, I can do a lot of things during study at the campus such as do training football and so on
In the other side, I also can earn money by doing a part time job
10 Nov at 16:36 · Like · Reply · 1
Neli Irnanda Sari Then what do u t...
Write a comment...
Saving screenshot...
Posts
Shalichina
As a student collage and the next generation, changing this "culture" is our responsibility. However, the big problem that Indonesia, especially Aceh could faced is the unbalanced human resources with Indonesia's nature resources. we must be aware that we can be richer than we have today.
And again, qualification of human being.
10 Nov at 22:26 · Like · Reply · 3
Zakiyyatul Faza
in the era of globalization today has a science with the highest possible educational qualifications and have a certain skill is very important for the
Write a comment...
Saving screenshot...
Posts
skill is very important for the realization of a successful target achievement in a career in accordance with what is wanted. but some of us are lack concerned about it they are concerned with the work out there with looking for enough money without knowledge, then spend time with their hobbies like hanging out in long wifi spots, playing futsals or lots of other activities that have nothing to do with the cultivation and forgot for being as student in the campus . Thus it will lead them failur in the collage. So the sollution that i will offer to the problem is changing our mind set from now on, knowlage is a prior side and being a part in our live, we cant to separate it. Moreover our prophet
Write a comment...


Posts
will be in upgrade by god.
10 Nov at 23:18 · Like · Reply · 2
Bang Iskandar yeah...i strongly ag...
Zakiyyatul Faza Yeah. That's what...
Zakiyyatul Faza Epss ..SDM I...
Ray Hana
In my point of view "understanding better the importance of education" is a first thing should be in our mindset. Why? Because our beloved province is lack in understanding the importance and the power of knowledge include the importance to study in college for our future life and career. Economic growth , development which countinously
Write a comment...


24% 17:45
Posts
Ray Hana
In my point of view "understanding better the importance of education" is a first thing should be in our mindset. Why? Because our beloved province is lack in understanding the importance and the power of knowledge include the importance to study in college for our future life and career. Economic growth , development which countinously increase and human priority life that always changing isn't decrease student priority for entering college if they have a good comprehension of knowledge. Because they will think by having knowledge it can contribute to all aspect of our life, to develop our society, self
Write a comment...


Saving screenshot...
Posts
first reason i told you that we lack of having understanding of importance knowledge and my second reason is the uneven education was the problem that our goverment should pay attention on it. Man school in rural area especially in aceh are not worth mentioning as school, again indirectly it will decrease the student comprehension on important of knowledge so they doesnt prever to entering college to continue their education. In conclusion they are two solutions to solve this problem first giving better understanding about importance of knowledge and college because today world is cruel having skill is a must for every people to get better life or career in future, second reason is
Write a comment...


24% 17:45
Posts
Neli Irnanda Sari
I think it is not true to assumed that your educational background or getting higher education will necessarily make u easy for getting job. In case of aceh government, (in my own perception) i see through the hierarch system, where the rule in the government always doing nepotism for any kind of job reception or employing only their relative to work for them without considering whether they're qualified or not. That is the main factor of the people's mindset thought that it's not important for getting higher education that u're will work also as an uneducated man then.
11 Nov at 11:53 · Like · Reply · 1
Write a comment...


Saving screenshot...
Posts
people prefer to be just an entrepreneur without having education or go to a university but they still succeed and nothing wrong with that i guess. But it will be better if we have education. Because it will make us to be an open-minded person. So sth that will affect to our lives too much is actually our-mindset. And for Goverment issues, they should really pay attention on this problem. Indonesia is still being a developing country because of some problems, one of them is less jobs that people have, where the increasing of poverty still become a problem in our country and this relates to education as well.
12 Nov at 12:12 · Like · Reply · 1
Write a comment...
Posts
Neli Irnanda Sari On the other han...
Elvira Salma
Well, i can say that it refers to each person again. Because each person definitely has different perspective. As a college student, I personally think education is important, because it is a power to bring us to a better life. However, i don't assume that by having education it can guarantee someone to have a good career. But at least it can avoid us from stupidity and poverty. If you're an educated person, you will know how to compete on this complicated world. Which is in positive context. Neverthless some people prefer to be just an
Write a comment...

APPENDIX II

Questionnaire

Name: semester:

This questionnaire is designed to explore student's perception on the use of Facebook as discussion group in helping them generate ideas through written form. Please finish it in according to your own experience or reality. There is not true or false with answers and it will not influence your instituion record. It is just for teaching research.

Please choose (√) only one best of following answers in according to your experience!

No.	Item	Interpretation			
		SD	D	A	SA
1.	I agree Facebook act succesfully as an online environment that facilitated English language learning.				
2.	The use of Facebook as writing discussion group enhanced my English writing skill.				
3.	The combination of Facebook and discussion group motivated me to write in English writing.				
4.	Online writing through Facebook gave me ample time to organize my ideas before writing.				
5.	Reading other people's writings and presentation gave me a lot of benefits.				
6.	Reading my peer's writing in Facebook increased my learning experience.				
7.	The use of Facebook as discussion group helped me generate ideas easely in English writing.				
8.	I could write as much as I can on Facebook.				

9.	Peer comments on Facebook really helped me to improve writing in English.				
10.	Writing discussion group activity in Facebook enhanced the friendship among group members.				
11.	I was motivated to learn writing in English through Facebook.				
12.	I prefer writing on Facebook discussion group than in classroom context because it saves my time in generating ideas.				
13.	I considered the suggestions and comments given by peers when revising my own writing.				
14.	I am more confident to write in English by using Facebook discussion group.				
15.	I am comfortable posting ideas or opinions on Facebook.				
16.	I am satisfied with the usage of Facebook as discussion group in helping me express ideas.				
17.	I felt encouraged when friends “like” my posts and “comment” on Facebook.				
18.	I got more knowledges and ideas from peer’s discussion group posts.				
19.	I learn more vocabulary and spelling through a peer comment on Facebook.				
20.	I learned English grammar and structure through a peer comment.				

SD = Strongly disagree
D = Disagree
A = Agree
SA = Strongly agree

APPENDIX III

Interview

Name: semester:

This interview is used to strengthen answers of questionnaire applied to few students about their perception and interest on the use of Facebook as discussion group in helping them generate ideas through written form. the asnwers of respondents will not influence students record.

Please choose one best answer of the following (yes/no) in according to experience you you learned!

1. Does using Facebook discussion group help you generate ideas through written form? yes/no

   Reason: .....

   .....

   .....

   .....

   .....

   .....

   .....

   .....

2. Are you interested in learning writing by using Facebook discussion group to generate your ideas? Yes/no

   Reason: .....

.....

.....

.....

.....

.....

3. Do you agree that using facebook as discussion group helping students generate ideas to be implemented in writing class? Yes/no

   Reason: .....

   .....

   .....

   .....

   .....

   .....

AUTOBIOGRAPHY

1. Name : Iskandar
2. Place / Date of Birth : Bili Aron, 02 Oktober 1993
3. Religion : Islam
4. Sex : Male
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Bili Aron, Glumpang Tiga, Pidie
9. E-mail : Iskandarthegreat2013@gmail.com
10. Parent
    a. Father : Muhammad
    b. Mother : Halimah
    c. Occupation : House worker
11. Address : Bili Aron, Glumpang Tiga, Pidie
12. Education Background
    a. Elementary School : SDN Aron (2000-2006)
    b. Junior High School : MTsS Jeumala Amal (2006-2009)
    c. Senior High School : MAS Jeumala Amal (2009-2012)
    d. University : UIN Ar-Raniry (2012-2016)

Banda Aceh, Desember 10th, 2017

Iskandar