

TEACHING SPEAKING DESCRIPTIVE TEXT BY USING FACEBOOK FOR SENIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This research purposes to describe the teacher teaches speaking through facebook, and to describe the students ability in speaking through facebook. This study was descriptive qualitative research. The data were taken from the tenth grades students of senior high school in Sidoarjo. The data collecting technique used observation field note, interview and test. The first result of observation about the teaching learning process, the researcher found the way the teacher taught speaking descriptive text was as usual e.g. she gave explanation about the example and the generic structure of descriptive text. The new technique was she used Facebook as the new media to teach speaking. The researcher could see that Teaching speaking through Facebook could make students enjoy and interest in speaking because Facebook is their everyday game. The teacher also found interesting thing when teaching speaking through Facebook because it was a new media in teaching speaking. Further, the second result of the students' test, the researcher could find out that the students average score were 75-80. It's good enough and showed that they were able to practice and train their speaking. The students were likely enjoyed to describe facebook profile because they were interested when described it.

Key Words : *Teaching Speaking, Descriptive Text and Facebook.*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru mengajar berbicara bahasa Inggris dengan menggunakan facebook, dan untuk mendeskripsikan kemampuan siswa dalam berbicara bahasa Inggris melalui facebook. Penelitian ini menggunakan metode deskriptif kualitatif. Data penelitian ini di ambil dari siswa sekolah menengah atas di Sidoarjo. Teknik pengumpulan data menggunakan catatan observasi lapangan, wawancara dan tes. Hasil observasi proses belajar mengajar, peneliti menemukan cara guru mengajar Bahasa Inggris sama dengan biasanya conthnya guru memberikan penjelasan, contoh dan tata bahasa dari teks deskriptif. Tekhnik barunya adalah guru menggunakan Facebook sebagai media. Peneliti menemukan bahwa mengajar berbicara bahasa Inggris mealalui facebook membuat murid merasa nyaman dan tertarik berbicara bahasa Inggris karena Facebook adalah permainan mereka sehari-hari. Guru juga menemukan sesuatu yang menarik ketika mengajar berbicara bahasa Inggris, karena Facebook adalah hal baru dalam mengajar berbicara bahasa Inggris. Selanjutnya, dari hasil yang kedua berdasarkan nilai tes siswa di dalam berbicara bahasa Inggris melalui Facebook, peneliti menemukan bahwa nilai rata-rata murid adalah 75-80. Ini cukup bagus dan menunjukkan bahwa murid-murid dapat mempraktekkan dan melatih berbicara mereka. Murid-murid terlihat lebih mempunyai rasa percaya diri untuk mendeskripsikan profil foto facebook karena mereka tertarik ketika mendeskripsikannya.

Kata Kunci: *Mengajar berbicara. Facebook dan Deskriptif text*

INTRODUCTION

One of crucial part of second language learning is teaching speaking. As (Kayi, 2006) stated that there a slot in speaking. it is linguistic mastery and the method in teaching. Teaching speaking is different with listening, writing, and reading. Habitual forming is needed in speaking because it is a direct communication so it needs practicing as often as possible. Speaking with second language is needed for students in globalisation era. Despite of that, the way the teachers teach speaking are still boring. However, the student's speaking ability have to be improved in order to know the rules of communicative matter in second language.

Speaking ability is considered difficult, this is caused by lack of attention of the teachers on teaching speaking in class. Teachers are rarely trained in teaching Speaking ability in class. Besides, teaching speaking method are still less. In teaching speaking, the teacher only focused on textbook and gave the students an instruction and topic. In this case, it was made the students got a difficulty in composing their ideas because lack of brainstorming. Students are not interested and have low motivation in doing a task and English lesson. This reason also become very important for students of tenth grade at Senior high school in Sidoarjo. This condition make the researcher has to make the study urgently.

Usually the students asked to make a dialog then the students read it in front of class or the teacher asked them to describe about something without any clue or paper in their hand, so teacher asked them to describe them by their own word. This is difficult for the students since they have to master enough the vocabulary, spelling, grammar, pronunciation and fluency. Therefore, teachers need to be able to be creative and ready to shape reform.

There are many ways for teacher to help their students use some kinds of social media such as facebook. Facebook is important to helping the students to improve speaking ability because it will be new variation and the new thing for the students so they will be attracted to learn English. (Levin, 2015) stated that facebook at school is free to download and use. Provided teachers and students take the necessary precautions to protect their identities, Facebook can be a great tool to enhance the learning environment at school and beyond.

Based on the the statement above the teacher wants to present the alternative in choosing technique and material in order to achieve the goal of teaching speaking.

In this study the reasercher uses social media facebook as the media because facebook is a new thing a nice variation so that the students will have willingness to learn speaking. Media of facebook is one of media to help teachers and students in learning English, especially speaking. facebook is social media for doing things together. With Facebook, the researcher expect that it can improve speaking ability, be effective, efficient and ultimately get a satisfactory result. The researcher purposes to use facebook as the media in teaching English to improve student's motivation in speaking English for example, the students could use descriptive text through facebook. They can describe someone's facebook profile. As (Kane, 2017) stated that description is about something that could be seen, touched or even tested but it can be dealt with other perceptions.

The researcher believes that facebook can make the students at Senior high school in Sidoarjo feel enjoy and interested in speaking English when they are describing someone's profile because every students have their own facebook and almost everyday they open their facebook as their diversion.

The statements of this research are how does the teacher teach speaking using facebook in tenth grade students of Senior high school in Sidoarjo and how are the student's speaking ability on describing using facebook? While the objectives of this study are to describe the teacher teaches speaking using facebook in tenth grades of Senior high school in Sidoarjo and to describe the student's speaking ability on describing using facebook.

RESEARCH METHOD

The researcher used descriptive qualitative for the research dessign. All the results of the data, described descriptively. According to (James Dean Brown, Rodgers, 2003), they stated that qualitative research approach is typically the label for non-numerical research. The subject of this study were the students of tenth grades akutansi II and the teacher. The data of this study were gotten from the result of observation fieldnote in teaching speaking using facebook. The researcher observed the process of teaching learning. Interview result from the English teacher to answer the first statement, and test done by the students to find out the student's speaking ability in order to answer the second statements. Moreover, the teacher took the score based on 4 aspects, they are: comprehension, grammar, fluency and pronunciation (Auda, 2013) .

Furthermore, the source of the data in this study is teaching speaking descriptive through facebook in first grade of Senior high school in Sidoarjo. This activity held once in a week with twice meetings and followed by students of Senior high school in Sidoarjo and the teacher. To analyze the data, the researcher identify the implementation teaching learning process. After that, the researcher sort the steps of the teaching learning process, drew the conclusion and all the activity are supported by the result of the interview. That was all to answerd the first statement. Furthermore, to answered the second statement, the teacher gave the test and took the score based on 4 aspects. After that, the reasearcher calculated the scores with percentage and concluded it descriptively.

FINDINGS

The researcher observed in 2 meeting. The first meeting's material was descriptive text by using facebook and the second meeting's material was a continuation from first meeting. There were several steps the teacher used to teach descriptive text by using facebook. Firstly, the teacher explained the example and the generic stucture of descriptive text. Next, she showed to the students about someone's facebook profile as the example. The teacher described the appearence which can be seen from the facebook profile. After that, she asked the students to open their own facebook and chose someone's facebook profile. She asked some student's to describe someone's facebook profile in their seet directly. She found that some of them still do not understand about the generic structure of descriptive text. Because of that, she explained the generic structure and tense that should be used in descriptive text. When the students seemed understand, the teacher made sure that the students have understand it. After that, she asked some of the students to describe someone's facebook profile one by one in front of her. The teacher found that studens was still lack in grammar and fluency when they were speaking but they were interested to describe someone's facebook profile. They seemed anthusias when they were describing someone's facebook profile. As the researcher observed, the students seemed like they got motivated when they were describing someone's facebook profile.

The researcher made an interview for the teacher and the interview done on the same day with the observation of second meeting. Interview to the teacher is as the complementary for the first statement that cannot be answered in observasation such as the teacher's opinion in teaching spaking through facebook. The interview consists of 5 questions for her. In her

opinion, she was interested to teach speaking through Facebook because it is the new thing for her because she usually uses a monotone way to teach speaking. She just follows the English book as her media. She was happy when she discovered that students got enthusiastic to describe someone's Facebook profile.

Moreover, the researcher also calculated the score in each aspect from the student's test. Each aspect is broken into 4 ranks: (1) Poor, (2) Okay, (3) Good, (4) Very good.

Table no.1

Number of students in each aspect.

Speaking skill test	1	2	3	4
Grammar	0	8	18	3
Pronunciation	0	0	13	16
Comprehension	0	0	13	16
Fluency	0	5	14	10

From the data above, it can be concluded that students speaking is good. By the average score about 75-80, the students speaking is good. The description of each aspect of the speaking result was proof from the grammar has 27,6% or 8 students who got score 2, 62% or 18 students who got score 3 and 20% or 3 students who got score 4. For the pronunciation has 45% or 13 students who got the score 3, and 55% or 16 students who got score 4. For the comprehension has 45% or 13 students who got the score 3, and 55% or 16 students who got score 4. For the fluency 17% or 5 students who got score 2, 48% or 14 students who got the score 3 and 34,4% or 10 students who got score 4.

According to the table about the analysis of the result above, it can be categorized that using mind mapping in teaching paragraph writing is adequate to good. It can be seen on the tables above that using mind mapping in teaching paragraph writing have significant differences. So, the student's scores of learning paragraph writing taught by using mind mapping are better than teaching paragraph writing without using mind mapping.

DISCUSSION

The first meeting was as usual, the teacher said good morning and the students answered and then the teacher called the students name one by one from the students list. After that, the teacher explained descriptive text. Many students got bored because the way

the teacher taught was monotone, but when the teacher gave an example about someone's facebook profile, many students got excited because it was a new thing for them. The teacher also gave the test for the students at the last thirty minutes before the class end. The teacher asked to the students to describe someone's facebook profile one by one like the example which has been given by the teacher. The second meeting was the same as the first meeting. The teacher directly gave the students test after the class ended.

The Facebook is likely effective to teach speaking descriptive text. According to (Roblyer, M.D., McDaniel, M., Webb, M., Herman, J. and James Vince Witty, J, 2010), Facebook is a valuable tool in educational communications and collaborations. Therefore, it is because it can attract the students and motivate them in improving speaking. They started to open their Facebook with interest, enjoy and happy feeling because facebook is their everyday game. Through using Facebook the students can get enough stimulation. It is very useful for the students because mostly they cannot start to talk because they do not know what they should do, they are shy and not interested with it. The use of using Facebook which was done by the teacher was quite good. The teacher guided the students in speaking class and made them interest to it. Teaching speaking through facebook was the new thing for the English teacher in Senior high school. The teacher hoped teaching speaking through Facebook can make the students motivate, excite and attract to speak because facebook is new thing for the students and indirectly for the teacher.

Based on the students' score, mostly the students got difficulties in speaking because they were lack of understanding in grammar, they are bored, they are shy and some of them are lazy. From the students' scores in first meeting, most of them got bad score in each aspect. Students that got bad score was confused how to described. Their vocabularies are still lack and their grammar was bad. They also do not usually speak english that make their fluency and pronunciation are still lack. From the students' scores in the second meeting, most of them had improvement in each aspect. Students that had not described someone's profile picture had studied about it before they described it. It means that, the students were interested to describe someone's profile facebook. Moreover, facebook is useful for the teacher to teach speaking. In Therefore, the role of the teacher is much needed here. This situation, the teacher helps them to get the idea to guide them and the make them happy and interest in speak English. Facebook helps them to build their spirit and it was success to do. Through using Facebook, the teacher also knows how far the ability of the students in developing their ideas and word orally. Beside that, teachers should give more drill in

speaking English. They should not use monotone way to teach speaking. They can use Facebook as their new media to teach speaking.

The researcher can conclude that Facebook can be used for teaching English. As the researcher found at the study done by (Yunus and Salehi, 2012) with the title “The Effectiveness of Facebook Groups on Teaching and Improving Writing: Students Perceptions” and a study done by (Eren, 2012) entitled “Students’ Attitudes towards Using Social Networking in Foreign Language Classes: A Facebook Example”. Both of the that 2 researchers concluded „Facebook groups“ is an effective tool to improve their ability not only in speaking but also in students’ writing skills, especially in the brainstorming stage. Moreover, students have a very positive attitude towards the use of Facebook activity as a supplement to language classroom.

CONCLUSSION

Facebook is one of the media that can be used to teach speaking in the classroom. Facebook is great for stimulating students speaking. Teachers can use facebook as the media to teach speaking because Facebook is new and interesting. Using facebook is good way to motivate and avoid boredome of senior high school students. The implementation of facebook as the media to develop the students speaking ability, the teacher can ask them to speak up in front of the teacher directly. To answer the statements, the researcher can conclude that the way the teacher teach descriptive text through facebook is with described about simple present tense as the formula to make a descriptive text. After that, she gave some example of descriptive text. Next, she showed someone’s facebook profile to be described. And the last is she directly gave the test to them the same as the example that has been given by the teacher.

The use of facebook can help the students to have spirit. And it can attract the students so that the students can improve their speaking ability It is showed by the result of the student speaking score with the average score is >75 . It is good enough. The students have been able to develop their speaking but they have not been able to use the grammar correctly and the fluency is standard. The students felt interested to desribe someone’s facebook profile picture because they can choose whose facebook profile to be described. Most of the students chose the facebook profile picture of their special one such as their mother and their boyfriend or girlfriend.

Moreover, the researcher suggests for the teacher in teaching learning process, the role of the teacher is much needed. They should be able to control the class and also become

an active person in giving motivation to the students to learn the material. The teacher should try to get the student's heart and attention then show the students about the use of facebook . It can be done to attract the students and make them enjoy with the material. The teacher should give more attention to the language use especially in grammar and pronunciation. The researcher also wants to give suggestion to other researchers who want to take the same subject to do details research about it. It is done because the research that has been done is not perfect so hopefully other researcher can make it better. Last but not least, the researcher suggests for the students that they must pay attention to the teacher when the teacher is explaining the material. The students have to practice their English speaking with their teacher or friends although not in English class. The students have to believe to themselves that they can speak English.

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