

THE EFFECT OF FACEBOOK IN IMPROVING STUDENT'S IDENTIFICATION OF EXPLICIT MEANING IN READING COMPREHENSION

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Abstrak: Laporan ini menyajikan hasil studi yang meneliti efisiensi pengembangan profesional bagi guru menggunakan Facebook. Untuk mencapai tujuan ini, sebuah studi eksperimental kuasi dilakukan pada mahasiswa bahasa Inggris angkatan 2014 A - 2014 B untuk menentukan sejauh mana Facebook memberi pengaruh pada prestasi siswa dalam pemahaman membaca. Studi ini meneliti kepercayaan pelaksanaan melalui pembelajaran berbasis proyek menggunakan Facebook yang dilakukan di luar kelas untuk menentukan sejauh mana peneliti menerapkan strategi yang diinginkan. Temuan post-test dianalisis dengan menggunakan ANCOVA dengan hasil nilai sig 0,043. Hal ini menunjukkan bahwa $\text{sig} < \alpha$ (0,05) yang berarti Facebook dapat memberikan perbedaan yang signifikan pada pemahaman membaca siswa.

Kata Kunci: *facebook, pemahaman membaca, pencapaian siswa*

Abstract: This report presents the results of a study that examined the efficiency of professional development for teachers using Facebook with respect to improving student reading skills. To achieve this purpose, a quasy experimental study was conducted in 2014 A–2014 B to determine the extent to which Facebook affected teacher practices and student achievement in reading comprehension. The study examined trustworthiness of implementation through project based learning using Facebook conducted outside the classroom to determine the extent to which teachers implemented the desired strategies and to describe differences between classroom practices of teachers in the treatment group and those of teachers in the control group. The finding of posttest analyzed by using *Ancova* which compared between two groups gain sig 0.043. It shows that $\text{sig} < \alpha$ (0,05) which means *Facebook* as media can give significant difference on students' reading comprehension.

Key words: *facebook, reading comprehension, student achievement*

A. INTRODUCTION

Reading is an activity to understand written texts. It is a complex activity that needs perception and thought. Reading includes transferring the message between writers and readers who have different background knowledge. So in reading, the readers have to construct the meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting or an interpreting the text, and the interpretation is influenced by the reader's experiences, language background and cultural frame work, as well as the reader's purpose for reading.

In Indonesia, the teaching of reading is categorized into the teaching of reading

comprehension. This refers to the content standard stipulated by the government and the fact that the teaching of reading aims at improving the students' language skills. Those students have been trained to be able to read in their native language and at the Senior High level they are introduced to EFL so that they can obtain message of an English written text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction involvement with written language (snow, 2002: 11) in Cahyono (2011: 87).

As Harris and Hodge (cited in Fresch, 2008: 83) in Cahyono (2011: 87) also give definition about reading comprehension, they state that reading comprehension is defined as

the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in particular context. It means that, the reader who has to have the balanced knowledge and experience must be able to adjust the source of information into adaptable context. Grabe (1991: 377) in Cahyono (2011: 77) considers reading as an active process of comprehending and he states that students need to be taught strategies to read more efficiently (e.g., guessing meaning from context, defining expectation and making inference about the text, and skimming ahead to fill in the context).

This study is involved *Facebook* as a media which is used to encourage students' achievement. Ahmet Naci Coklar (2012:1) stated that *Facebook* is the highest number of users in the world compared with social sites such as MySpace, Friendster and Reunion. Based on the data was taken by (Facebook.com) shows that Indonesia is the second biggest country for *Facebook* user after USA. Million people have been using *Facebook* in their daily life. While students waste their time in enjoying with *Facebook* such as: chatting, playing games, updating status, etc. It is better if teachers use *Facebook* as a learning tool to support the learning process. It is supported by Ian Fordham et.al (2013: 2) affirms that *Facebook* is in an excellent position to support the way young people, teachers and other educators collaborate, access and curate new learning.

This social media was used in the outside of the class through *Project Based Learning* proposed by Joel I. Klein et.al (2009: 8). In applying this media, a *Facebook Group* was made to organize students' activities in *Facebook* then the teacher uploaded a descriptive text and gave some questions based on the text and asked students to answer the question. The students are asked not only to answer the question but also to give the reasons and clues toward their answer. The students were divided into some groups in which each group contained two persons. Some terms are divided for students' respond in *Facebook* in answering, and giving comment about descriptive text. It is likely both passive and active students can be

involved together in the reading activities in *Facebook Group*. A study was taken by Ahmed Naci Coklar (2012) and an article is written by Saikaew, et.al (2011) shows that *Facebook* gave many advantages as education tool. Another research about the use of *Facebook* is written by Rasyid (2013) has shown that *Facebook Groups* can help students in process of setting up of writing by enabling them to recognize aspect of writing assignment deadline and avoid plagiarism was conducted by the students.

Regarding the use of *Facebook* that is good for students in learning, a study was conducted to examine the extent to which the use of *Facebook* as media in teaching reading comprehension descriptive text was conducted in the outside of the classroom through *Project Based Learning* in STKIP PGRI Jombang. The research problem is formulated as follow: "Do the students taught by using *Facebook* in reading comprehension descriptive text for identification explicit meaning have better reading achievement than those taught without using *Facebook*?"

B. RESEARCH METHODOLOGY

A quasi-experimental design as a part of quantitative research was employed in this research. It aims to discover the effectiveness of teaching reading comprehension descriptive text by using *Facebook* toward students' reading achievement. This study was involved nonrandomized control group pretest-posttest design was adapted from (Ari, 2006: 316). The result of this research was gotten by comparing the result of control class and experimental class' posttest. This recent study was conducted in STKIP PGRI Jombang as the subject population. The sample of this research is 2014 A as the experimental class and 2014 B as the control class.

Table 1. The Essential Features in the Teaching Reading using *Facebook* and without using *Facebook*

Meetings	Activities	Mode of learning
Meeting 1	Pretest and introduction of text	Face to face
Meeting 2	Give more practices or	Face to face

	exercises	
Meeting 3 (June 5, 2015)		
- (08.30 a.m – 09.30 a.m)	Reading comprehension practice	Online
- (09.30 a.m - 10.30 a.m)	Reading comprehension practice	Online
- (10.30 a.m - 11.30 a.m)	Reading comprehension practice	Online
Meeting 4 (June 6, 2015)		
- (08.30 a.m – 09.30 a.m)	Reading comprehension practice	Online
- (09.30 a.m - 10.30 a.m)	Reading comprehension practice	Online
- (10.30 a.m - 11.30 a.m)	Reading comprehension practice	Online
Meeting 5	Reflection and posttest	Face to face

This study used test as the main instrument to get the data which is able to measure the effectiveness of *Facebook* toward students' reading comprehension. The tests consist of 20 items which have already valid and reliable. Before the test is used for the experimental class and control class, the test tried out in other respondents. The trying out aimed to check out the validity of the items and reliability in general. The test was given in the pretest and posttest with equivalent questions. *Ancova* in SPSS 16 Program windows was used to compute the different between experimental class and control class posttest.

C. FINDING AND DISCUSSION

Descriptive statistic of experiment and control group *pre-test* sco

	Media	Mean	Std. Deviation	N
<i>pre-test</i>	Convensional	52.45	11.431	30
	Facebook	60.50	9.743	32

Based on the above table, we can see that the average score for control group (without Facebook) is 52.45 and the standard

deviation is 11.431. On the other hand, for experiment class, the average score is 60.50 with the standard deviation is 9.743. The result of this *pre-test* showed the ability of the student in identifying explicit meaning of reading comprehension descriptive text to know the basic achievement of the students both for control and experiment class.

Descriptive statistics of experiment and control group *post-test* score

Method	Mean	Std. Deviation	N
Conventional	56.25	10.058	28
Facebook	64.64	9.806	28
Total	60.45	10.714	56

The above table showed that the average score of control group (without Facebook) is 56.25 with the standard deviation 10.058 while for experiment class the average score is 64.64 with the standard deviation is 9.806. This result showed that the average score of control group is lower than the average score of experiment group that used Facebook as media in doing the Project Based Learning. Although there was an improvement for the experiment class, the researcher cannot conclude that using facebook in teaching reading comprehension descriptive text is effective unless the researcher uses ANCOVA (analysis of covariance) to test the hypotesis

Tests of Between Subjects Effects

Dependent Variable: Posttest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1700.498 ^a	2	850.249	9.768	.000
Intercept	3799.209	1	3799.209	43.647	.000
Pretest	714.338	1	714.338	8.207	.006
Media Pengajar	375.087	1	375.087	4.309	.043

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Error	4613.341	53	87.044		
Total	210925.000	56			
Corrected Total	6313.839	55			

a. R Squared = .269 (Adjusted R Squared = .242)

b. Computed using alpha = .05

From this table can be seen that F value as the effect of Facebook is 4.309 with the margin error is 4.3 % in which that sig under 5%. This is also similar to the influence of the average first score as significantly difference in which F value is 8.207 with the margin error is only 0.6% much lower than 5 %.

Testing Hypothesis

The table result of ANCOVA showed that F value for Facebook is 4.309 with the margin error is 4.3%, means that $> 5\%$ so that we can conclude that alternative hypothesis showed that there is significant difference for the students' achievement of reading descriptive text comprehension who taught using Facebook.

Facebook on students' reading comprehension descriptive text through Project Based Learning

Comprehends what the writer says in the text is the main objective of reading. Fachrurrazy (2011:83) affirmed that comprehending in reading divided in some levels are that in sentence level, paragraph level and whole text. It is involved the great concern by the English teacher to make a variety of teaching in achieving the goal. Facebook through Project Based Learning was involved in this study. STKIP PGRI Jombang was chosen to prove that Facebook has been involving in various olds and places. This media was applied in the outside of the class through Project Based Learning was adapted by Joel I. Klein et.al (2009:8). By using Project Based Learning strategy, the students worked in their pair which is contained of 2 persons. The students were given more exercise namely Project Inquiry in Facebook Group which is uploaded by the

teacher in wall Facebook Group. By giving respond on Facebook Group the students got comment either criticism or appreciation by their classmates and the teacher. The use of Facebook as media through Project Based Learning in teaching reading comprehension can encourage students' achievement. It is possible because teacher can plan learning experiences which can give deep understanding to the students.

In this study, students drove the learning more enjoyable because they learned with their abilities and preference for using different type of media. In other side, students constructed to pursue in comprehending about what they read in wall Facebook group. The students competed with other group to answer the questions. It was passive and active students can be involved together in the reading activities in Facebook Group. It is supported by Ian Fordham et.al (2013: 2) stated that Facebook is in an excellent position to support the way young people, teachers and other educators collaborate, access and curate new learning

Facebook can be manipulated as education tool to the teacher and students. The outcome of the students' reading comprehension are that they could comprehend the descriptive text exactly in determining main idea and title of the text or passage, finding written and implicit information, determining reference word, determining the meaning of the words, phrase, based on the context. It is supported by a study done which conducted by Ahmed Naci Coklar (2012) and Kanda Runapongsa Saikaew, et.al (2011). It shows that Facebook can give more advantage in education as learning tool. Another research was done by Fikri Rasyid (2013). It shows that Facebook Groups can help students in process of setting up of writing by enabling them to recognize aspect of writing assignment deadline and avoid plagiarism was conducted by the students.

D. CONCLUSION AND SUGGESTION

The results of the study show that there is significant difference on the 2014 A who are taught by using Facebook better than 2014 B who are taught without using

Facebook. Furthering analyze was computed by using *ANCOVA* is gain sig 4.309. It shows that $\text{sig} < \alpha$ (0.05), the gain score led to accept the hypothesis. It can be concluded that *Facebook* can be effective media in teaching reading comprehension in determining main idea and title of the text or passage, finding written and implicit information, determining reference word, determining the meaning of the words, phrase, based on the context. This study suggests the use of *Facebook* or others social media in teaching process must be encouraged as the education tool. It is positive proper to engage students as modern learner at present.

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