A. The Nature of Writing

General concept of Writing is one basic skill in learning English beside listening, speaking, and reading. To write means to communicate using written language. In writing, all information is delivered through text. Writing means producing or creating a piece of text. Like speaking, writing requires someone to produce language. Harmer (2001: 249) states, “Language production means that students should use all and any languages at their disposal to achieve a communicative purpose rather than be restricted to specific practice points”. Therefore, the form of language produced is different among those two. Speaking produces language in oral form while writing does in written form. That’s why those skills belong to productive skill (Harmer, 2001:246; Harmer, 2004:6).

According to Ruddell (2005:39), “Writing is an act of constructing meaning while transacting with texts”. She adds that “In writing, the meaning was made through the combination of prior knowledge and previous experience; information emerging from text; the stance he or she takes in relationship to the text; and immediate, remembered, or anticipated social interaction and communication” (Ruddell, 2005:39-40). It means that in order to write something, a writer needs to have an idea or memory of certain event...
or phenomenon and be able to construct that idea or memory in a certain order so that the reader can catch the meaning concluded in the text.

According to Harmer (2001:255), “in writing, there are problems with grammar, vocabulary, handwriting, spelling, layout, and punctuation”. It means that good content of writing knowledge is not enough. A writer must also have sufficient language components like grammar, vocabulary, punctuation, and spelling to facilitate him/her in expressing his or her ideas, experiences, thoughts, and feelings. The writing should be organized well, too, in order to be able to be easily read and understood by the readers.

From those definition about writing, it can be concluded that writing skill is an ability to produce written language by developing thoughts and ideas into a meaningful text by considering the content, organization, grammar, mechanic, and vocabulary so that the reader can catch the writer’s messages.

B. The Process of Writing

Writing is not as simple as putting text on paper. It needs a long process from planning until producing the final version of the writing. Harmer (2004:4) argues that the process of writing consists of 4 steps:

1. Planning

Before starting to write, writers need to plan what they are going to write. It can be done by making detailed notes, jotting words down, or simply planning in the head. Harmer (2004:4) proposes three main issues
writers should think about when planning to write: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece.

2. Drafting

In this step, a writer writes what he/she has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing.

3. Editing (reflecting and revising).

Checking the first draft will direct the writer to edit it. This is the third step of the writing process. In this step, the writer makes changes and corrections due to the ambiguity, grammatical errors, disorganized orders, etc of the writing.


The last step of writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft. However, Harmer (2004:5) states, “writing process is recursive”. It means that writers revise throughout the process, frequently moving back and forth among the steps. For example, when writers think that they have done the final version; they may change their
mind and go back to re-edit, re-draft, even re-plan the writing. As stated by Harmer (2004:6), “Even when they get to what they think is their final draft they may find themselves changing their mind and re-planning, drafting, or editing”.

The writer feels something is missing whenever the writer read these writing stages. It means, why do people write? One of the reasons why people write is to get others to read the writing. Writing is communicating using text. Through writing, a writer communicates with the readers. According to Healey (2007:181), “Writers need to communicate with their readers, which include having a sense of audience and writing to the expectations of that audience, using peer review effectively, and revising and editing as needed rather than assuming that once is enough”. Moreover, Healey (2007:181) states that “broadening the audience base can enhance motivation for taking the time to edit and revise”. Therefore, it is clear then that the real communication with readers is very important. By sharing the writing with the readers or the audience, a writer can collect the feedback and review from them as means to revise his or her writing. Revising once only by the writer himself or herself is not enough. A writer will need someone else to see the writing from another point of view to see whether there is any oddity or not in his or her writing. For example, a writer may made errors, ambiguity, or miss-spelled words in his or her writing. The writer may not be aware of that; however, the readers who
realize the peculiarity can inform it to the writer so that he/she can revise the writing.

From the explanation above, the writer suggested to add “sharing” into the process of writing. As a conclusion, in writing, we need to go through these stages of writing process: (1) planning, (2) drafting, (3) editing (reflecting and revising), (4) writing the final version, and (5) sharing. However, since sharing may result on some feedback and review, then we may need to edit more, write the revised final version, and share again, and so on until the real final version of writing is done. These stages should be through in order to produce the best final result of the writing.

C. Recount Text

Recount is one of genres taught in Indonesian schools. According to Gerot & Wignell (1994:194), “Recounts are genre that retells events for the purpose of informing and entertaining”. Similarly, Anderson & Anderson (1997:48) define “Recount text as a piece of text that retells past event, usually in the order in which they happened”. The purpose of a recount is to give the audience a description of an event covering what occurred, when and how it occurred. Some examples of recount texts are: newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

From the explanation above, it can be concluded that recount text is a piece of text which retells experiences or past events in chronologgedical order for the purpose of informing, entertaining, or reflecting. In writing recount text,
students can tell everything about their past experiences. They may also retell the experiences of other people such as family, friends, relatives, etc. Examples of recount text that can be met in our everyday life is diary writing. Some people get used to write everything happened to them in diary. Commonly, the things they write are factual events that they faced at the day. Another example of recount text is Facebook status. People tend to share what happened to them and their feeling about it with their friends on Facebook. They post statuses that tell about their experience, usually in a very simple form. These kinds of texts are concluded as recount texts. Therefore, they are typed in simpler form and way maybe that is why Facebook users do not realize that actually they write recount text almost every day, yet many times a day.

Recounts can be either written or spoken.

1. Types of Recount Text

Cited from a resource paper spread out by the Government of South Australia (2012:1), there are several types of recount text:

a) Personal recount

Personal recount retells the writer’s own experience. The examples of personal recount are diary journal, and personal letter.

b) Factual recount

Factual Recount reports event by using factual information. The examples of factual recounts are historical recount, biographical and autobiographical recounts.

c) Imaginative recount
Imaginative recount mixes factual knowledge with imaginary stories.

d) Procedural recount

Procedural recount records the steps in an investigation or experiment.

e) Literary recount

Literary recount retells a series of events for the purpose of entertaining.

2. Generic Structure of Recount Text

a) Orientation: Introducing the participants, place and time

b) Events: Describing series of event that happened in the past

c) Reorientation: It is optional. Stating personal comment of the writer to the story

3. Language feature of Recount Text

a) Is written in the past tense (she yelled, it nipped, she walked)

b) Frequent use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday)

c) Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs)

d) Details are often chosen to add interest or humour to the recount.
e) Use of personal pronouns (I, we) (Personal Recount)

f) The passive voice may be used, e.g. *the bottle was filled with ink* (Factual Recount)

D. Facebook

Facebook is an online social media service headquartered in Menlo Park, California. Its website was launched on February 4, 2004, by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes. The founders had initially limited the website's membership to Harvard students, but later expanded it to colleges in the Boston area, the Ivy League, and Stanford University.

It gradually added support for students at various other universities and later to high-school students. Since 2006, anyone who is at least 13 years old is allowed to become a registered user of the website, though the age requirement may be higher depending on applicable local laws. Its name comes from a colloquialism for the directory given to it by American universities students. After registering to use the site, users can create a user profile, add other users as "friends", exchange messages, post status updates and photos, share videos and receive notifications when others update their profiles. Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People from Work" or "Close Friends". Facebook had over 1.44 billion monthly active users as of March 2015. This statistic shows a timeline with the
worldwide number of active Facebook users from 2008 to 2015. As of the first quarter of 2015, Facebook had 1.44 billion monthly active users. In the third quarter of 2012, the number of active Facebook users had surpassed 1 billion. Active users are those which have logged in to Facebook during the last 30 days.

Informal Learning and Facebook (FB) Language learning has grown beyond the boundaries of the four walls of the classroom; in fact, most language learning occurs outside and informally. Informal learning, through a medium like ICT therefore, is a significant alternative environment for language practice and use and thus, should not be taken lightly. So it offers more opportunities for students to be highly engaged with educational content in formal learning settings.

For certain, learning shall always require a formal setting in which the dissemination of knowledge can occur. However, the learning processes that go on outside of the classroom through the use of technology—negotiation of meaning, construction of knowledge, social and interpersonal interactions and formation of relationships are equally as important. Selwyn (2007) validates this: computers and other aspects of Information and Communication Technologies (ICTs) allow children and young people a wide variety of activities and experiences that can support learning, yet many of these transactions do not take place in traditional educational settings. In fact, many of these may not be considered “educational” according to our conventional understanding of that term.
In a research conducted with first year undergraduate students at a British university, most of them generally saw Facebook mainly as a means for social interactions, secondly for informal learning purposes but completely rejected the idea of Facebook being used as a tool for formal teaching. Focusing on Facebook use for informal learning, 46% of the respondents conceded that though they started using Facebook for purely social reasons, they increasingly used Facebook for discussing academic work on a daily or weekly basis. More importantly, these discussions, revisions and academic queries were all students initiated, and not a requirement for a course. However, the fact remains that students still see Facebook as a social tool, and not an academic one.

Selwyn also discusses the potential of Web 2.0 applications as alternative environments in informal learning and finds that while Facebook holds personal and social significance, it also plays a strong role in students’ language learning. Selwyn claims that Facebook reflects a good model of learning by its collaborative and active participatory roles of its users. In a Facebook community, community building, interpersonal relationships and social media occur without the conscious effort of the user.

This can be seen as learning and practice opportunities for learners via informal learning, which occurs outside of the classroom. Learners work together to construct knowledge, work collaboratively to negotiate content and meaning and indirectly learn from one another, forming a dynamic community that builds each member up. This is in line with the notion of constructivism,
which is relevant to how Facebook has come to be used by its current users. Blattner & Fiori also highlight the benefits of authentic language interaction as well as the socio pragmatic awareness that is gained through use of Facebook groups, which are more often than not neglected if learned through language text books.

1.1 Facebook Group

It has been stated that Facebook has many built-in features. One of the features mentioned is Facebook group. According to Yunus & Salehi (2012:87), Facebook groups is a feature that is available on the social media site Facebook in which unlimited number of members are allowed to participate, communicate and interact via post and chatting style for a specific purpose. Yunus & Salehi (2012:89) believe that “Facebook Groups” has the potential to give the youth what they desire, so to speak, with its interactive, easy-feedback features, and thus, create a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today”.

According to the explanation above, I conclude that Facebook Group is a Facebook feature that functions as a place to share ideas between people with same interests, and this function make it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group. It is expected that Facebook group
will be effective in increasing students’ writing skill and motivation.

E. Framework of the Present Study

Many writers have investigated ways to improve students’ skill in writing recount text using various kinds of technique and media. There are still many undiscovered possible ways to teach recount text.

The writer believe that the best result of teaching will come out if the students enjoy the teaching and learning process so that they will be motivated to participate actively during the learning process. As Harmer (2001:51) stated, “The chances of success will be greatly enhanced if the students come to love the learning process.” To make them enjoy, one thing that can be afforded by teachers is interesting media which can create enjoyable learning conditions.

Friedman L.W & Friedman (2012:17) argue, “The best way to bring courses to life and make learners more exciting, energetic, and enjoyable is by using social media site in their learning”.

Therefore, the writer intends to take benefit from a social media site named Facebook to be used as media of teaching recount text.