

**TEACHING GRAMMAR BY USING FACEBOOK MEDIA AT THE
SEVENTH SEMESTER STUDENTS OF IAIN PALOPO**



IAIN PALOPO

A THESIS

*Submitted to the English Study Program of Tarbiyah and Teacher Training
Faculty of State Islamic Institute of Palopo For S.Pd Degree in English
Education*

Composed By,

MURNIATI MUSLIMIN

REG.NUM. 13.16.3.0104

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
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ABSTRACT

Murniati Muslimin, 2018. "TEACHING GRAMMAR BY USING FACEBOOK

MEDIA AT THE SEVENTH SEMESTER STUDENTS OF

IAIN PALOPO". Thesis, English Study Program of Tarbiyah

and Teacher Training Faculty of State the Institute for

Islamic Studies (IAIN) Palopo.

Key Words : Grammar, Recount Text, Facebook

This thesis focuses on Teaching Grammar by Using Facebook Media at the Seventh Semester Students of IAIN Plaopo. The aim of this research is to find out whether is effective to improve students' skill in simple past tense into recount text at at the Seventh Semester Students of IAIN Plaopo.

The researcher used experimental method. The population of this research was the seventh English students of four classes. The sample was taken from all population by used random sampling technique. The number of sample 20 students.

The research instruments more used in collecting data was test (pre test and post test). It aims to examine the students' skill in using simple past tense in recount text in pre test and post test. Then, the researcher analysed their score by using test, and then explained. Collecting data was test (pre test and post test). It aims to examine the students' skill in using simple past tense in recount text in pre test. Then the researcher analysed their score by using test, and then explained clearly in the discussion.

CHAPTER I

INTRODUCTION

A. Background

English is one of the International Language, is a means of communication by using a language people can communicate with each other. Using a language is not as simply as we thought because there is a set of rules that must be followed, which is called Grammar. Actually grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language.

Grammar is one of the central elements of communication. In EFL teaching it is an aspect that needs special attention and instruction. Effective interaction derived from the careful analysis of this area together with sufficient language input and speech promotion activities will gradually help learners speak English fluently and appropriately.¹

The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. Lake Charles, Los Angeles (2003:xvi).

The rules that show how words are combined, arranged or changed to show certain kinds of meaning. Michael Swan (2005:xix)²

¹ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (Ed. I; New York Cambridge University Press, 2002), p.210

² Coghill, Jeffrey and Stacy Magendanz. 2003. *English Grammar*. New York: Wiley Publishing, Inc

Reference to the mechanism according to which language works when it is used to communicate with other people Grammar is a mechanism for putting words together, but we have said little about sound of meaning. Leech et al (1982:3)³⁴

“In the concrete sense of the word *grammar*, a grammar is a book of one or more volumes. We of course also use *grammar* for the contents of the book. When we compare grammars for their coverage and accuracy, we are referring to the contents of the book: a grammar is a book on grammar, just as a history is a book on history.” Greenbaum (1996:25)⁵

The teaching of English as a foreign language (EFL) in Indonesia is intended to develop the students ability in English of each component of the language learning those are: Listening skill, Speaking skill, Reading skill, and writing skill, furthermore beside of the supporting component, the important thing to understand are vocabulary, structure or grammar and pronunciation.

One of component of structure which is still found difficult by the learners in learning structure is the modal “must and have to”. As what Larsen. in Hamidi (2009;5) says, learning structure is how the world should be constructed to be good sentence⁶.

Based on the explanation above, the researcher assumes that students are interest and more active in the class group Facebook media and make motivation. Facebook is sosial media provide multiple dimensions for developing creative learning strategies that

³ Swan, Michael. 2005. *Practical English Usage: 3rd Edition*. Oxford University Press.

⁴ Leech, Geoffrey et all. 1982. *English Grammar for Today*. London: The Macmillan Press Ltd.

⁵ Greenbaum, Sidney. 1996. *English Grammar*. Oxford University Press.

⁶ Brown, H. D. In Baiq Nur Aini. 2009, *Principle of Language Learning and Teaching*, New Jersey, Prentice Hall. Inc

allow students to connect formal and informal learning settings. that facebook is a universal phenomenon and quite popular to our students, we could try to use the potential of integrating in grammar lessons.

B. Problem Statements

The researcher can formulate the problem statement is “is teaching grammar by using facebook media effective to improve in teaching simple past tense at the seventh semester English Student of IAIN palopo?”.

C. Objective of the Research

The objective of the research is to find out whether teaching grammar by using facebook media is effective to know students error in using simple past tense at the Seventh Semester English Students of IAIN Palopo?

D. Significances of the Research

1. To help teachers of the English Department, by giving them an important contribution in the English teaching process which is part of grammar they should pay attention.
2. To help students, by giving valuable input about errors they encounter and how to overcome them.
3. It hopes that by using facebook media this thesis will help other researchers to do the some related researches in deeper, further and better techniques.

E. Scope of the Research

This research focuses method on technique of analysing students' the grammatical errors by using facebook as media to understand of used simple past tense in recognising text.

F. Operational Definition

Based on the title, “**Teaching Grammar By Using Facebook Media by Using Facssebook Media at The Semester English Students of IAIN PALOPO**” The errors which the researcher will analyze are only the errors which include in the following three categories of problem areas. Those are:

1. Error analysis is identifying, clasifying errors of a foreign language and giving solution.
2. Grammatical errors are errors which happen in writing.
3. Facebook is media of communication that using everyone for getting information.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

There are few researchers who have conducted previous research in relation to the teaching grammar.

1. Erroz leksaya, in her research “Analysis of Grammatical Error In Writing” he states that, we need technique grammar to analysing students writing skill one the method⁷. Based on the problem above, this research intends to find out the grammatical errors which are made by students of Writing IV class at the English Department in their writing of argumentative essay academic year test 2009 / 2010.

2. Dian Toar Y.G Sumakul, in her research “Facebook in Grammar Teaching : A Look Classroom In Indonesia” Satya Wacana School a Foreign Langguages, salatiga, Indonesia. She said that study proposes a methodological overview of how facebook can be used in grammar⁸. Based on the activities of the lesson plan, the outhor is aiming to involve Facebook as a means in grammar teaching by using three EFL classroom in Indonesia at Satya Wacana School a Foreign Lagguages, Slatiga, Indonesia

Based on the researches above, the research will conduct a research about teaching grammar by using facebook media. The difference of this research with above of the research is focus on the simple past tense into recount text. And the similiar of this research is using facebook as media.

⁷Erozz lekzaya, Analysis of Grammatical Error In Writing

⁸ Dian Toar Y.G Sumakul “ *Facebook in Grammar Teaching : A look at Three EFL Classroom in Indonesia* ”. Satya wacana school of foreign languages, salatiga, indonesia.

B. Definition of Grammar

Grammar is model of those linguistic abilities of native speakers of a language which enable them to speak and understand their language fluently. The grammar includes everything speakers know about their language. Grammar is the rules of language in sentence. Michael explain that grammar as the rules that say how words are combined, arrange and changed to show different meanings and in oxford advanced learners dictionary defines that grammar as rules in a language for changing the words and combining them into a sentence, grammarian is the expert in grammar. And grammatical is about or conforming the rules of grammar.

Based on the definition above, the writer makes conclusion that grammar is a rule to organize and arrange a word or more to make good sentence. A specific instance of grammar is usually called a “structure” example of structures would be the tense, noun plurals the comparison of adjl, ll, ectives, and so on. Grammar does not only affect how units of language are combined in order. It also affects their meaning. The teaching of grammatical meaning unfortunately. To be neglected in many text books in favors of an emphasis on accuracy of from. But it is not good knowing how to perceive of construct a new tense of a verb if you dont not know exactly what difference makes to meaning when it is used. It is very often the meaning of structure that creates the difficulties for foreign learners mentioned above.

1. Principle for Teaching Grammar

Before conducting a grammar class, there must be some principle have to be noticed by the teachers in order they can commit it successfully. According to Nunan. There are at least three principles in teaching the grammar to the students, they are :

- a. Integrate both inductive and deductive methods into your teaching.

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principles to example. Inductive procedures reverse this process. In inductive teaching, you present the learners with samples of language and through a process of guided discovery, get them to work out the principle of rule for themselves.

- b. Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar based courses are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences and fail to give learners a proper context for the grammar point. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

- c. Focus on the development of procedural rather than declarative knowledge.

Procedural knowledge is being able to use the knowledge for communicative. While declarative knowledge can facilitate the development of procedural knowledge. Students need to develop mastery of target language items, not by memorizing rules, but by using the target items in communicative context. After knowing the principles of the teaching grammar, the teacher strategy or method. So, teachers have to make good preparation before teaching.⁹

⁹ Andrew Radford, Transformational grammar, Cambridge university press, 1998).p.4

2. Classroom Techniques and Tasks in Teaching Grammar

According to Nunan, there are four techniques in teaching the grammar, they are:

1. Input enhancement is a technique for getting students to notice the grammar item that the teacher wants to introduce. With this technique, teacher draw students.
2. Consciousness-raising activities are designed to get learners to notice particular grammatical feature or principle that learners are not required to use or practice the target item.
3. Grammar dictation involves learners collaboration in small group actively using their language, and reflecting on the way the grammar work in context.
4. Garden path, this technique could be considered rather cruel. In order to encourage student to process the target structure somewhat more deeply than they might otherwise do, the task is set up to get students to over generalize. It thus, leads them into error. This is a technique based on inductive.

3. Element of Grammar

a. Parts of Sentence

1. Subject and predicate

Our task must therefore be to explain what these smaller units are that we need to distinguish, confining our attention for the present to a few sentence which, though showing considerable variety, are all of fairly elementary structure.

Traditionally, there is a primary distinction between subject and predicate:

Jhon carefully searched the room

He had given the girl an apple

It rained steadily all day

Although such a division obviously results in parts which are (in these examples) very unequal in size similar in content, it is of course by no means arbitrary. The subject of the sentence has a close general relation to 'what is being discussed'. The 'theme' of a sentence. With the normal implication that something new (the predicate) is being said about 'subject' that has already been introduced in an earlier sentence.

2. Operator, auxiliary, and predication

In contrast with the subject, there are few generalizations that we can usefully make about the predicate since as our examples have illustrated- it tends to be a more complex and heterogeneous unit. We need to subdivide it into its elements or constituents. One division has already been suggested; this distinguishes auxiliary as operator (as [5ql]) from what we may call the prediction

3. Sentence element

A sentence may alternatively be seen as comprising five units called elements of sentence (or, as we shall see below, clause) structure: subject, verb, complement, object, and adverbial.

4. Types of Sentence Structure

Bringing together the distinctions so far made, we can present some basic sentence-structure rules diagrammatical. Each line constitutes a pattern which is illustrated by means of a correspondingly numbered example having just those obligatory and optional (parenthesized) elements that are specified in the formula. The order in which the elements appear is common but by no means fixed. It is a principle of sentence organization that what is contextually familiar or 'give' comes relatively early,

while the part which needs to be stressed or which seems to convey the greatest information is given the special prominence of and focus.¹⁰

C. The Concept of Simple Past Tenses

1. Definition of Simple Past Tenses

They are many kinds of tenses that use in sentence but it is impossible if we use the all tenses in one sentence or one paragraph, so we need specification for making the sentence or paragraph to connected with the kinds of tenses that we made. One kind that we need to search is simple past tenses.¹¹

Simple past tense is indicate that an activity or situation and ended at a particular time in the past. Simple past tense in a accident that happens in the past and uses verb in the past. Used the simple past to talk about event, actions or situation which simple past tense is an accident that happens in the past and use verb in the past. Used the simple past to talk about events, actions or situations which happened in the past and are now finished, we always have to say or imply when the action happened. So we often use time references like yesterday, ago, etc.¹²

The use of simple past to talk about action, states, or situations that are finished.

Simple past tense is which is used to explain events, activities that we done in the certain time in the past in the simple form and the time signal has we known. The

¹⁰ Roudolph Quicrk and Sidney Greenbaum, *A University Grammar of English*, London: longman, 1973, p. 10.

¹¹ Betty Schramper Azar, *Understanding and Using English Grammar*, Second Edition, United States of America, 1989). P. 24

¹² L.G Alexander, *Longman English Grammar Practice*, United State of America, by adisson Weslay Longman, New york, 1998, p. 124

explanation, the researcher taking the conclusion that simple past tense is an activity that was happened in the past and time signal been known.

2. The function of Simple Past Tense

The function of simple past tenses, they are:

- a. To explain an events that we done in the past.

Example:

I saw a good film last night

She came here yesterday

They went to surabaya last nigth

- b. Used to explain the activity that was clearly happened or done in the past but the time signal is not elearly mentioned.

Example:

They lived in new york for ten years

Jefry studied english while he was in kediri

- c. To explained the activity that time is clearly or we can know the question and the answer that was taken from present perfect tense.

Example:

When have you work hard?

- d. To explain the habitual action in the past.

Example:

I never drank tea

I never cheated

- e. Used to show an activity action was happened in the past and the time signal was clearly mentioned

Example:

She bought a car last week

- f. Used to show an activity or action was happened in the past by question about the time of activity

Example:

What time did you go to the market?

When did they go to school?

3. Verbal sentence

In the simple past tense there are two kinds of sentences that we should to know, they are verbal and nominal.

Verbal sentence is a sentence where the predicates consist of verbs, verbal sentences divided into classification, namely:

- a. Positive sentences

For subject: I, we, you, they, she, he, it.

The pattern is **S + Verb 2**

- b. Negative sentence

For subject: I, We, you, they, she, he, it.

The pattern is **S + Did + Not + V1**

For making negative sentence we have to used auxiliary verbs (did) + not.

Example:

Ani did not go to campus yesterday

I did not see him at the meeting last night

We did not go to the bandung last week

c. Interrogative sentence

For subject:

Example:

For subject: I, we, you, they, she, he, it

The pattern is: **Did + S + V1**

Example:

Did they come to work on time this morning?

Did he answer her question?

Did they visit their village last month?

In interrogative verbal sentence at simple past tense we can use infinitive(V1)

Example:

Did he go to Bali last week?

Long answer:

Yes, he went to bali last week.

No, he did not go to bali last week.

Short answer:

Yes, he did

No, he did not

d. Interrogative sentence with question word

For subjects: I, you, we, they, she, he, it

The pattern is:

Question word(qw)+ did+ s+v1

Example:

What did you see yesterday?

Long answer: my motorcycle.

Short answer: to the party.

e. If the question word ask about subject

The pattern is:

Question word(QW)+ V2

Example:

Who visited you last night?

Answer: helena did.

4. Past fact or generalization

a. The simple past can also use to describe facts or generalization which are no longer true. It is similar to expression "used to".

Example:

Positive: she went to market

Question: did she go to market?

Information question: where did she go?

Example:

I just called you

Did I just call you?

5. Active and passive voice

- a. Active voice is the sentences that the subject does a work and explained by predicate and object.

Example:

We bought the book

- b. Passive voice is the sentences that the subject does a work.

Example:

Jeremy fixed the car (active)

The car was fixed by Jeremy(passive)

6. Irregular and regular verb

Regular verb is the change of infinitive with add suffix – d or ed at verb for making past tense and past participle.¹³

- 1. List of regular verbs

Infinitive	past tense	past participle
Accept	accepted	accepted

Time signal in the past past tense

The are several kinds of time signal usually use in simple past tense, they are:

Yesterday

Yesterday morning

Yesterday afternoon

Yesterday evening

Last night

¹³ Windi novia, S.Pd., Essential English Grammar,(Cet.I;WIPRESS,2009), P.24.

Last week

An hour ago

A few minutes ago

Two days ago

In 1997

The day before yesterday

D. The Definition of Recount Text

According to Anderson (1997: 48), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone's experience in the past that is used in curriculum 2004, thereby for the experience of the readers themselves, such as their adventure and their day's activities. Recount text means telling about one's own adventures or the day's activities (Echols, 1975: 471).

a. Types of Recount Text

In exploring how text work (Derewinka, 1990: 15-17) there are three types of the recount. They are:

1. Personal Recount

Personal recount is a recount that retells of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recounts are:

1) Use of first pronoun (I, we).

2) Personal responses to the events can be included, particularly at the end.

3) Details are often chosen to add interest or humor.

2. Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, 18 news report, historical recount). Language features the factual recount are:

- 1) Use of third person pronouns (he, she, it, they).
- 2) Details are usually selected to help the reader reconstruct the activity or incident accurately.
- 3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
- 4) Mention of personal feelings is probably not appropriate.
- 5) Details of time, place, and manner may need to be precisely stated (e.g. at 2.35 pm, between John St, and Park Rd, the man drove at 80 kbp).
- 6) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).
- 7) The passive voice may be used (e.g. the breaker was filled with water).
- 8) It may be appropriate to include explanations and satisfactions.

3. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

Constructing a Written Recount Text

Board of studies (1998b:287) the steps for constructing of written recount text are:

- a. The First paragraph that gives background information about who, what, where and when. It is called on orientation.
- b. A record of events usually recounted in chronological order, named; event 1, event 2, and event 3.
- c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.
- d. A reorientation which “rounds off “the sequences of events or retell about what happened in the end.¹⁴

E. The Concepts of Writing

1. Definition of Writing

Writing is group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stands for an idea, concept, or thing, by using each symbol to represent a set of sounds grouped into syllables (syllabic writing), or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language (alphabetic writing).¹⁵

¹⁴Jack C Ricard, 2001. *Approaches and Methods in Language Teaching*, Cambrige: Cambridge University Press.2001

¹⁵<http://www.thefreedictionary.com/writing>, on 06th of September 2016.

Writing is used as an aide-memoire or practice tool to help students practice and work with the language they have been studying.¹⁶ Meanwhile, according to Jane Willis is writing is the activity or occupation of writing for instance book, stories, and article.

In another expert, writing is frequently used as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities.¹⁷ Furthermore writing is still alive and kicking in a great deal of teaching of business writing and, indeed, is implicit in some notions of learning in the western education system. In many schools, students are asked to write simply to demonstrate their knowledge of decontextualized facts with little awareness of a reader beyond the teacher-examiner.¹⁸ But writing is a reputed difficult skill to learners, such as our school, university, etc.

Based on some opinion, according to the researcher writing is one of skill in expressing ideas or opinion and write some information to put on the paper. So, writing is very important for all person because they can write their argument in the letter and most benefit for readers.

2. Aspect of Writing

a. The types of writing

¹⁶ Jeremy Harmer, *How to Teach English*, (Stenton Associates, Safron Walden, Essex, UK. Text design by Keith Rigley. Illustrations by Jackie Harland and Sarah Kelly, 2010) p.112

¹⁷ Jeremy Harmer, *How to Teach Writing*, (Stenton Associates, Safron Walden, Essex, UK. Text design by Keith Rigley. Illustrations by Ian Evans and Jackie Harland, 2007) p.33

¹⁸ Ken Hyland, *Teaching and Researching Writing*, (Great Britain, 2009) p.9.

Characteristics of written language: A writer's view some characteristics of written language from the perspective of a reader set forth:¹⁹

1. Permanence, once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to amend, to clarify, to withdraw.
2. Production time, the good news is that, given appropriate stretches of time, a writer can indeed become a “good” writer by developing efficient processes for achieving the final product.
3. Distanceonce of the thorniest problems writers face is anticipating their audience.
4. Orthography, everything from simple greetings to extremely complex ideas is captured through the manipulation of a view dozen letters and other written symbols.
5. Complexity, in the previous chapter, the complexity of written-as opposed to spoken-language was illustrated.
6. Vocabulary, written language places aheavier demand on vocabulary use than does speaking.
7. Formality, whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed.

3. Types of Writing

There are four types of writing. They are narration, description, exposition and letter writing. The students in a piece of writing use one of these modes exclusively, but

¹⁹H. Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy (Pearson, Longman) p. 397

typically they are found in combination, with one or two predominant to achieve the writer's primary rhetorical purpose and operating goal. Fachrurrazy (1990: 38) explains the types of writing are:

a. Narration

The narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

b. Description

The description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

c. Exposition

Exposition is writing that explains something. It often answers the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows a logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

d. Recount

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diary, personal letter, biography, travel report, police report, sports report, history, etc.

e. Letter writing

There are three main types of letter, namely: formal letter, business letter, and personal letter. A formal letter is normally used for invitations to an important dinner, dance, or other ceremony and is phrased in the third person. The business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. A personal letter is written in an informal, friendly way to someone whom we know. The style may be almost as informal and colloquial as if we were speaking to the person.

4. Component of Writing

There are some components of writing: content, organization, vocabulary, language use, and mechanic.²⁰

a. Content

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are least things that can be measured in connection with the content, the point of information to be brought, the sequence in which the point is presented and formal signals given the reader to guide in understanding.

b. Organization

The purpose of organizing material in writing involves coherence order of importance, general to specific, specific to general, chronological order and spatial order pattern.

c. Vocabulary

²⁰J.B. Writing English Language Test (New York,1998) p. 146

In order to convey a feeling is possible, we do several things, we arrange our ideas in sentences, and we construct whole essay and story. We use special work, phrase sentence, and paragraph actually relates to each other. The result is a stretch of language that we have composed of writing.

d. Language use

Language use in writing description and the other forms of writing involves correct usage and point of grammar or structure.

e. Mechanics

Mechanics of writing deals with capitalization, spelling, and punctuation, capital letters, have two principles uses in English Writing. First, they are used to distinguish between particular and things. Second, it is used the first word in the quotation, a formal statement and proper adjective.

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it. In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

F. The Concept of Media

a. Definition of media

The concept of media is one that is used to refer to all media in which an idea or message can be transmitted. Today, however, the concept is commonly related with certain media, more specifically with newspapers or news papers, television, radio, internet, graphic publications.

Historically, the media have been something very exclusive and reserved always the upper social classes who could eat this type of information. For this we must remember that you wouldn't just until the 19th century that would expand the literacy of societies through public education. Thus, it is understandable to note growth that the media have had in the 20th century and today. This is not only due to improvements in technology, if not especially to the fact that it is increasing the amount of population available to receive that information.

The media are, as stated in its name, a stand which are transmitted ideas of different type that may be news, advertising messages, ideological debates, etc. Always the media are broadcasting a message in a language or code that must be accessible to the type of audience that is direct, reason why there are different languages for different audiences. Currently, the two most widely consumed media are certainly internet and television. This has to do with the fact that they allow the use of a diverse range of audiovisual resources that attract the attention much easier for the consumer. On the other hand, are much more visible in economic terms. Finally, in the case of internet, we must also add an important and significant detail which is the immediacy with which the message arrives at the recipient, being able to send an e-mail and receive it instantly, being able to also read updated news at the last moment on an internet news site or being able to listen or get audiovisual material in the moment in which it is published.

The media today have a very important role since they are the responsible largely shape the thinking of your audience, and here the game is very delicate because

many media (product interests political, economic or cultural) can send a message wrong or interested to an audience that is not used to being critical about the same.

To see how facebook can be used grammar, first we need to see how language is used in facebook. The main purpose of facebook is for the users to communicate with other people, their friends. To do so, they could write message to their friends, write comment on their friends' status, activities, photos, or videos, or they can chat one to each other.

G. Teaching grammar strategy

To address the declarative knowledge/procedural knowledge dichotomy. Teacher and students can apply several strategies.

1. Relate knowledge needs to learning goals.

Identify the relationship of declarative knowledge and procedural knowledge to student goals for learning the language. Students to use the language exclusively for reading and discourse structures that will help them understand those texts. Students who plan to live in-country need to focus more on the procedural knowledge that will help them manage day to day oral and written interactions.

2. Apply higher order thinking skill

Teaching student how the language works and giving them opportunities to compare it with other languages they know allows them to draw on critical thinking and analytical skill. These processes can support the development of the innate understanding that characterizes procedural knowledge.

3. Provide plentiful, appropriate language input

Understand that student develop bot procedural and declarative knowledge on the basis of the input they receive. This input includes both finely tuned input that requires student to pas attention to the relationship among from, meaning, and use for a spesific grammar rule, and rouhgly tuned input that allows students to encounter the grammar rule in a variety of context.

4. Use Predicting Skill

Discourse analyst douglas biber has demonstrated that different communication types can be characterized by the clusters of liguistic features that are coomon to those types. Verb tense and aspect, sentence lenght and structure, and larger discourse patterns all may contribute to the distinctive profile of a given communication type.

5. Limit Expectation for Drills

Mechanical drills in which students subtitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging strucute. However, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate from meaning and the content of the response is set in advance; the student only has to supply the correct grammatical form, and can do that without really needing to understand or communicate anything. The main lesson taht students learn from doing these drills: grammar is boring.

6. Communicative drills encourage student to connect fro, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a promt

7. using the grammar point under consideration, but providing their own context. For example, to practice questions and answers in the past tense in english, teacher and students can ask and answer question about activities the previous evening.²¹

Teaching grammar in today's ESL/EFL classroom poses quite a few myths. How should grammar be taught? While there is no one way, there is no one way, there are certainly many helpful methods. Depending on the level of the class, teaching grammar can either be an inductive or deductive experience. Sometimes I elicit the rules and from and uses for those classes I think can handle it, or give the example sentence with a few basic explanation for the weaker classes.²²

H. Hypothesis

²¹ H. Douglas Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy*, San Fransisco State University: 2001).

²² Teaching Grammar, online <http://esl-program-lessons.suite101.com.acsed> on july 02 t

The hypothesis is formulated, as follow: H¹: The researcher think that by using facebook as media will be effective to teach about grammar.

H²: The researcher think that by using facebook as media will be not effective to teach about grammar.

CHAPTER III

RESEARCH METHOD

A. Method and Design

This research applied an experimental method. This aimed at effectively improve students' ability in using simple past tense on the teaching grammar by using media facebook.

The design this research involved one group of student pre-test and post-test. Design of this research can be described as follow:

Pre-test	Treatment	Post-test
X ¹	Treatment	X ²

Where:

X¹: Pre test

T: Treatment

X²: Post test¹

B. Operational variabel definition

In this research, the writer determinate two categories of variabel. They are dependent variabel and independent variable. Dependent variabel in this experiment was grammar and independent variable was student grammar ability. The research expalained the terms bellow:

¹ Suharmi Arikunto, *Prosedur Penelitian*, Jakarta: Rineka cipta,1998,p.84.78

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deal with finding and discussion about the result of the research which has been explained based on the research question that has been formulated.

A. *Findings*

The finding deal whit the rate of student in Pre-test, Post-test, and Questionnaire analysis of T_{test} of students' score of Pre-test, Post-test, and Questionnaire.

In this section, the researcher showed the complete score of the students' grammar error of the used simple past tense in recount text in pre-test and standard deviation of students. The researcher presented them in the tables and calculated the score by using SPSS 16. For more clearly, at first the researcher would show the complete score of students' grammar error of the used simple past tense in recount text in pre-test. It was tabulated by the following table:

Table 4.1
Students' score in Grammar Error of Pre-Test

No	Respondents	Correct Answer	Score
1	R1	2	50
2	R2	2	45
3	R3	2	45
4	R4	2	40
5	R5	2	45

6	R6	2	40
7	R7	2	40
8	R8	2	45
9	R9	2	45
10	R10	3	65
11	R11	1	35
12	R12	1	35
13	R13	2	40
14	R14	1	35
15	R15	1	35
16	R16	1	35
17	R17	2	40
18	R18	1	35
19	R19	2	45
20	R20	1	35

To calculate the mean score of the students' in content asesment of pre-test, the researcher calculate by using SPSS 16. The result could be presented into the table descriptive statistic as follows:

Table 4.2
The Mean Score of Students in Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Err	Statistic
Pretest	20	1.00	3.00	34.00	1.7000	.12773	.57124
Valid N (listwise)	20						

From the table 4.2, shows that the highest score of students is 3 and the lowest score is 1. Besides, it also indicates that the mean score of students in pre-test were 0, 13 and the standard deviation error is 0.572124.

Table 4.3
The Rate Percentages Students Scoring in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	96 – 100	7	-	0%
Very Good	86-95	6	-	0%
Good	76-85	5	-	0%
Fairly Good	66-75	4	-	0%
Fairly	56-65	3	1	5%
Poor	36-55	2	12	60%
Very Poor	0-35	1	7	35%
Total			20	100%

Based on the table 4.3 classification above and the mean score of the respondents, the researcher found that there is no student(0%) classified excellent, very good, good, and fairly good But there are 1 respondents(5%) classified as fairly, 12 respondents(60%) classified as poor, and 7 respondents (35%) classified as very poor.

1. The analysis students score Post-test

In this section, the researcher showed the completed score of students' grammar error of the used simple past tense in recount text in post-test and the mean score and standard deviation of students. The researcher presented them in them in the tables and calculated the score by using SPSS 16. It was tabulated by following table:

Table 4.4
Students' score in Grammatical Error of Post-Test

No	Respondents	Correct answer	Score
1	R1	5	80
2	R3	5	85
3	R3	7	100
4	R4	5	80
5	R5	5	80
6	R6	5	85
7	R7	5	96
8	R8	5	83
9	R9	7	97
10	R10	7	100
11	R11	5	76
12	R12	5	85

13	R13	7	96
14	R14	7	96
15	R15	5	76
16	R16	6	87
17	R17	7	99
18	R18	7	96
19	R19	7	96
20	R20	5	75

To find out mean score of the student in post-test, the researcher calculated by using SPSS 16. The result of the analysis can be seen in to the table descriptive statistic as follows:

Table 4.5
The Mean Score of Students in Post-test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		d. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	20	5.00	7.00	119.00	5.9500	.22331	.99868
Valid N (listwise)	20						

From the table 4.7, it shows that the highest score of students were 7 and the lowest 5. Besides, it also indicates that the mean score of students' correct answer in post-test were 5.95 and the standard deviation error is 0.99868.

Table 4.6
The Rate Percentages Students Scoring in Post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	96 – 100	7	9	45%
Very Good	86-95	6	1	5%
Good	76-85	5	10	50%
Fairly Good	66-75	4	-	0%
Fairly	56-65	3	-	0%
Poor	36-55	2	-	0%
Very Poor	0-35	1	-	0%
Total			20	100%

Based on table classification above and the mean score of the respondents, the researcher found that 9 respondents (45%) classified excellent, 1 respondents (5%) very good, 10 respondents (50%) classified as good, the researcher found that there is no student (0%) classified fairly, poor and very poor.

2. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different, and also to know the acceptability of hypothesis, the researcher used t-test and calculated by using SPSS 16. The result can be seen in the following table:

Table 4.7
The Mean Score and Standard Deviation of Pre-test and Post-test
Descriptive statistics

	N	Minimum	Maximum	Sum	Mean		d. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	20	1.00	3.00	34.00	1.7000	.12773	.57124
Posttest	20	5.00	7.00	119.00	5.9500	.22331	.99868
Valid N (listwise)	20						

The table 4.7 indicates that the standard deviation in pre-test were 0, 57 and post-test 0, 99. it also shows that mean score of the students in pre-test were 1,70 and the mean score of the students in post-test were 5.95. The result of the table above shows that mean score of the students in post-test was higher than the mean score of students in pre-test. It means there is increase after gave treatment from the effective to improve student error of the used simple past tense in recount text.

To know whether the pre-test and post-test were significantly different, and also know acceptability of the hypothesis of this research, the researcher used t_{test} analysis and calculates it by using SPSS 16. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.8
The Paired Sample Statistics of Pre-test and Post-test
Paired Sample Statistics

	Mean	N	Std. Deviation	Std. Error Mean
1	Pretest	1.7000	20	.57124
	Posttest	5.9500	20	.99868

The table sample statistic of pre-test and post-test above shows that students mean score from pre test 1,70 before gave treatment and after gave treatment the researcher gave post-test, then students mean score increase post-test 5.95. Standard deviation from pre-test 0,57 to post-test 0,99, and mean standard error pre-test 0,12 to post-test 0,22.

Table 4.9
The Paired Sample Correlation of Pre-test and Post-test
Paired Samples Correlations

	N	Correlation	Sig.
1	pretest & posttest	20	.249

The table paired sample correlation of pre-test and post-test above shows that the correlation of the students ability before and after treatment is 0,290. It means that is a significant correlation of student's ability in grammar error through test before and after treatment.

Table 4.10
The Paired Sample Test of Pre-test and Post-test
Paired Sample Test

	Paired Differences						T	Df	Sig. (2-tailed)			
	Mean	d. Deviation	. Error Mean	% Confidence Interval of the Difference								
				Lower	Upper							
1	pretest - posttest	-4.25000	1.01955	.22798	-4.72716	-3.77284	-18.642	19	.000			

From the table paired sample test, the researcher got the data that t_0 (t_{count}) is 18,64 and df (degree of freedom) is 19. Based on the table distribution, the t_t (t_{table}) is 2,093²³ from the standard signification 0,05 with degree of freedom (df)= 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$. It means, $H_1 \geq H_0$ because, standard signification 0, 05 while H_1 above were 0, 05, the research effective to know students error in using simple past tense in recount text.

18.642 > 2,093

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} . It was concluded that there was a significance difference in teaching grammar before and after through test. Become of that, the researcher believed that the grammar error at the seventh semester of IAIN Palopo. For more early, it shows in the following table:

²³Junaidi, (<http://junaidichaniago.wordpress.com>). 2010 accessed

Table 4.11
The table distribution

DF	P (Level of Significant One Tailed Test)			
	0,01	0,05	0,01	0,001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.935	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792.
23	1.714	2.069	2.807	3.767
24	1.771	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

3. The analysis students score Questionnaire

Table 4.12
Questionnaire 1

I liked for the skill of English (Listening, Speaking, Reading, Writing)

Classification	Frequency	Percentage
Strongly Agree	13	65%
Agree	7	35%
Disagree	-	0%
Strongly Disagree	-	0%
Total		100%

Based on the table 4.12, from the 20 students, there was 13 students (65%) chose strongly agree, 7 students (35%) chose agree, none of the students (0%) chose disagree, and none of students (0%) chose strongly disagree. In their statement the most dominant chose strongly agree. The researcher assumed that the students liked four skill of English (listening, speaking, reading, writing).

Table 4.13
Questionnaire 2

I am happy with the writing skill of English lessons

Classification	Frequency	Percentage
Strongly Agree	13	65%
Agree	7	35%
Disagree	-	0%
Strongly Disagree	-	0%
Total		100%

Based on the table 4.13 above, from the 20 students, there was 13 students (65%) chose strongly agree, 7 students (35%) chose agree, none of the students (0%) chose disagree, and none of students (0%) chose strongly disagree. In their statement the most dominant chose strongly agree. The researcher assumed that the students were happy with the writing skill of English lessons:

Table 4.14
Questionnaire 3

I found the difficulties when working on the recount test

Classification	Frequency	Percentage
Strongly Agree	4	20%
Agree	12	60%
Disagree	4	20%
Strongly Disagree	-	0%
Total		100%

Based on the table 4.14 above, from the 20 students, there was 4 students (20%) chose strongly agree, 12 students (60%) chose agree, 4 students (20%) chose disagree, and none of students (0%) chose strongly disagree. In their statement the most dominant chose agree. The researcher assumed that the students found the difficulties when working on the recount test.

Table 4.15
Questionnaire 4

I am interested in learning grammar by using the method of learning through the Facebook media

Classification	Frequency	Percentage
Strongly Agree	4	20%
Agree	9	45%
Disagree	7	35%
Strongly Disagree	-	0%
Total		100%

Based on the table 4.15 above, from the 20 students, there was 4 students (20%) chose strongly agree, 9 students (60%) chose agree, 7 students (35%) chose disagree, and none of students (0%) chose strongly disagree. In their statement the most dominant chose agree. The researcher assumed that the students were interested in learning grammar by using the method of learning through the Facebook media.

Table 4.16
Questionnaire 5

By using a learning method, I feel motivated to improve my writing skill

Classification	Frequency	Percentage
Strongly Agree	11	55%
Agree	9	45%
Disagree	0	0%
Strongly Disagree	-	0%
Total		100%

Based on the 4.16 above, from the 20 students, there was 11 students (55%) chose strongly agree, 9 students (45%) chose agree, none of the students (0%) chose disagree, and none of students (0%) chose strongly disagree. In their statement the most dominant chose strongly agree. The researcher assumed that the students feels motivated to improve learn grammar by Facebook media.

After doing tabulations of questionnaire's data, the researcher needed to analyze the items for the questionnaire which was:

Table 4.17
The Students' Perception Score in Questionnaire

Respondents	Number of item								Score
	1	2	3	4	5	6	7	8	
R1	4	4	2	3	4	4	3	3	27
R2	4	4	4	4	4	4	4	4	32
R3	4	4	3	2	3	3	3	3	25
R4	4	4	4	4	4	4	4	4	32
R5	4	3	3	3	4	4	3	3	27
R6	4	4	3	2	3	4	3	3	26
R7	4	4	3	2	4	3	3	3	26
R8	3	3	2	3	4	3	4	4	26
R9	3	3	3	3	3	3	3	4	25
R10	4	4	2	3	3	4	3	3	32
R11	4	4	3	2	4	3	3	3	26

R12	3	3	3	3	3	4	4	4	27
R13	3	3	2	3	4	3	4	4	26
R14	4	4	4	4	3	4	4	4	31
R15	3	4	3	2	4	3	3	3	25
R16	4	4	3	2	4	4	3	3	27
R17	4	3	3	3	3	4	3	3	26
R18	4	4	4	4	4	4	4	4	32
R19	3	3	3	3	3	3	3	4	25
R20	4	4	3	2	3	4	3	3	26

Table 4.18
Distribution Frequency of Students Questionnaire

Score	Frequency	Percentage
32	4	20%
31	1	5%
27	4	20%
26	7	35%
25	4	20%
$\Sigma=141$	N=20	100%

Based on the table 4.18 above, it could be known that there is 4 students (20%) get the highest score that is 32 and 4 students (20%) get lowest score 25. 1 student(5%) get score 31, 4 students(20%) get score 27, and 7 students (35%) get score 26.

B. Discussion

Based on the result of data analysis, the researcher using as a learning media students become more interested and active in grammar learning by using simple past tense in recount text and no longer refers to the teacher as a mediator center but the student as ousat and reconstruct their own knowledge by studying independently through the facebook a learning media students are trained to learn independently and active responsibility in solving problems and developing learning strategy.

After finding data analysis that as follow:

In content aspect of students' achievement between pretest-posttest that is content pretest was found that there was none of students obtained 'Excellent, very good, good, fairly good' score, There was 1 student (5%) obtained fairly scores, 12 students (60%) obtained 'poor' scores, and 7 students (35%) obtained ' very poor'. It showed as follows: $18.642 > 2,093$. Since " t_o " is bigger than " t_t " the score of teaching grammar before and after treatment.

In collecting data, the researcher did some procedures, the procedures as follows: students were given a pre-test to understand the recount text in simple past tense. Give pre test by giving practice by recounting text recount experience in simple past tense form, then enter the first stage of treatment by explaining the first step in this research and what is the purpose of this research and what is the purpose of this research and third treatment explain the function and how researchers chose to use

Facebook as medium in the teaching process. After that post test and finally, to give questionnaire to know the students' perception to the treatment during the class.

The students' mean score in pretest that was 0,13 where in posttest that was 5,95. So, it indicates that the mean score of students in posttest was different with their mean score in pretest or posttest $>$ pretest = 5,95 $>$ 0,13. It means that in the post test occurred increasing in the mean score of students.

In the standard deviation in the pretest that was 0.572124 between in the posttest that was 0.99868. So, it indicates that the standard deviation of students in the posttest was different with their mean score in the pretest or posttest $>$ pretest = 0.99868 $>$ 0.572124. It means consisted increase in the standard deviation of students.

From the table paired sample test, the researcher got the data that t_0 (t_{count}) is 18,64 and df (degree of freedom) is 19. Based on the table distribution, the t_t (t_{table}) is 2,093²⁴ form the standard signification 0,05 with degree of freedom (df)= 19. Based on the result, the researcher concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$. It means, $H_1 \geq H_0$ because, standard signification 0, 05 while H_1 above were 0, 05, the research effective to improve student errors in using simple past tense in recount text.

Beside that from data analysis the researcher got t_{test} 18,64 $>$ t_{table} 2,093 and that is rejected. From result of data analysis researcher describes that with df = 19, standard of significance (α) = 0,05. There was indicated of significant 5 % population means of students' grammatical error by using peer correction before and after joining treatment greatly effective. Furthermore, writing recount text by using peer facebook

²⁴Junaidi, (<http://junaidichaniago.wordpress.com>). 2010 accessed

media was an alternative technique to be applied in the classroom to effort the effective of learn grammar.

Based on the result of survey questionnare, it could be known that there is 4 students (20%) get the highets score that is 32 and 4 students (20%) get lowest score 25. 1 student(5%) get score 31, 4 students(20%) get score 27, and 7 students (35%) get score 26.

Based on discussion above, null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. So, it can be said the teaching grammar by using facebook media effective to know students errors in using simple past tense at the seventh semester english student of IAIN Palopo. It is in line with statement before that one of technique because writing recount text by using simple past tense and make light of students' to determine about ourselves. In fact, after the research of peer correction can be the affective students' writing.

Based on the results of the present study, the enhancement of the students' grammatical error in writing recount text of facebook that allow the students to discuss, and share their thoughts with the teacher, their students or even other facebook users. From this perspective, it can be said that such a learning process is related to social contructivits theory. In terms of this theory, Facebook it self can play the role of community of practice where students can discuss their English grammar and writing recount text with the teacher or other user. During this process, the teacher or other users can act more knowledge able people scaffolding the students to step from their actual stage development (the position where they can master the task by them selve) to

their potential stage of development (the position where they construct new knowledge after having some negotiation, collaboration, and assistance from more knowledge able people) (Lambert & Walker, 1996; Vygostky, 1978). Consequently, they can contrast new knowledge. In other words, the students can enhance their grammatical error from the assistance of other people through Facebook. Apart from this, referring to Krashen's Affective filter Hypothesis, learning on facebook can lower the level of Affective Filter thus increasing the comprehensible input. As evidenced by the interview responses, Facebook can promote a sense of anonymous communication. Some students used fake names when they discussed questions with the teacher on Facebook. One of the preferred to discuss with friends. All of these reduced the level of anxiety hence building a high motivation, a positive attitude, high self-esteem, and risk taking competence. As a result, the students had more comprehension about learning English grammar in writing recount text.

Therefore, Facebook is a Web 2.0 technology that should be promoted and used as an online community for students to discuss their English grammar and writing recount text. Teaching grammar instruction, the result of the correlation analysis revealed that the students' score in the grammar parts were correlated with their scores in the writing parts. This suggests that their grammatical competence contributed.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describe the conclusions and suggestion which are related to the research findings previously.

A. Conclusions

The writer comes to the conclusion Facebook is an effective media in teaching grammar. It is really helpful in increasing students' learning to be able to learn in solving the problems and develop a strategy of learning more active. Especially for the students that less is quite capable in the classroom as well as students' capable of learning by using media facebook as a learning tool.

Based on the analysis of data it means that teaching grammar by using facebook media in increasing the learning of grammar in the first half of the seventh students above it can be concluded that the students in analyzing the grammatical errors by using simple past tense in recount text is more effective with the use of facebook than not use facebook as a learning media.

B. Suggestion

Based on the result of the result research, would like to give some suggestion as below:

1. Teachers

Teachers should be more creative in presenting material to crate active learning. The teacher should tell the student that they still can learn English outside the class. Teacher do need to encouraged students to practice their writing skill in their daily life.

Especially on Facebook By using various technique and media, it hopes that the students' writing skill on recount text will improve.

2. Students

Students should have good motivation in learning English, especially English writing. They should realize that learning English can be everywhere. There are many social media around them and the technology is in their hand, so it should make the student more motivated to learn English. The students are better not to use the social media just for fun, but they should use it improve their English ability, especially in English writing.

3. Campus

Campus as a formal institution should provide all the teaching aids are needed by teachers because it is important to make teaching learning process in the classroom more effective.

4. The limitations of Students' :

a. Less effective in doing practice questions

Suggestion : Should a teacher give time limitation so that student can do the practice matter on time

b. Limitations of Internet Kouta

Suggestion : Students should be able to use campus internet network facilities to access teacher teaching in the classroom.

c. Lack of awarness of Facebook's media teaching methods

Suggestion : Students should be able to improve their writing skills by using teaching methods like this.

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