DEVELOPING ONLINE READING AND DISCUSSION BOARDS ON FACEBOOK AS PRE-WRITING ACTIVITIES TO IMPROVE STUDENTS' WRITING ACHIEVEMENT

(A Thesis)

By
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A Thesis

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ABSTRACT

DEVELOPING ONLINE READING AND DISCUSSION BOARDS AS PRE-WRITING ACTIVITIES TO IMPROVE STUDENTS' WRITING ACHIEVEMENT

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This research was conducted to find out whether online reading and discussion boards on facebook as pre-writing activities can improve writing quality better than pre-writing activity through printed reading, what aspects of writing are significantly improved, and the students' perception of ORDB on Facebook as pre-writing activities .

This research is designed on a combination of quantitave and qualitative research. In quantitative design, control group pre-test and post-test design was conducted to support the findings in writing performance after the treatment. In qualitative design, questionnaire was conducted to see students' perception of ORDB on facebook as pre-writing activities. The subjects, who were chosen by simple random probability sampling, were the third semester students of college students in writing class. They were divided into two group, the experimental group and control group, each consists of 17 students.

The result of the data analysis showed students' writing performance were promoted as the value of two tailed significance of the tests between experimental and control group was less than 0.05. In this case, the value of two-tailed significance was 0.000. Based on the aspects of writing which are significantly improved, ORDB on facebook as pre-writing activities promoted their writing performance mainly in vocabulary. Students improved their vocabulary with gain 1.62 (8.1%) with pre-writing through printed reading and 3.06 (15.3%) with ORDB. The result showed the difference of both pre-writing.

Based on questionnaire, the most enjoyment on improving their writing is feeling encouraged by friends "liking" the ideas and comments, with the mean score of 3.2353. Besides that, for the problems, students initially found it the highest mean score of 3.1765 for the problem that facebook creates bad habits of relying on the

online correction tools (vocab and spelling) and it creates habit of using too many short forms in writing (students use informal English leads to grammar mistake). It was noted that this way of social interaction may also lead the students to be more comfortable in providing comments and increase their motivation and participation in writing.

Finally, it could be concluded that the students' active engagement in ORDB on facebook as pre-writing activities could improve students' writing performance.

Research Title : DEVELOPING ONLINE READING AND DISCUSSION BOARDS ON FACEBOOK AS PRE-WRITING ACTIVITIES TO IMPROVE STUDENTS' WRITING QUALITY

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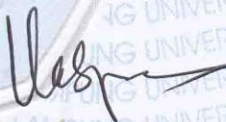
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

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Bandar Lampung, 30 Agustus 2017
Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Meri Noviani M. She was born on November, 7th 1987, in Teluk Betung. She is the second daughter of Mahyuddin Bedullah, S.E., dan Nurbaiti, S.Pd.I.

She initially attended her formal educational institution at SDN 2 Talang Bandar Lampung, graduated in 2000. In primary level, she continued her study at SMPN 3 Bandar Lampung and graduated in 2003. In secondary level, she continued her study at SMAN 3 Bandar Lampung and graduated in 2006. In tertiary level, she continued her bachelor's degree at Lampung University majoring English and Education Study Program, she graduated in 2011. In 2014, she was registered as a student of the 1st batch of Master of English Education at Lampung University. She finally managed to finish her master's degree on August 18th, 2017.

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, Mahyuddin Bedullah, S.E., and Nurbaiti, S.Pd.I.

- My beloved husband, Aan Sapri B., S.E.

- My beloved sisters and little brother Metia Fitriani M., S.E., Tria Yunita M., S.H., and M. Fadli Alalhuda M.

- My beloved little nephews, Gibran Faisal Perdana and Muhammad Ragheed Perdana.

- My great friends of the 1st batch of Master of English Education.

- My Almamater, Lampung University.

MOTTO

No two things have been combined together better than knowledge and patience.

Prophet Muhammad

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understanding. It is trully a blessing to have him accompanying me as my life partner. Thanks a lot to my two lovely sisters, Metia Fitriani M, S.E., Tria Yunita M, S.H., and also my little brother M. Fadli Alalhuda M., for supporting me all the time especially in my hard times. I hope what I have reached inspires you and makes you proud. All of you motivate me to keep up.

Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, August 30th 2017

The Researcher

Meri Noviani M.

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I. INTRODUCTION

This chapter describes the background of the problem which includes the reason for conducting the research, the use of online reading and discussion boards onfacebook as pre-writing activitiesin English pedagogy class. This chapter also describes the formulation of the problem, objective of the research, uses of the research,scope of the research, and definition of terms.

1.1 Background

Writing is an important productive skill that can be used in learning other receptive and productive skills (Zhu as cited in Zaid, 2011). As a productive skill, writing requires a multitude of skills like brainstorming, reflecting upon previous knowledge, organizing information, and communicating ideas. In 2001, Blackburn-Brockman as cited in Mogahed (2013) adds that many pre-service teacher education students in a composition methods course confess they did not prewrite seriously in middle and high school, and that many did not prewrite at all. However, it is an important stage in the writing process frequently overlooked by beginning writers. Thorne as cited in Mogahed (2013) argues that prewriting is the most important skill to emphasize and practice extensively in basic writing classes. She describes basic writers as almost universally neglecting prewriting

activities. She suggests some guidelines for teaching prewriting effectively. Prewriting techniques help get ideas on paper though not usually in an important aspect of action research is that the process enhances teachers' professional development through fostering of capability.

Pre-writing has been shown to facilitate the writing process for all types of writing (Brodney, Revves, and Kazelskis, First and MacMillan, Hart as cited in Lin et al., 2004). It isconsidered an important part of the writing process as it plays a vital role in the construction of writing and supports writers in setting goals, brainstorming, organizing ideas, and deciding text structure (Brodney et al., First and MacMillan, Flower and Hayes as cited in Lin et al., 2004). Good writers recognize the importance of the prewriting, view it as rehearsal, and spend a longer time inplanning during prewriting (Brodney et al., Hillocks as cited in Lin et al., 2004). A lack of planning may result in poor writing performance (Bourdin and Fayol as cited in Lin et al., 2004).Various prewriting strategies (PWS) are suggested at the planning stage. PWSs are believed to enhance writing process. To Oxford, "pre-writing helps when one hits a snag or cannot think of what to write next" (Zhen and Dai as cited in Inal, 2014). PW in this study is defined as a stage in which learners generate various words and ideas for the related topic and stimulating thinking at the beginning of writing.

Huang (1999) stated that the students were able to avoid focusing their attention only on micro-level problems, such as grammar and word usage, and deal with larger issues. He investigated the extent to which English as a Foreign Language (EFL) writing students in a Taiwanese University used ideas provided by their peers during computer mediated pre-writing discussions and the quality

of the peers' comments. Subjects were 17 students in four writing groups. Transcripts of discussions preceding the first drafts of two writing assignments were analyzed, and students were then surveyed about the comments they incorporated into their writing processes. Results indicate that students did use some of the ideas discussed during computer mediated prewriting discussions, but not very often. Some students did not use any of the ideas presented to them.

Almost half of the ideas used are concerned with macro-level composition issues such as topic appropriateness or overall essay structure or content, and about one-fourth of the ideas concerned paragraph-level issues, suggesting that the quality of the comments is good. Activities or resources that students perceived as useful in idea generation included, in descending order of importance, textual information from the school library or students' homes, the students' own ideas, ideas from friends, textual information from the textbook and teacher handouts, and computer-mediated pre-writing discussions. Instructional and research implications are considered briefly.

Reading before writing was encouraged in this way as a pre-writing technique as well (Cobine, Hirvela, Hewett, Plakans, Yangas cited in Zaid, 2011). In 1993, Carson and Leki as cited in Zaid (2011) aptly claim, ''reading can be, and in academic settings nearly always is, the basis for writing''. Online reading can be manipulated to generate meaningful contexts for the writing process; in this vein, Ferris and Hedgcock as cited in Zaid (2011) aptly observed: ''Reading becomes the basis of writing because the information acquired through reading contains print-encoded messages as well as clues about how the messages' grammatical, lexical, semantic, pragmatic, and rhetorical constitutes combine to

make the message meaningful. Furthermore, online reading before writing has been hailed as a good alternative to impromptu writing in academic contexts (Yagelski and Grabill, Mauriello et al., Carson and Leki, Hirvela, Plakans, Yoshimura, Kuteeva, Zaid as cited in Zaid, 2011). According to Hirvela as cited in Zaid (2011), second language scholarship as led to the belief that literacy acquisition is ''a situated activity rather than the teaching of generic or decontextualized reading and writing skills'', which warrants the use of bothreading and writing to complement each other. Slatin as cited in Zaid (2011) explains that the case is being so because online ''interactive reading and its more or less inevitable concomitant, interactive writing'' can emerge when EFL learners find and read electronic texts, incorporate material from the text into their writing, and manipulate computer facilities that ease the writing process, such as spelling and grammar checkers.

Online reading, in this study, refers to reading on the Internet. Some writers use the term 'electronic reading' instead of 'online reading' and it means the same thing. Electronic Reading (e-reading) is used interchangeably with hypertext reading by many scholars (Esky as cited in Al-Rajhi, 2004). The most important element in a hypertext structure is thehyperlink, which takes the reader back and forth from one point to another and thus makes e-reading more flexible and more fluid. Hyperlink can multiply the reading amounts due to the huge number of sources it can reach through search engines and software such as Endnote, can access subscribing libraries' databases to provide a learner with many textbooks.

A study of Ali Al-Rajhi (2004) shows that the majority of the participants have positive attitudes and successful experiences with Internet reading. Based on

the responses of this study, Internet reading has a positive impact on writing styles as well as cultural awareness. Five female and five maleSaudi EFL learners are interviewed in this study. A skeptical group of three females and two males was added to the study to learn more about their attitudes towards Internet reading. Samples of the participants' writing that were written over a period of time are analyzed. This study used multiple qualitative methods including interviews, documents, and emails. Emails are used for facilitating and arranging the interviews and for follow up questions whenever needed. The participants stated that Internet reading has many benefits, features and some problems. Based on the responses of this study, Internet reading has a positive impact on writing styles as well as cultural awareness.

Many participants express their positive attitudes and full support of using reading on the Internet for improving their writing styles based on their experiences of at least two years. They say that they believe the more they read, the more their writing styles improve. Some of them claim that their writing style has been tremendously developed since they started their Internet reading. Through the writing samples of the participants, the researcher can notice the writing improvement of most of their writings before and after using the Internet. The above findings support what some researchers claim regarding the positive impact of extensive reading on writing styles (Krashen as cited in Al-Rajhi, 2004).

Discussion boards are usually threaded, which means that messages are hierarchically organized so students can keep track of who is responding to whom. Online discussion is asynchronous exchange of ideas conducted on a

usually web-based bulletin board. This exchange is most often "threaded" in that the exchange of ideas is organized visually and usually hierarchically in a way that indicates how comments are related to one another. It allows them to consider their comments, critiques and work carefully, and, to some extent at least, it removes some social constraints such as gender, race, and social status that can limit a student's participation in inclass discussion.

Online discussion forums have been used extensively as additional platforms for interaction among students, peers, and instructors. Researchers suggest that discussion forums are a perfect venue for expressing academic opinions. By reading responses and adding input, participants increase their engagement in the discussion, foster critical thinking and reflection, and construct a shared reservoir of knowledge (Dehler and Porras-Hernandez, Warschauer as cited in Lee and Wu, 2012). Nevertheless, learning outcomes are dependent upon individuals' differences in motivation to participate in the forums (Yang, Li, Tan, and Teo as cited in Lee and Wu, 2012). To promote critical thinking in discussion forum, Garrison, Anderson, and Archer as cited in Lee and Wu (2012) proposed the practical inquiry model as an assessment framework for online asynchronous discussion. They maintained participants acquire higher-order learning outcomes through constant resolving disagreement and problems in the full cycle of critical thinking process which include triggering event, exploration, integration, and resolution with skilled facilitation andan understanding of the medium of communication (Garrison et al. as cited in Lee and Wu, 2012).

"Facebook groups" is a feature that is available on the social networking site Facebook (FB). This feature allows for an unlimited number of members to

participate, communicate and interact via post and chat style for a specific purpose. Yunus and Salehi (2012) examined the students' perceptions on the use of Facebook groups in teaching ESL writing. The students' perceptions were measured through a questionnaire comprising 10 close-ended items. The respondents were 43 students in TESL, in the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). The result showed that most respondents agree that they learn new vocabulary from reading the comments of others in the group, and the spell-check feature helps reduce their spelling errors.

However, most studies have been conducted in Indonesia about technology and learning English are very limited. It has not been easy to gain access to materials, however, the internet has become as a potential solution for the lack of these materials. Online reading can be one of the ways how to apply extensive reading. Online discussion is another effective factor of the Internet because it can motivate ESL learners to improve their writing styles through communicating. Online reading has been utilized by teachers and learners with discussion board on facebook to improve students' writing skill, but not as prewriting activities. Therefore, the present study was designed to fill an important gap in research on the use of online reading and discussion boards on facebook as pre-writing activities by EFL learners since pre-writing is the first stage of the writing process, typically followed by drafting, revision, editing and publishing. One of the hardest tasks in writing is getting started. Therefore, the teacher needs to stimulate students' creativity, to get them thinking how to approach a writing topic.

1.2 Research Questions

Related to the background stated before, the researcher tried to formulate the problems as follows:

1. Do online reading and discussion boards on Facebook as pre-writing activities improve students' writing quality better than prewriting activity through printed-text reading?

2. What aspects of writing are significantly improved by using online reading anddiscussion boards on Facebook as prewriting activities?

3. What are students' perceptions of online readingand discussion boards on facebookas prewriting activities in their writing class?

1.3 Objectives of the Research

In response, the objectives of this researchare as follow:

1. To examine whether the students who are taught through online reading and discussion boards on facebook as prewriting activities would improve their writing quality better than prewriting activity through printed reading.

2. To explore the aspects of writing can be significantly improved by using online reading and discussion boards on facebookas prewriting activities.

3. To investigate students' perceptions of online reading and discussion boards on facebook as prewriting activities.

4. More specifically, theinstructional objective is to develop experiential and critical awareness of Facebook use as a potentially English-mediated digital literacy practice for students.

1.4. Uses of The Research

1. Practically, this research can be used as an information concerning whether students' writing quality through online reading and discussion boards on facebook as pre-writing activities improve better than pre-writing activity through printed-text reading.

2. Theoretically, the result of the research can be useful as references for future research with the similar problem of the writing skill.

1.5. Scope of The Research

As indicated in research questions, the objectives of the current study are to see whether online reading and discussion boards on facebook as pre-writing activities can improve students' writing quality better than pre-writing through printed-text reading, to see what aspects of writing improved after online reading and discussion boards on facebook as prewriting activities, and to see students' perception of online reading and discussion boards on facebook as prewriting activities. This research focused on developing ORDB on facebook as prewriting activities in writing class. To do this, the study employed both quantitative methods (i.e., the effect of online reading and discussion boards on facebook as prewriting activities on writing achievement and what aspects of writing improved) and qualitative data (i.e., students' perception ofonline reading and discussion boards on facebook as prewriting activities). Setiyadi (2006 : 9) stated that this method is used to see process and product as two different sets of data from quantitative and qualitative analyses to support each other as a model of triangulation. Therefore, this study employs mixed methods.

The research was conducted at the third semester students of English Language Teaching Study Program in STKIP Muhammadiyah Kotabumi. The reason for choosing thirdsemester students as the subject of this research because they were not beginners so it was assumed that they had already studied basic writing in writing class. The researcher focused on developing online reading ad discussion boards on facebook in writing class. The situated activities were using closed group community on facebook with members from the students in writing class. The researcher assigned the students to read some online articles. After reading two articles, the students wrote their views about the the particular topics in the discussion board on a closed Facebook group by stating agree or disagree, and then give the explanation. At the end, the students made an essay consists of two paragraphs, then the teacher analyzed their writing quality.

1.6. Definition of Terms

In relation to the use of this study, there are some definitions clarified in order to have similar understanding. The terms can be described as follows:

- Prewriting is the first stage of the writing process, typically followed by drafting, revision, editing and publishing. In this stage, student follow the steps of brainstormingor getting started to produce words and ideas about the writing, then students make a plan of the writing before they start, and the last generating ideas.
- Facebook is one of the most popular social networking sites which allow users to post information, chat with others, and collaborate within the system.

- A discussion board is a web-based utility with which students can post messages and respond to posts made by other students.

- Online reading is the process of extracting meaning from a text that is in a digital format. Also called digital reading. Most researchers agree that the experience of reading online (whether on a PC or a mobile device) is fundamentally different from the experience of reading print materials.

- Writing skill is a skill dealing with the skill to arrange the graphic systems such as, letter, word, and sentences of target language being used in writing communication in order that the reader can understand the message or information intended.

- Perception is regarding something mentally in specified manner.

- Online reading and discussion board on facebook is an activity inside the Facebook Group, the group member can share and read online text and post Discussion Board Topic, pictures, videos, links, and other "wall" items.

In brief, those are several points explaining why this study should be conducted and how important it is. Additionally, this chapter has also explained about background of the problems, identification of the problem, research questions, objectives, uses, scope, and definition of terms.

II. LITERATURE REVIEW

This chapter describes several points of theories, previous studies, and concepts which are related to the research. This chapter discusses aboutthe theoretical frameworks of writing, prewriting activities, online reading, connection between reading and writing, discussions boards, social media facebook, the use of facebook for writing, and the procedures of using online reading with discussion boards via facebook, theoretical assumption, and hypotheses. This literature provides the framework for the present study.

2.1.Writing

Starting writing is a problem for many, especially young writers. Writing is "the production of thought for oneself or others under the direction of one's goal-orientedmetacognitive monitoring and control, and the translation of that thought into an external symbolic representation" (Hacker, Keener, and Kircher as cited in Shafiee et al., 2013). Writing encourages thinking and learning, now that it motivates communication and makes thought available for reflection (Mekheimer, as cited in Shafiee et al., 2013). Getting thoughts on paper allows students to evaluate, review, adjust, reorganize, or modify their ideas. Apparently, the writing processes of planning, thinking, and organizing are just as important as the final product. When thought is written down, ideas can be examined,

reconsidered, superseded, rearranged,a nd changed. This stresses the need for dealing with writing as a process rather than as aproduct (Hairston, Peregoy and Boyle as cited in Al-Shaer, 2014). Brodney, et. Al., First and MacMillan, Hart, Flower and Hayes as cited in Al-Shaer (2014) have all emphasized theeffectiveness of pre-writing for easing the writing difficulty because itassists writers in laying out goals, brainstorming, generating ideas, organizing information, and building up the texts.

According to Jacobs et al. (1981), there are five aspects that should be considered in assessing a writing composition. The five aspects can be described as follows:

1. Content refers to the substance of writing, the experience of the main idea (unity), such as groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her primary objective. The selection of words that expresses his or her meaning precisely is considered much rather than skews it or blurs it.

4. Language use refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words phrases, clauses, and sentences to bring out logical relationship in paragraph.

5. Mechanics refers to the use graphic conventional of the language. For instance, the steps of arranging letters, words, sentences, paragraphs, punctuation and capitalization.

In short, it is concluded that writing is a way to produce language that comes from our thought in the written form. By using writing, we can share our idea, feeling or anything that exist in our mind to the others.

2.2. Prewriting Activity

The term "prewriting" has two different meanings. It can mean the stage before children learn writing, which is referred to as hand skills. The other meaning, which is the concern of this article, points to the first stage of the writing process, followed by drafting, revision, editing and publishing. For many writers, the difficult part of the writing experience is the very beginning. Prewriting deserves much time and attention as it helps solve a problem called "writer's block". Learners might think that they cannot come up with an idea. They literally have a blank page and keep writing and erasing. They cannot even get started because they have no clue how to start.For this reason ESL teachers may instruct prewriting activities at the earliest stages of writing instruction to help their students acquire good language skills (Go as cited in Arju, 2016). Prewriting

activities are to assist and to organize writers' thought appropriately following the norm and the presentation style of each individual genre (Arju, 2016).

LaRoche (1993) indicates that the author's instruction in prewriting skills and strategies improved the abilities in students to utilize prewriting techniques more proficiently in the writing process.The learner gathers information and plays with ideas during the pre-writing stage. Research shows that learners who are encouraged to engage in an array of prewriting experiences prove greater writing achievement than those enjoined to get to work on their writing without this kind of preparation (Cotton as cited in Mogahed, 2013). Therefore, prewriting centers on engaging learners in the writing process and helps them discover what is important or true for them about any subject at any time. What is certain is that if learners are to become proficient writers they must develop pre– drafting activities. To the English teacher, prewriting is viewed not in isolation but within the total process of prewriting or planning, composing or drafting, and revising or final writing (Go, 1994).

2.3.Online Reading

The overlap between online and offline reading enriches, but also complicates, our understanding of reading comprehension in the 21st century. Any model of online reading comprehension must begin with that basic observation (Leu et al., 2004). Online reading comprehension theory defines reading on the Internet as a process of problem-based inquiry involving additional skills, strategies, dispositions, and social practices that are important as people use the Internet to solve problems and answer questions. At least five processing

practices occur during online reading comprehension: 1) reading to identify important questions, 2) reading to locate information, 3) reading to evaluate information critically, 4) reading to synthesize information, and 5) reading and writing to communicate information.

Online reading can be one of the ways how to apply extensive reading. Online reading, in this study, refers to reading onthe Internet. Some writers use the term 'electronicreading' instead of 'online reading' and it means the samething. The most important element in a hypertext structure is the hyperlink, which takes the reader back and forth from onepoint to another and thus makes e-reading more flexible andmore fluid. Hyperlink can multiply the reading amounts due to the huge number of sources it can reach through search engines and software such as Endnote, which can access many subscribing libraries' databases to provide a learner with many textbooks.

Reading English through print discourse has been the most common reading activity for EFL learners, however, reading in the 21st century is no longer confined to reading print books since electronic versions of many print materials have been made available on the World Wide Web. Therefore, it is no longer a challenge for EFL teachers to find effective and accessible ways to encourage their students to read English materials extensively since they can access a variety of English texts from the Internet. This availability of a variety of reading materials, which can be accessed from anywhere in the world, thus makes learning English easier and more convenient for everyone who desires to learn English.

Some of the advantages of online reading include its relative accessibility and flexibility in terms of time and space. Also, online reading allows the inclusion of multimedia elements like sound and video clips, which cannot be presented in print books. Another major reason for preferring online reading is that people can access a variety of texts while at home. EFL learners can easily access authentic texts that are written by native speakers of English which are hard to find without the Internet. There are many online resources for EFL learners which teachers can make use of for the benefit of their students.

In 2000, LeLoup and Ponterio as cited in Al-Rajhi (2004) comment that "with the proliferation of FL websites on the Internet, language learners can readily find a plethora of reading materialsto help them improve their literacy skills". For the self-motivated learner, access to target language media offers virtually unlimited opportunities to practice reading and increase proficiency. Meanwhile, students of all ages must learn to find, share, and interpret online information as part of a necessary shift from "just in case" to "just in time" learning (Lemke as cited in Al-Rajhi, 2004). Thus it is no exaggeration to say that the development of literacy and communication skills in new online media is critical to success in almost all walks of life (Shetzer and Warschauerascited in Al-Rajhi, 2004).

2.4.Characteristics of Online Reading

According to Coiro (2011), the characteristics of online reading or online text are as follows:

1. Online texts are broadly conceived to include information presented via one or more elements such as hyperlinks, images, animation, audio, and/or video within a online networked system (i.e., the Internet) that is continually expanding and, thus, largely unbounded.

2. Hypertext is used to refer to digital informational texts that are linked within a closed electronic system such as a CD-ROM encyclopedia or library database, whereas Internet text refers to informational texts found within the open networked system of the Internet.

3. This difference introduces one source of complexity for readers as they move from hypertext to Internet text environments. As readers move from static hypertext systems to dynamic unbounded Internet text environments (see Lawless and Schrader), the rapidly changing nature of multiple mediums further complicates online reading processes (Hartman et al.).

4. Online Internet texts are part of a dynamic open-ended information system (see Hill and Hannafin) that changes daily in structure, form, and content (Afflerbach and Cho, Zakon). These dynamic mediums foster increasingly complex interactions among elements of reader, text, author, task, context, and technology that "[suggest] cognitive conception of online comprehension that is more complex, iterative, and protean than Huey could have ever imagined a century earlier" (Hartman et al.).

5. Online texts often contain hidden social, economic, and political agendas that require higher degrees of critical evaluation skills than typically found in offline text comprehension (Cope and Kalantzis, Fabos).

6. Online information texts also introduce infinite numbers of intertextual connections (Caney) and intercultural negotiations (Snyder and Bulfin) that prompt new complexities for readers trying to synthesize and communicate information across globally linked Internet texts.

2.5. Connection of Reading and Writing

Reading and writing are two points in dialectic of meaning- making with text. Readers read writing, writers writereading. There are many connections between the two processes, some simple and easily visible, others complex andhighly theoretical. Most of the readers use writing to help them process what they read. Writers are always reading.

There is suggestive evidence that extensive reading can contribute to the writing ability. Viewing reading-writing relationship from directional, non-directional and bidirectional perspectives, In 1990, Eisterholdas as cited in Moghaddas (2011) regards reading as a strategy to develop writing. From a theoretical perspective, reading andwriting share structural features which can be applied from one modality to another. From a nondirectional perspective, reading and writing are derived from a single underlying proficiency, and from abidirectional perspective, reading and writing are both interactive and interdependent. Therefore, anychange in one would result in a change in the other. However, increased availability of media technologyin the classroom has added to the possible list of strategies to writing tasks.

Reading helped the EFL learners' development of their writing with the stimulus, structures, vocabulary, and prior experience (schema). It was also found that the reading-writing connection had a positive impact on the EFL college students' reading metacognitive awareness (i.e., looking back what they read), as well as their reflection of personal values and experience transaction.

2.6. Discussion Boards

A discussion board is a web-based utility with which students can post messages and respond to posts made by other students. Discussion boards are usually threaded, which means that messages are hierarchically organized so students can keep track of who is responding to whom. Online discussion is a synchronous or asynchronous exchange of ideas conducted on a usually web-based bulletin board. This exchange is most often "threaded" in that the exchange of ideas is organized visually and usually hierarchically in a way that indicates how comments are related to one another.

It allows all students to participate and to participate extensively. It allows them to consider their comments, critiques and work carefully, and, to some extent at least, it removes some social constraints such as gender, race, and social status that can limit a student's participation in inclass discussion.

As we enter the 21st century, the literature starts to more specifically refer to online interaction as discussion. Knowlton and Knowlton (2001) define online discussion as the "asynchronous (out of time) exchange of messages using electronic bulletin boards or e-mail software"; "a conversation among a classroom community where the contributions of both teachers and students are valued and treated as a viable contribution to an educational dialogue".

According to Teacherstream LLC entitled Mastering Online Discussion Bords Facilitation (2009), discussion boards, or threaded discussions, are one of the most commonly used tools in online teaching. Discussion forums provide the ability for asynchronous discussion to occur over a period of time. The ability to learn asynchronously is one of the primary benefits of online learning. Students

are able to reflect upon their ideas before sharing them with the class, leading to more reflective responses and in-depth learning.

Threaded discussion forums have been a popular topic for the past few years in distance education research and studied as a factor in student participation, satisfaction, learning outcomes, social presence and interaction. Only recently has it been considered as a potential vehicle for the development of critical thinking skills and deep learning. In an effort to determine the efficacy of threaded online discussions in this regard, thirty-seven current research studies were analyzed and synthesized (Maurino, 2006).

2.7. Sosial Network Facebook

The most popular social networking site, *Facebook* has millions of users worldwide. Many features such as the 'like' button, comment application and sharing button in *Facebook* have attracted users to create discussion and share their thoughts instantly. In line with *Facebook* tagline 'giving people the power to share and making the world more open and connected' creates space for autonomy and engagement in exchanging ideas and knowledge due to active roles consumed by learners (Lee, Mcloughlin and Chan, Ashton and Newman as cited in Shukor, 2014). In *Facebook*, users can have their own group of interests and share and exchanges messages between them via the available applications easily (Kwong as cited in Shukor, 2014). One of the available applications is 'My Notes' provide users with opportunities to write and blog almost anything under the sun (Kwong as cited in Shukor, 2014). Similar to online discussion boards, users can get synchronous or asynchronous feedback from the status or questions posted on their timeline.

2.8. The Use of Facebook in Teaching Writing

Based on the expanding use of global communication technology, the spread of English has become faster than ever among the young people. In urban settings, young people are hooked on social media Facebook than from their teachers. As English is predominantly used in those media, the exposure to English has become more intense and pervasive. While English is taught as a foreign language and as a subject in schools, this language is used as a dominant means of communication in the virtual circles. In writing, facebook is an interesting medium to practice, since writing essay in class is a traditional practice and less interactive and there is no feedback among the students to improve their writing. The tool seems to be mutuallybeneficial for both the teacher and students to help achieve the course objectives. Grounded with these perspectives, this research explores SNS useof L2 learners over time both as a group and as individuals, and then, based on the resultsof that investigation, presents an SNS-enhanced L2 pedagogy that is implemented in anL2 writing classroom.

Through the use of *Facebook* in collaborative writing activities, students are able to have discussion and conversation virtually and share their ideas, comments and opinions in completing their writing assignments, which are aligned with sociocultural theory (Sukhor, 2014). In this study, a feasible attempt was made in order to enhance students' learning performance. Therefore, *Facebook* was employed in writing activities for second year students majoring in English as Second Language to gauge whether there was a significant difference or not in the writing performance as compared to the conventional group.

2.9. Perception

According to The Concise Oxford Dictionary, attitude is a settled behaviour, as indicating opinion, or a settled mode of thinking (Sykes in Alkaff, 2013). Similarly, İnal, et al. as cited in Alkaff (2013) state that attitude refers to our feelings and shapes our behaviors towards learning. Thus, behavior is tied to attitude, as the latter highly affects and manifests itself in the former. Hence, attitude plays an important role in second language learning as it determines to a large extent the learners behaviors, i.e., action taken to learn, or efforts exerted, during the learning process.

Abu-Melhim as cited in Alkaff (2013) concludes that although there is a lot that the teacher can do, at the end of the day, it is all up to the students whether or not to participate positively in the lesson. In other words, it all boils down to your attitude. Agreeing, Al- Tamimi, et al. as cited in Alkaff (2013) state that attitudes towards a certain language affect a learner's motivation in learning that language. Closely related to attitude is perception, which can be defined as regarding something mentally in specified manner" (Sykes as cited in Alkaff, 2013). In 2010, Despagneas as cited in Alkaff (2013) elaborates on the relation between perceptions and attitudes, explaining that perceptions are centered on the inner unconscious feelings from which students' attitudes towards learning a language emanate. Thus, attitudes can be defined as the behavioral outcomes of perceptions.

2.10.Perception in English Teaching Learning for Writing

In 1997, Boscolo as cited in Mariani (2010) qualified a concept as *epistemological beliefs*, of an essentially cognitive character, concerning what an

individual knows (or *thinks* s/he knows) about the meaning of learning and studying. And writing more specifically about language teachers' beliefs (but the definition could equally well apply to students' beliefs). Richards as cited in Mariani (2010) defined them as the informational attitudes, values, theories and assumptions about teaching and learning which teachers build up over time and bring with them to the classroom.

In 1933, Dewey as cited in Mariani (2010) referred to beliefs as matters we feel confident to act upon, he was drawing attention to the active role that beliefs play in affecting intentions, decisions and actions. To fully appreciate the impact that beliefs have on observable behaviors, we must go beyond their merely cognitive nature as mental representations and consider how they combine with an affective component and thus qualify as attitudes.

Wenden as cited in Mariani (2010) refers to the many ways in which attitudes have been conceptualized in the literature: as learned motivations, as evaluations, as valued beliefs, as responses oriented towards either approaching or avoiding a situation, as what one believes to be acceptable thus pointing to the fact that attitudes have:

1. A cognitive component, i.e. beliefs, perceptions or information about an object.

2. An evaluative component, in the sense that the object of an attitude can evoke feelings of pleasure or displeasure, acceptance or refusal, agreement or disagreement.

3. A behavioural component, i.e. they predispose or induce people to make decisions and then act in certain ways.

The role of beliefs and attitudes becomes even more relevant to teaching and learning when we turn to a major change which has been investing school systems in the past few decades, i.e. the gradual shift towards competences as the basic objectives of a teaching/learning program. The emphasis on competence development in school reforms constitutes a very ambitious perspective precisely because it goes well beyond the mere assimilation of knowledge (savoir) or the training of skills (savoir-faire), to include a third dimension which has to do with the specific ways in which individuals make sense of knowledge and skills and become prepared to use them in specific contexts beyond the school experience what the Common European Framework as cited in Mariani (2010) calls "existential competence" (or savoir-être), the individual differences which include beliefs and attitudes together with such crucial individual variables as motivations, values, cognitive styles and personality.

Sternas cited in Yunus and Salehi (2012) studied the expressions of identity that adolescents do online and found that the authors, the adolescents themselves, seem to signal their desire for an audience through their writing. She also argues that the youth desire responses to the content posted, perhaps for self-validation or the formation of relationships. More importantly, would be the feedbackreceived from their peers, and not just the teacher. The researchers believe that 'FB Groups' has the potential to givethe 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. FB and social networking sites in

general, are seen as forms of self-disclosure for adolescents. They offer clues tothe thoughts, feelings, concerns and worldviews of this groupof people.

Kabilan et al.as cited in Yunus and Salehi (2012) conducted a research investigating if FB can be a useful and meaningful learning environment thatcould support or enhance language learning in English. Their findings show that, in terms of affective factors,students' confidence, motivation and attitudes improvedsignificantly. Students claim that using FB has boosted theirconfidence as well as made them more daring to use thelanguage especially in terms of writing. Majority of the learners also concurred that FB motivated them to read and write in English, since everything is in English, while 74.1% of the students say that participation in FB has inculcated a more positive attitude towards learning English. Overall, FB has been shown to boost confidence, motivate and foster a positive attitude towards English language learning.

Yunus and Salehi (2012) made inferred that it is shown that 'FB groups' helps in the brainstorming process, in organizing their thoughts before the actual writing, learning new vocabulary from reading comments of others in the group, reducing spelling errors via the spell-check feature, helping to get a better idea before writing from the ideas or opinions posted by friends, and students finding it easier to complete their essays after participating in the FB group discussion. The highest cumulative percentage is 95.3% who agree to the statement 'Ideas or opinions posted by my peers on FB group help me in getting a better idea before writing'. It is also an advantage to teachers when they use FB groups because from the second highest cumulative percentage of 88.3% who agree and strongly agree, their spelling errors have reduced through the spell check feature in FB.

When students are unsure of the spelling of a word, if they were to type it in the comment space, red lines would appear if the spelling is incorrect. From this feature, they could easily 'right-click' on the word to see the suggested spelling of words by the spellcheck feature. This is something which 'paper and pen' writing lacks and if students were to encounter problems with the right spelling, it would be tedious for them to look them up in the dictionary too.

In Shih's as cited in Bakare (2016) interviews with students, some students noted the disadvantages of using Facebook to learn English writing. This is because students heavily relied on the online correction. When they had no help from the online correction tool they often used incorrect vocabulary and misspelled words in a regular classroom writing. In 2009, Madge, Meek, Wellens, and Hooley as cited in Bakare (2016) noted that undergraduate students generally viewed the use of Facebook as the most importantly for social reasons, not for formal teaching purposes. Although it was sometimes used informally for learning purposes by students, they were not overly keen on the idea of being contacted by their tutors via Facebook for formal teaching purposes.

Gonzalez as cited in Bakare (2016) also reported a problem with using online communication; that it negatively affects the student's use of language, grammar, and spelling. She suggested that online communication often leads to the use of short phrases and incomplete sentences, and that it often becomes informal conversation that may negatively impact academic writing. Because writing on Facebook is different from writing in a classroom, students might not see the connection between the two forms of writing (academic writing and informal writing). They consider writing on Facebook as a type of informal

writing for communication, not for academic purposes. The habit of using English in informal short forms is prevalent among English language learners, and it affects students' academic writing.

2.11. Procedures of Using ORDB on Facebook as Prewriting Activities

The procedures to use online reading andset the discussion boards on Facebook:

1. The students are taught in a conventional way to understand organization of paragraphs and to write a topic sentence.

2. Thereseracher assign the students to read some online articles. The weekly or bi-monthly posts can be about interesting topics so the learners can apply what they learn in their writing.

3. The students write their views about the the particular topics in the discussion board in a closed Facebook group. Facebook Group should be used for class forum/projectinstead of Facebook Page because it gets far more controlover who can participate.

4. Facebook Group is set for the class as closed (where users/learners must get administrator or the teacher's approval to join) or secret (invite only) to protect the learners' privacy. Just as the main features of other course managements such as Blackboard and Web CT, inside the Facebook Group, the group member can post Discussion Board Topic, pictures, videos, links, and other "wall" items.

5. The teacher post the link of particular topics in form of online article on this class forum for the learners to read and leave their comments to include in the brief introduction of this project.

6. By stating agree or disagree, the others give feedback and explanation. At the end, the students make an essay consists of two paragraphs.

2.12. Theoretical Assumption

In line with the previous discussion, by conducting online reading and discusion boards as prewriting activities which can make positive impacts both in students' writing quality, it is assumed that prewriting through online reading and discussion boards on facebook can improve students' writing performance in form of the aspects of writing; content, organization, vocabulary, language skill and mechanics. When students use prewriting through online reading and discussion boards on facebook more frequently, it leads them to develop a system to have better performance in writing because prewriting stages they employ contribute on it. Therefore the researcher assumes that students who applied prewriting through online reading and discussion boards on facebook more frequently have improved aspects of writing.

The improvement of writing performance promotes better performance in writing. Several previous researches focused on writing performance without separating aspects of writing which are improved. It raised the willingness of the researcher to conduct similar pre-writing activitiesto see the implementation in form of process and design of the stages itself related to improvement of writing aspects. These prewriting activities focused on the process of employing online

learning awareness and put it into procedural knowledge in promoting writing aspects. Student's awareness in using online reading and discussion boards on facebook results in student's active engagement in prewriting activities.

Prewriting activities through online reading and discussion boards on facebook are considered to be effective in promoting aspects of students' writing performance. Writing is included in difficult skill to be mastered by the students. There are many students who are still not good at writing. By seeing this fact, English teacher trains the students to be able to employ prewriting activities to improve their writing skill. The process they experience also develops their writing performance to be better.

The following picture describes thinking frame about how pre-writing through online reading and discussion boards on facebook can promote students writing performance.

Pre-writing Activities	→	Online Reading and Discussion Boards	→	STUDENTS' WRITING PERFORMANCE
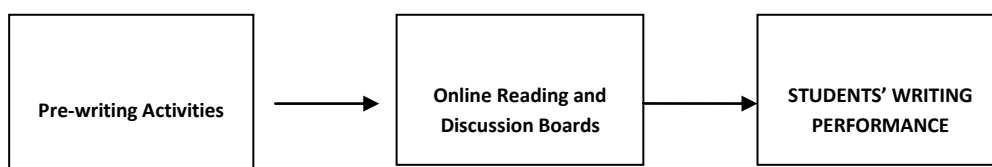
2.13. Hypotheses

Based on the research questions, there are three hypotheses derived as follow: 1) Online reading and discussion boards on Facebook as pre-writing activities improvestudents' writing quality better than pre-writing activity through printed text reading, 2) Aspects of writing are significantly improved by using online reading and discussion boards on Facebook as pre-writing activities, and 3)

students' perceptions of online reading and discussion boards on facebook as pre-writing activities in their writing class.

For the hypotheses 2 and 3, it does not require statistical procedure to confirm the hypotheses. They are answered by the process happened in prewriting activities.

On the other hand, to prove the quantitative data of the students' writing achievement (hypotheses 1), SPSS was used to know the significance improvement of treatments effect. The researcher formulated the hypotheses as follow:

• H_o = Online reading and discussion boards on facebook as pre-writing activitiescannot improve students' writing performance better than pre-writing activity through printed reading.

• H_1 = Online reading and discussion boards on facebook as prewriting activitiescan improve students' writing performance better than prewriting activity through printed reading.

In brief, those are several points of theories and previous studies which should be reviewed. Additionally, this chapter has also discussed about writing, prewriting activities, online reading, connection between reading and writing, discussions boards, social media facebook, the use of facebook for writing, and the procedures of using online reading and discussion boards on facebook.

III. METHODS

According to the research questions and the objective of the reasearch, this chapter is constructed in order to give the answers. The research methods consist of research design, subject of the research, data collecting techniques, steps in collecting the data, schedule of the research, validity and reliability, data analysis, and hypotheses testing.

3.1. Design

To investigate pre-writing with online reading with discussion boards on facebook for students' writing performance, this study was conducted with mixed method. Both qualitative and quantitative approaches wereconducted through writing tests, and document analysis and questionnaire. In this case, the qualitative data collection after prewriting with online reading with discussion boards on facebook is used to support the quantitative data of students' writing aspects development.

In quantitative research, this researcher used a true-experimental design. The quantitative research is in *control-group pretest-posttest design*. It can be presented as follows:

(K1) Random T1 X T2

(K2) Random T1 O T2

Note:

T1	: Pretest
T2	: Posttest
X	: Treatment (Prewriting through Online Reading and Discussion Boards on Facebook)
O	: No Treatment (Prewriting activity through printed reading)

In quantitative design, the researcher discovered information on aspects of writing skill that can be promoted after conducting Prewriting through Online Reading and Discussion Boards on Facebook.

Qualitative design is used to support the findings in writing performance improvement after the treatment. In qualitative design, the researcher elicited the information the process of employing prewriting activities through online reading and discussion boardin relation to students' active engagement during pre-writing activities. Document analysis and questionnaire were employed to observe students' engagement and response towards prewriting activities through online reading and discussion boards.

3.2. Subject

The data were collected from thethird semester college students in English Language Teaching Study Program of STKIP Muhammadiyah Kotabumi in academic year 2016-2017. There were 34 students and randomly divided into two

groups, experimental group and control group. The reason to choose the subjects in odd semester was since the students have finished the basic writing in the first and second semester, so that the researcher can apply the technique for their writing performance.

3.3. Data Collecting Technique

In collecting the data, this research employed these following techniques:

3.3.1. Collecting the document

From the students' English writing activities in the discussion board on facebook captured through the computer's printscreen feature, the documents were collected in form of textual data, such as the students' writing in form of comments to explore the students' English writing activities in using online reading and discussion board on facebook.

3.3.2. Conducting writing assignment

The teachergraded each student's writing outcome. All classes wrote one essay (pre-test) before each treatment,and they were asked to write on the same topic after the treatment.The independent variables of online reading and discussion boards on facebook were taught only to the experimental group. The essays were written by the the students to controlfor the internal validity as mentioned before, and to comparethem with the scores of the post-test results to see whether the student's writing quality reflected improvement.

In this research, the analytic scoring was applied to score the writing assignment. One of the best-known analytic rubrics in ESL is one developed by Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey, as cited in Lee (2008). In their rubrics, essays are rated on five different rating dimensions of writing quality, each having a different weight: content (30 points), organization (20 points), vocabulary (20 points), language use (25 points), and mechanics (5 points).

3.3.2. Questionnaire

The 10 questions in the questionnaire aimed to explorerespondents' perceptions of how online reading and discussion board is used to improve their writing skills in terms of the overall impact ofthe use of facebook in all stages of the writing process.

Questionnaire Items	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Advantages				
B. Problems				

Thequestionnaireswere done by the respondents in hard copies. The questionnaires comprised 10 open-ended items with a 4-level Likert Scale of 'Strongly Disagree', 'Disagree', 'Agree' and'Strongly Agree'. The option of 'Unsure'was not included so asto ensure all participants have a stand whether to agree ordisagree to a statement. The items in the questionnaire consist of two, students' perception and predicted problems (see Appendix 2).

3.4. Research Procedures

In conducting the research, the research procedures used were in these following steps:

3.4.1. Determining Subject of the Research

Subject of the research was chosen purposively at two classes of third semester college students in English education and pedagogy faculty of STKIP Muhammadiyah Kotabumi in academic year 2016-2017. The population of the class consisted of 34 students. They were randomly divided into two groups, experimental group and control group. In determining subject of the research, there were 17 students who participated in the research in morning class and afternoon class.

3.4.2. Administering Writing Tests

Writing tests were administered two times. Before administering the first test, firstly, basic knowledge of writing a paragraph was taught conventionally. In this extend, the students were taught how to organize paragraphs and write a topic sentence and supporting sentences. The students were taught in a conventional way to understand organization of paragraphs and to write a topic sentence.

Pre-test was done for both group by writing an essay consist of two paragraphs after reading the printed material about "The Use of Cell-phone while Driving". In the next four meetings, they were assigned to write another essay relating to the last online article they had read and discussed on facebook group about "Punishment for Teenagers Who Commit A Crime".

3.4.3. Conducting The Treatments

There were two groups conducted in the research, namely Prewriting through Printed-text Reading and Pre-writing through Online Reading and Discussion Boards on Facebook. Firstly, after the students wrote the first two paragraphs of essay writing about "How using Social Media Affects Teenagers", the reseracher assigned the students to read some online articles. The weekly or bi-monthly posts were about interesting topics so the learners could apply what they learn in their writing. Next topic was "Youth Participants in Politics". Will it change anything? The students wrote their views about the the particular topics in the discussion board in a closed Facebook group. The researcher postedthe link of particular topics in form of online article on this class forum for the learners to read and leave their comments to include in the brief introduction of this project.

3.4.4. Collecting the Documents

After the students performed Online Reading and Discussion Boards on Facebook closed group, discussion activities were captured through the computer's Print Screen feature. The documents were collected in form of textual data, for example the students' writing, comments, and feedback to explore their Facebook closed group discussion activities. Next, *inter-rater* analysis was conducted, and the students' writing were examined by the researcher and her assistant.

3.4.5. Conducting Questionnaire

The questionnaire was conducted in the classroomto see the students' activities in discussion forum after reading online articles linked on facebook closed group. In conducting the questionnaire, namely students's perceptionof Online Reading and Discussion Boards on Facebook as Pre-writing Activities. Questionnaireitems of students' perception in this research were adapted from Yunus and Salehi (2012), after the researcher removed some items, and modified by combining five previous studies (Combining five previous studies from Kabilan et al., Shih, White, Wu et al., Yusuf and Salehi as cited in Kamnoetsin, 2014). It can be seen in table 3.1 as follow:

Table 3.1.Questionnaire sheet of Students' Perception of ORDB on Facebook

No	Questionnaire Items	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Brainstorming on FB group helps organize my thoughtsbefore the actual writing.				
2.	I learn new vocabulary from reading the comments ofothers on the FB group.				
3.	The spell-check feature helps me reduce spelling errors.				
4.	Ideas or opinions posted by my peers on FB group helpme in getting a better idea before writing.				
5.	I find it easier to complete my essays after participatingin FB group discussion.				
6.	I feel comfortable posting my ideas or opinion on FB group				
7.	I feel encouraged by my friends "liking" my ideas and comments				
8.	I prefer discussing issues or topics on FB group instead of in a classroom session.				
9.	Facebook is inappropriate for formal teaching and learning activities				
10.	Facebook creates bad habits of relying on the online correction tools (vocab and spelling)				
11.	It makes my motivation to write lower				

12.	Some other features on Facebook create my distraction				
13.	It creates habit of using too many short forms in writing (students use informal English leads to grammar mistake)				

3.5. Schedule of TheResearch

In conducting the research, the researcher applied theseschedules:

1. After determining the research subjects, the experimental method of research was utilized, with an experimental design of pretest – posttest control group, consisting of an experimental group and a control group. Each student wrote drafts of opinion essays under condition of online reading before writing, and no treatment in the control group.

2. After reading online articles on the screen, discussing, and analyzing the main idea of the reading text, students find any other sources related to the topic. From the students' English writing activities in the discussion board on facebook captured through the computer's printscreen feature, the documents were collected to explore the students' English writing activities in using online reading and discussion board on facebook.

3. After reading two online articles, students read one more article and find other sources from internet, then they wrote their essay about the article.

4. Questionnaireswere administered at the end to explorestudents' perceptions on the usability of online reading and discussions board on facebook as pre-writing activities and the problems they face on learning.

3.6. Validity and Reliability

The data of the research should be valid and reliable. As Setiyadi (2006: 22)stated that the validity of an instrument is to measure what should be measured.The reliability of an instrument was its consistency so that its data was trustworthy (Setiyadi, 2006:30). The discussion of the validity and reliability ofcollecting document, writing pre-test and post-test, and questionnaire of students' perception and problems towards online reading and discussion boards as pre-writing activities were provided below.

3.6.1. Writing Pre-test and Post-test

Validity

The instrument usedwas valid. In this research, it would be related to pre-test and post test of writing performance. The materials chosen were adapted from the learning contract of Paragraph Writing subject. The materials proposed by reading before writing that was encouraged in this way as a pre-writingtechnique as well (Cobine, Hirvela, Hewett, Plakans, Yang, as cited in Zaid, 2011). This is to determine that the students have the appropriate materials and writing skill expected to achieve. Therefore the instruments used in this research fulfilled their content validity.

Reliability

The instrument was considered as highly reliable and can be used in the research.The researcher used inter-rater to seethe reliability of the raters in determining the writing skill that the student has before and after the

treatment. The first rater was the researcher herself, and the second rater was the research assistant, awriting lecturer of STKIP Muhammadiyah Kotabumi.The result of the calculation showed that the reliability coefficients were acceptable. The coefficients were 0.78 and 0.83 for printed reading pre-test and post test and 0.93 and 0.90 for ORDB pre-test and post-test (see Appendix 10). In order to find the coefficient of the correlation between the two raters, the formula of *rank-orders correlation* by Hatch and Farhady (1982) was employed.

3.6.2. Questionnaire of Students' Perception

Validity

The questionnaire fulfilled the construct validity.In this research, the construction of items in questionnare in Likert scale was done. It was intended to see the students' perception towards online reading and discussion boards on facebook as pre-writing activities. The questionnaire items construction reflected *students' perception* in this research were adapted from Yunus and Salehi (2012), after the researcher removed some items, and were modified by combining five previous studies (Combining five previous studies from Kabilan et al., Shih, White, Wu et al., Yunus and Salehi as cited in Kamnoetsin, 2014).

Reliability

The questionnaire can be used and the result can yield reliable information. The reliability of questionaire was tested by using Cronbach's

Alfa. Cronbach's alpha coefficients were computed for the entire set of 2 different categories in 13 items in order to find out the internal consistency reliability of perception and problem questionnaire. It was reliable because α> r table (N = 17), rtable = 0.482. Since the category of α = .915, itcan be concluded that α> r table.

3.7. Credibility

As outlined above, triangulation is undertaken in the current study and this was made possible by using a mixed methods design in which quantitative and qualitative data were merged by data transformation and discussion. In collectingdocument and questionnaire, researcher intends to get more reliable data to support each other. This was done in the current study when quantitative data were compared with qualitative data and where some of the qualitative data was quantified in form of descriptive data.

3.8. Data Analysis

Analysis means categorizing, ordering, manipulating, and summarizing data obtained to answer the research question. When data came from the differentsubject, the data instrument would be Independent Group T-test (Setiyadi, 2006: 95). Therefore, the data was collected and analyzed to see the use of pre-writing activities through online reading and discussion boards on Facebook and whether there was a significant improvement after being trained between experimental group and control group.

3.8.1. Data analysis of Students' Writing Performance Achievement

In order to analyze the improvement of students' performance in writing, the data was analyzed by these following procedures:

1. Scoring the pre-test and post-test by separating 5 aspects of writing (content, organization, vocabulary, grammar and mechanics) by using scoring rubric according to Jacobs et al (1981).

2. Tabulating the result of the test and calculating the mean of pre-test and post-test with inter-rater.

3. Drawing a conclusion from tabulated results of pre-test and post-test, thenwas analyzed by using Independent Group T-test of SPSS 15 for windows. It was conducted to test how significant the improvement before and after the training, in which the significance is determined by $p<0.05$ (Hatch and Farhady, 1982).

3.8.2. Data Analysis of Students' Perception of ORDB

In order to see the improvement on students' pre-writing activities through online reading and discussion boards on facebook, questionnaire data was analyzed by these following procedures:

1. Tabulating the result of students' perception; Later they were calculated based percentage of each question.

2. Drawing a conclusion from tabulated results of pre-writing activities through online reading and discussion boards on facebook use then describing it.

In order to get reliable data of students perception ofonline reading and discussion boards on facebook as pre-writing activities in questionnaire, the researcher used Likert scale. The questionnaire consisted of 13 items for identifying students' perception ofonline reading and discussion boards on facebook as pre-writing activities. There were 17 students who were given questionnaire. On a four-point scale ranging from strongly disagree (1), disagree (2), agree (3) and strongly agree (4). Students stated their experience in using online reading and discussion boards on facebook as pre-writing activities.

3.9. Hypothesis Testing

Based on the research questions, there are three hypotheses derived as follow: 1) Online reading and discussion boards on Facebook as pre-writing activities improvestudents' writing quality better than pre-writing activity through printed text reading, 2) Aspects of writing are significantly improved by using online reading anddiscussion boards on Facebook as pre-writing activities, and 3) Students' perceptions of online reading and discussion boards on facebook as pre-writing activities in their writing class.

For the qualitative data of hypotheses 2 and 3, it does not require statistical procedure to confirm the hypotheses. They are answered by the process happened in pre-writing activities.

On the other hand, to prove the quantitative data of the students' writing achievement (hypotheses 1), SPSS was used to know the significance improvement of treatments effect. The hypothesis was analyzed at the significant

level of 0.05 in which the hypothesis is approved if sig.<0.05.The hypotheses are stated as follows:

• H_o = Online reading and discussion boards on facebook as pre-writing activitiescannot improve students' writing performance better than pre-writing activity through printed reading.

• H_1 = Online reading and discussion boards on facebook as pre-writing activitiescan improve students' writing performance better than pre-writing activity through printed reading.

In brief, this chapter has discussed research method in order to answer the research question and achieve the objectives of the research. This chapter has also discussed the research method consisting of research design, subject of the research, data collecting techniques, steps in collecting the data, schedule of the research, validity and reliability, data analysis, and hypotheses testing.

V. CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of the discussions and also the suggestions to the other researchers and English teachers who want to use online reading and discussion boards on facebook as prewriting activities and for those who want to conduct the similar research.

5.1. Conclusion

As there are three Research Questions adressed in this research, there are three sub-topics of conclusion would be presented.

5.1.1 Students Writing Achievement

Pre-writing through online reading and discussion boards on facebook can improve the students' writing achievement better than pre-writing activity through printed reading. The use of both reading and writing is to complement each other. The use of computer-assisted language learning (CALL) techniques and tutorials is conducive to improved process writing development. It can be cocluded that interactive writing can emerge when EFL learners find and read electronic texts, incorporate material from the text into their writing, and manipulate computer facilities that ease the writing process, such as spelling and grammar checkers.

5.1.2. The Improvement of Writing Aspects

Since analytic rubric provided the conceptualization of scoring separate components for writing, consisted of five major analytic dimensions (i.e., development, organization, vocabulary, language use, and mechanics), it was designed to measure the students' writing score separately so the aspects of writing improved can be seen. . It was notified that students began to pay attention for every aspect of writing skill as all aspects improved gradually. Vocabulary, language use, and content are three aspects were notified to have significant improvement in ORDB that was better than prewriting activity through printed-text reading.

In this research, students were found to focus more on their vocabulary to make their ideas accepted. The contribution of vocabulary to writing could be explained by considering this knowledge as one of the essential and vital components of writing skill. What they were working for additional vocabulary was to add their knowledge about what it was about, and the context about where, when, why and how. The results showed that the students can learn new vocabularies from reading the comments of others in the group, and the spell-check feature helps reduce their spelling errors. The findings may help ESL educators in incorporating ICT into their teaching repertoire.

5.1.3. Student's Perception

The research also concerns on exploring the students' pre-writing activities through online reading and discussion boards on Facebook and students'

perceptions and problems toward online reading and discussion boards on facebook in their writing class. To conclude, several points can be elaborated.

Based on the result of this research, it can be concluded that posting seems to build the students' confidence and motivation in writing since it reflects the students' confidence in expressing their idea in writing and eagerness to have their writing be praised and acknowledged. Besides, it is assumed that Facebook provides more time and space for the students to perform prewriting than limited time provided in traditional pre-writing. Thus, the students may have a lot of practice in pre-writing activities to spend a lot of time in reading which may help them develop their critical thinking. Next, giving comments and providing constructive criticism activities may boost the students' self-esteem since feedback can affect self-esteem. Secondly, ORDB on Facebook affects pre-writing activities by providing useful features, namely Spell-Checker. It is seemingly beneficial to prewriting activities since vocabulary was the aspects of writing improved with the most significant improvement.

5.2. Suggestions

In reference to the conclusions, several suggestions are given for both English teachers and further research.

5.2.1. Suggestions for English Teachers

Based on the results of the research, there are several suggestions suggested for English teachers. Firstly, there are several positive effects of online reading and discussion boards on facebook as prewriting activities, which are: students are

more likely to utilize critical thinking skills, students participate more regularly and in a more thoughtful manner, and also students develop a stronger class community, . Therefore, it is suggested that the English teachers apply it in teaching writing. However, considering Facebook requires adequate internet connection, it is also suggested that the suitable context and setting to apply pre-writing activities through online reading and discussion boards on facebook to be carefully taken into account, and the English teacher should also prepare the students well for employing new technology into pre-writing activities since it is only with the instruction and supervision of the teacher and user-friendliness of the technology that effective online reading and discussion boards on facebook as pre-writing activities can happen.

Secondly, it was found that the highest percentage of the aspects of students' writing improved is vocabulary. The students mostly tended to focus on vocabulary. Hence, it is suggested that the English teachers guide the students first to understand the aspects of writing before performing prewriting activities.

5.2.2. Suggestions for Further Research

Besides the suggestions for English teachers, there are also several points necessary for further study to concern. Firstly, it was found that Facebook and its features seem beneficial to pre-writing activities. However, Facebook is one of many social media available nowadays and it may not be convenient for some students. From the result of students' questionnaire perception of ORDB on Facebook as Prewriting Activities, it can be concluded that the problems students have were facebook is inappropriate for formal teaching and learning activities

because some other features on Facebook create distraction, and it creates habit of using too many short forms in writing. The researcher suggest for next who use Facebook as a medium for teaching writing, the students should have rules to avoid the distraction, such as give them time schedule to use Facebook in Teaching Writing. It is given to make students concern and focus more on what they read and discuss on group. The decision, whether and how to use the Internet, must be based on a clear pedagogical rationale, while technological and developmental issues need to be carefully considered.

Finally, in relation to subject of the research, further study may apply more participants in order to enhance the generalization and transferability of the finding of the research. It is also suggested that similar study can be applied in different level of students, for example senior high school level. The different context and setting may be worth investigation since it may discover new findings and values of online reading and discussion boards on facebook as prewriting activities.

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