# 6TS IN FACEBOOK WALL IN DEVELOPING THE SEVENTH GRADERS' LITERACY

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**Abstract**

Literacy takes a vital role not only in educational field but also in our daily activities. Literacy here, in this research, focuses on reading and writing. The objectives of the research is to describe the implementation of 6TS (Time, Text, Teach, Talk, Task, Test, Summary) in Facebook wall and to describe how 6TS in the Facebook wall can develop students' literacy. The research design used was descriptive qualitative. The subject of the study was 32 seventh graders of SMP 6 Batang. The writer used test and interview to collect the data.

The result shows that 6TS was applied well in the students' group Facebook. The teacher provided text on the wall. He explained the material read by the students. There was a talk between teacher-students on the text they read on the chat room. Moreover, the teachers gave tasks to retell. The test was given in the form of reading comprehension. Finally, the students were asked to make the summary of the text they have read on their own wall. It also shows that the students' motivation was developed by having online writing on the Facebook commented by their friends. The students were willing to read and write their daily activities. The writer concludes that the use of 6TS can be implemented in the Facebook. The students are more motivated to share their daily activities in English on their wall so that the students can use the social media appropriatey.

**Keywords:** 6TS, Facebook Wall, Students' Literacy

## INTRODUCTION

Nowadays, English becomes the first foreign language that must be learned by Indonesian students from the early child to the adults. It is very important in this global era. In acquiring English, students must master the four language components; listening, speaking, reading and writing. Everyone must be able to communicate in English actively. In Indonesia, English is learned as a foreign language. Since English is considered as a foreign language, it makes many learners face difficulties in learning it. The students' lack of motivation becomes one of the problems in learning English. It can be caused by the way teachers teach or the teaching methods used by the teachers. The students will be easily get bored whenever the teacher teaches them using traditional way that is lecturing. The students are the passive agents in the teaching and learning process. The interesting teaching and learning process should involve the students as the center of the learning. Some interesting strategies and media can be used to help the students become interested in the process. If the teacher cannot use interesting media or strategies, the students will have some problems. Due to the nature of the language that is hardly found in *Bahasa Indonesia*, many of them take it as a difficult lesson to learn. As a result, they skip class, and when they attend the class, it is not because they want to learn English but likely because they fear of failure. Moreover, lots of them may lack of attention during class, chatting with classmates, doodling in their note books or gasp in their textbooks.

English is previously being taught from the elementary school level to the university level as a compulsory subject. The students of elementary school start learning English from the third year. The English teacher introduces the letters, colors, numbers and simple vocabularies to the students to make them know that Indonesian is different from English in some ways. The next level is teaching the English structure to the students so that they will understand that the pattern or structure of English is not the same with the Indonesian. It is hoped that students of secondary school level will be able to make sentences well using proper grammatical structure. The last level is making the students able to communicate orally or written actively. The students are supposed to be able to communicate in English in written or orally properly.

In Indonesia, there are some curriculums that have been applied. The last one is 2013 curriculum that has been revised in 2017. The government adds some important point to do by the actors of education to do in this curriculum. In 2013 curriculum revised in 2017 the government improves the character education which is done based on the nationality and humanity values that has been stated in the *Indonesian Education and Culture Minister number 23 year 2015* about character education . The school activities are done by:

1. The first

   Having the habituation on some activities such as internalization of moral and spiritual values. These activities can be created by respecting the God in form of praying *Dhuha* together and respecting others.

2. The second

   Building the students' nationalism. It can be shown by having tolerance to the diversity of religion, belief, culture and to create the spirit of one unity, one nationality and one language, Indonesian.

3. The third

   Making the student has a positive social interaction with the adults in the school's environment as well as at home. For examples respecting teachers, headmaster, school staffs, parents and neighbors.

4. The Fourth

   Enforcing the students have a good social interaction among students. They should have good relationship with the classmates, juniors and seniors.

5. The fifth

   Taking care of the school surrounding such as taking care of the school cleanliness, having cooperation with the school academicians, and pay attention to the school safety.

6. The sixth

   Respecting the students' potential that is to improve the students' unique potential in reading and writing to open their own knowledge. In this part, the government asks the school holders especially teachers to make the students at least 15 minutes reading books. This activity is called as "*Gerakan Literasi Sekolah*".

Dubin and Kuhlman (1992) discuss the changing definition of literacy:

> *the 'literacy' part of our title has taken on meanings that go beyond the simple definition of 'reading and writing' as we had conceived of it in 1984....we acknowledge that the word literacy itself has come to mean competence, knowledge and skills.*

Literacy in someways is not only reading and writing. There are multi literacy such as verbal literacy, basic literacy, media literacy, visual literacy, cultural literacy, computer literacy, and science literacy.



Figure 1. Multi Literacy

It is hoped that the students will have that kind of multi literacy. The students in this case, are expected to be literate to use the digital literacy as well. The writer will only focus the literacy on the students' ability in reading and writing implemented at shools.

Now we live in the digital era. It means that everyone must literate themselves to use some digital equipments. Digital literacy is a necessity for us. Digital literacy is the awareness, attitude, and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others in the context of specific life situation, in order to construct social action and to reflect upon this process (Martin, 2005:135).

In educational digital literacy, teachers must be able to construct and use digital tools as social media to literate the students. There are some social media that can be used to be tools to have the digital literacy such as face book, instagram, path, whatsapp, etc. There are some definitions of Social media. Social Media is "media for social interaction, using highly accessible and scalable communication techniques. Social media is the use of web-based and mobile technologies to turn communication into interactive dialogue." (Cohen,2013). Other definition of social media is taken from Webster dictionary that social media is forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos), (Webster, 2004). In this paper the writer discusses about the use of social media to literate the students in this digital era. In this research the writer used Facebook as a

medium to develop the students' reading and writing proficiency.

Bedassa (2014) says that like most social network sites, Facebook provides a formatted web page into which each user can enter personal information, including gender, birthday, hometown, political and religious views, e-mail and physical addresses, relationship status, activities, interests, favourite music and movies, educational background and a main personal picture . In this research the writer focuses much on the students' daily activities. Daily activities are very easy to write because the students only share their daily experiences, what they do every day, what they see, how they feel about their activities. The students do not need to think hard what to write.

The writer in this study used 6TS as the teaching instruction of reading and writing skills. 6TS (Time, Texts, Teach, Talk, Tasks, Test, Summary) is a teaching method created by Richard Allington. He creates 6TS to teach writing. It is a kind of literacy instruction done in schools.

## RESEARCH METHOD

Cresswell 1994:3) in Permanasari (2017) states that "Research designs are plans and procedures for research that span the decision from broad assumption to detailed methods of data collection and analysis." There are plans before conducting a research it is the procedure that is used in order to examine certain objects.

The writer conducted this research in a descriptive qualitative research design. According to Cresswell (1994:2), qualitative research is defined as an inquiry process of understanding a social human problem, based on building a complex holistic picture, formed with words, reporting detail views of information, and conducting in natural setting.

The subject of this study was 32 students of the seventh grade of SMP N 06 Batang. The writer chose grade 7E because as the English teacher said that the students' ability in reading and writing was the worst. That is why the writer wanted to describe the students' achievement and motivation in reading and writing using an interesting medium that was Facebook wall. The writer conducted this study using these steps:

1. The writer came to the school to have the permission of the head master to conduct this study.
2. The writer had an interview with the English teacher about the students' problems, especially in reading and writing class.
3. The writer prepared to have the students in Facebook group.

4. The writer came with the English teacher to the class to introduce the students about the group on the students' wall in Facebook and asked them to write their daily activities.
5. The writer asked the teacher to instruct the students to read other friends' daily activities on the wall and have comments on their friends' walls.
6. The writer evaluated the students' work.
7. The writer prepared a text and tested the students' reading comprehension.
8. The writer analyzed the students' ability in reading and writing skills.

## RESULT AND DISCUSSION

From the observation done by the writer when the English teacher of class 7A conducted teaching and learning process in the class, the writer found that the students paid attention well to their teacher's explanation and instruction. Their attention was getting higher when the teacher introduced students' Facebook group which had been prepared by the writer before. The students were so enthusiastic to follow the teacher's instruction. They were sitting in front of the computers in computer lab. The Facebook group can be accessed from the students' Android phone cell. Once the teacher demonstrated how to use the Facebook, the students followed very well.

The teacher implemented 6TS in the right way.

1. Time
   The teacher gave the students an hour to make the draft telling about their daily activities then uploaded it in the students' group Facebook. The students felt free to write everything about themselves.
2. Text
   The teacher prepared a text telling about someone's daily activities and shared it in the Facebook group. He asked the students to read the text and answered the questions on the comment space. It trains the students to have willingness to read then comprehend the text by answering the questions. The students were also able to write their answers by typing on the computer screen.
3. Teach
   The teacher gave the students explanation about how to write a daily activities with the further information about its social function, generic structure and linguistic features in order to make the students realize whether their daily activities written on their wall has fulfilled a good writing criteria or not. The students paid attention very well.

4. Talk

In this phase, there was a talk between teacher and students or students and students. It was done both manually and on the Facebook wall. The students could write their comment after reading their friends' daily activities. One gave comments to others.

5. Task

The teacher asked the students to revise their writing based on the teacher's comment or other students' comments. In this step, the students should revise their writing in accordance to the writing criteria consist of content, grammar, mechanic, vocabulary and organization. It was done in the next meeting after the teacher checked the students' writing one by one.

6. Test

After the students knew well how to write daily activities, the teacher gave a test. It was an individual test. The teacher gave a reading comprehension test and writing test. It was conducted twice. This process of comprehension begins before starting to 'read' and continues even after the 'reading' is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. By dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve student's comprehension and also provide opportunities for teachers to demonstrate strategies that can use at each stage (Pardo, 2004) as cited from O'Donnel et al (2010: 9)

7. Summary

The students were asked to write a summary of the text they have read. The students downloaded the text from the internet. The text was about someone's dairy. Then, they have to summarize the text using their own sentences.

The criteria of the students' summary are:

Table 1. Students' Summary Criteria

| Score | Criteria |
|-------|----------|
| 5 | The summary includes almost all of the important pieces of information from the chart and clearly presents this information in relation to the prompt. The summary is well-organized. Minor language errors can be found, but do not affect the understanding of information. |
| 4 | The summary includes most of the important information from the chart and clearly presents this information in relation to the prompt. The summary has good organization, but has one or more of the following issues: • It may include some information that is unclear or not accurate. • It may leave out some minor details. • It may have minor language errors that are noticeable, but they do not really affect the understanding of information or the connection of ideas. |
| 3 | The summary includes some important information from the chart that is related to the prompt, but has one or more of the following issues: • It may have problems with organization that sometimes make it difficult to read. • It may include some key points that are unclear, incomplete, or not accurate. • It may leave out more than one major key point. • It may have frequent language errors that make information or the connection of ideas unclear at times. |
| 2 | The summary includes a small amount of the important information from the chart, and has one or more of the following issues: • It may have frequent problems with organization that make it difficult to read. •It may include many key points that are unclear, incomplete, or not accurate. • It may leave out many of the major key points or leave out the overall meaning of the chart. • It may contain frequent language errors that it difficult to understand the key points or the connection of ideas. |

| | |
|---|---|
| 1 | The summary has one (or both) of the following issues:<br>• It provides little or no important or relevant information from the chart.<br>• It contains frequent language errors that it makes it very difficult to get the meaning. |

The result shows that 6TS was applied well in the students' group Facebook. The teacher gave the students an hour to write the students' daily activities then upload it on the group Facebook wall. Next, the teacher provided text on the wall. He explained the material read by the students. There was a talk between teacher-students on the text they read on the chat room. Moreover, the teachers gave tasks to retell. The students were asked to give comments on their friends' writings. Most of the students' errors in writing daily activities are in the grammar and mechanics. Most of the students often used simple past tense to write a daily activity. In the mechanic criteria, the students were still misspelling the words they used. The students also used the punctuations inappropriately. They forgot to use comma and full stop. The students were able to develop their writing. They develop their topic well using examples. Their vocabulary choices were developed very well. There were so many new words used by them. They could write their daily activities hierarchically in a good order. After each student got the comments from the teacher and other students, he should revise the draft well. Next, the teacher gave the students test. The test was given in the form of reading comprehension. Finally, the students were asked to make the summary of the text they have read on their own wall. The result of the research also shows that the students' motivation was developed by having online writing on the Facebook commented by their friends. The students were willing to read and write their daily activities. They felt free to write everything. They said that it was their new experience writing on the Facebook wall in English. It was challenging.

## CONCLUSION AND SUGGESTION

From the results of the research the writer can make a conclusion that the use of 6TS can be applied well on the students' group Facebook wall. The teacher could implement it well in a good order. He gave the students time to write a draft then upload it on the Facebook wall. He gave the students text to read and gave reading comprehension test to make sure that the students comprehended the text well. The teacher could make the students write their daily activities well on their wall. They felt free to write and revise their friends' comments. The last step is that the teacher asked the students to write the summary of the text the teacher gave to them. The students could write the summary comprehensively.

The writer suggests that the use of 6TS implemented using students' Facebook wall helps the students to write well. The students literate both reading and writing skills as well as the digital literacy well. It is suggested for the next researchers, they can develop the research in future using 6TS implemented in digital literacy.

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