# The Use of Creative and Productive Facebook-Based Model to Increase the Quality of Writing Course

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# THE USE OF CREATIVE AND PRODUCTIVE FACEBOOK-BASED MODEL TO INCREASE THE QUALITY OF WRITING COURSE

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The development of science and technology does affect today's life as internet service appears to be a sophisticated tool in the form of social network. *Facebook* (FB), one of the popular social networks, is widely used by students. Observing the phenomenon of students addicted to social networking, there is an opportunity to direct them to meaningful learning activities. The existing features in FB can be used in teaching writing by making the FB group in that students are able to post their assignments and give comments to each other regarding the articles they write. The objective of this study was to improve students' writing skill by using creative and productive FB-based model in writing 1 course at Indonesian Language Education Study Program of Sriwijaya University. Action research was used as the method in which the research was conducted for six months or one semester. The data were obtained by test (pretest and post-test), observation, and interview. The result of this study showed that students' writing scores increased in the second cycle with the average score 82% with 86% for learning mastery. Thus, the model improved the students' writing skill.

**Keywords:** Creative, productive, facebook-based model, writing

## Introduction

Writing I is one of the subjects given at the beginning in Indonesian Language and Literature Education at Faculty of Teacher Training and Education of Sriwijaya University with 3 credits. In this course, students are equipped with the knowledge about the activities of writing and are trained to skillfully write various types of papers. As one of the required skill courses, students are required to have competence to write well.

Basically a lot of benefits obtained if the students have maximum writing competence. The benefits include first, these competencies can be used to make tasks such as reports, papers, or other assignments. Second, as a final project students are required to write a thesis which requires good writing skills. Third, as a candidate for Indonesian teachers required competencies to write later on.

However, in reality based on experience lecturer researchers as caregiver, it can be seen from the assessment process. Known of the learning process that students are still having difficulties in writing. It means that they are difficult to express ideas into a post. This difficulty makes it so lively in writing. Moreover, only a small percentage of students who are active in creative writing da n. This is evident from the work presented in front of the class. They have not been creative in making paper. They have not been able to package the ideas in a post. Sentence structure, word choice, and cohesion and coherence in an essay is still not maximized. Making is very sad that many students who simply copy or *to copy and paste* writing from the internet. Most of them have not been scientifically honest character. Theft of other people's ideas are common. Though the Law no. 17 of 2010

concerning plagiarism has been set it is clear that the student must uphold academic honesty and ethics, especially the prohibition of plagiarism in producing scholarly work. This needs to be addressed further. Additionally in terms of outcomes assessment is known that the student has not achieved satisfactory results.

From the observation, the researcher found some reasons why this could happen. Firstly, students in this course are freshmen who are still studying in high school influenced style. Habits of schools that are just waiting for orders from his teacher brought to the university. Secondly, could think creative in solving problems. Third, not productive in making the work in form of a text. Fourth, do not have a scientific honesty within ourselves. Of the causes above all lead to the weakness that on students' motivation in learning and student self learning model that needs to be reviewed.

To improve the quality of teaching in higher education especially on subjects writing, use of total p innovative learning models need to be done. Use of innovative learning models can trigger and spur an increase in the quality of learning (Ditnaga, Higher Education, and the Ministry of Education, 2007). Similar thing added by Winataputra (2001:1) that uses learning model can help the teacher to achieve the learning objectives and at the same time helping students to be more effective.

In Writing 1, researchers applied creatively productive learning model. Productive creative learning model is one model of learning which is a combination of an active learning approach, creative, as well as collaborative and cooperative to make students develop creativity to produce a product that comes from an understanding of the concepts that were examined (Ditnaga, Higher Education, and the Ministry of Education, 2007). Further added that with a variety of creative and productive activities to motivate students to carry out various activities so that they are challenged to complete its tasks creatively. This is evidenced by the results of research conducted by Oktarina (2008) and Oktarina (2010) that the learning model is able to trigger the students to be creative and productive in writing.

However, the development of science and technology today is very affecting patterns and habits of life of the people, especially students in the field of communication. As a result of this development the emergence of so many containers of communication in the internet service. One of them is Facebook which is a social network that is in high demand right now, especially for students. More in turns Facebook (FB) provides exceptional opiate great. Based on the observation, very intense student along with social networking. They can write their ideas of how to handle links update FB status, comment on the status of their friends, make a note that can be essays, and so forth.

The emergence FB does give a lot of impact, especially for students, be it negative or positive impact effects. Addiction students will be able to seize FB concentrations and their time. However, FB also had a positive impact, one of which is container ideas or imagination in writing. All basically depends on each individual on how to address this. Observing the phenomenon of students addicted to social networking, we can take advantage of this addiction situation in a positive direction especially learning. FB is not only used as a platform game, but FB can also be used as media for learning. Existing facilities in FB can be utilized in teaching writing. Students in making group and *post* their assignments and make comments on each article of his friends.

his concept will be adapted in creative productive learning model which will be applied in this study. Application of model productive creative learning-based, Facebook is expected to improve the writing skills of students. In application this application, FB can be used as a vehicle to give each student individual post comments brackish portfolio g and can be used online. Given this, the students can see the words of his friends and to learn together in a virtual world. Lecturers as mentors can provide comments to the posts and comments can be used as lessons for other posts. This is known as "one for all" mistakes commented on an article can be a learning experience for students. Moreover, with portfolio in this virtual

world, we can see the scientific honesty ka mere student because writing is read by many of his friends and professors caregivers. Based the above description of this research needs to be done, the objective of this study is

**Literature Review**

Writing is one of language skills than reading skills, speaking and listening. According to Kelvin, et al. (2007:71), writing can be defined as a process, and no activity at all so. S sa an activity proceeds, wrote a series of activities consisting of several phases, namely prewriting (preparation), writing (essay content development), and post writing (review and revision) (Suparno and Jonah, 2006; Tarin, 1982). In the course of writing it takes creativity and productivity student. This is in line with the opinion Kurniawan (2008) that the act of writing is an activity that requires creativity in writing and required to produce something called writing. Additionally added by Kurniawan (2008), as a skill, writing requires practice activities. Frequency of writing exercises will make someone skilled in writing.

Tif productive Krea Learning Model was originally designed to study literature. However, progress can also be used in the learning. This learning model is basically expected to improve the quality in college. Productive creative learning is a learning model is developed with reference to a variety of learning approaches, namely active learning, creative, constructive, and collaborative and cooperative (Ditnaga, Higher Education, and the Ministry of Education, 2007). Characteristics of each of the integrated approach to produce an innovative learning model. Ditnaga, Higher Education, and the Ministry of Education (2007) suggests that the productive creative learning activities are divided into four steps, as follows.

1.**Orientation**; At this stage of learning begins with orientation to communicate and agree on task and learning steps. Students are given the opportunity to express their opinions about the task and the learning step.

2. **Exploration**; At this stage a student exploring the issues / concepts that will be studied. Exploration can be done using a variety of ways, namely reading, observation, interview, watch the show, do the experiment, *browsing* through the internet, and so on. This can be done, either individually or in groups. In order to be directed exploration, lecturers should prepare a guide. The guide includes objectives, materials, time, ways of working, as well as the expected outcomes. In this study guide attached.

3.**Interpretation**; At this stage, the results of exploration activities are interpreted through analysis, discussion or question and answer. If exploration is done by groups, each group is expected to present the results further the understanding of the class and followed by responses from other students. At this stage it is expected that all self student already understand the concept / topic / problem being studied.

4. **Re-Creation**; At this stage, students were tasked to come up with something that reflects the concepts / topics and issues that will be studied.

From the above, note that the characteristics and basic concepts of productive creative learning model aligned with the learning objectives in writing courses, the student is required to have adequate knowledge and skills in terms of scientific work. Nevertheless, in this study this model is accompanied by FB utilization. Therefore, fitting that the FB-based learning model is used to improve the quality of writing I course.

**Method of the Study**

This study was conducted for six months from March to August 2012 Writing I course on students in Indonesian Language and Literature Education Study Program of Sriwijaya University. Action research method is the method used in this study. According Sukardi (2003:211), this study is suitable for improving the quality of the subject under study, especially the class. Study was conducted with some nice cycle. Each cycle consists of several meetings. Each cycle consists of four activities, namely, planning, implementation, observation, reflection and evaluation. Do with an aspect of this activity in each cycle for 8 months of the study. In this study, there are four stages to be carried out, namely planning, action, observation, reflection and evaluation. To find a picture of a classroom action research to be conducted following detailed description:

**Plan**

Planning at this stage aims to attain preliminary data regarding the ability to write. Preliminary data obtained from direct observation of the process of learning to write, writing skills t es, and interviews with students. Direct observations made in class on the process of learning to write. This is done for the condition to write a real learning in the field. Further tests will be done to determine the initial data is accurate on student writing skills. From the observations, tests, and interviews conducted early reflections. Results reflection carried out by researchers to collect the condition that Creative Productive Learning Model used in the learning process as writing skills of students. Furthermore, preferably sun learning program writes a Lesson Plan. Learning plan is created every time a meeting at each cycle.

**Implementation Measures**

At this stage will describe the steps of learning to be done in this study. The steps of this learning are the result of adaptation from productive creative learning models. The action steps following:

*Preparation Phase*

1.  Lecturers prepare preparing learning materials.
2.  Lecturers provide students working paper to record observations.
3.  Lecturers prepare students working guide.

*Learning Phase*

At this stage consists of learning activities in the classroom and in outside the classroom. This stage consists of four steps of learning, ie, orientation, exploration, interpretation, and recreation. Below are the detailed work steps.

*Orientation Phase*

Orientation phase is the initial stage in the creative productive learning model. The stage held a week before the stage of interpretation. Measures of learning at this stage as follows.

1. Lecturer clicking communist goals, materials, time, steps, expected outcomes, as well as a value her. Purpose, time, steps, expected outcomes, and the assessment of students are clearly informed on.
2. Students are given the opportunity to express their opinions about the pace of work, the end result, and assessment.
3. Faculty and students negotiate about work steps, outcomes, and assessment.
4. Faculty and students agree on action steps, outcomes, and assessment.
5. Lecturer divide into 5 groups and given the task and guide student work to be more focused on the exploration stage.
6. Professors assign one student created a group post on FB and *have added* all classmates and professors caregivers to become members of the group.

*Exploration Phase*

Learning activities at this stage in outside the classroom in accordance with the agreement made by the students and faculty. Stage is done after the orientation phase and one week before the stage interpretation. At this stage, for example, discusses the classification of discourse, description, argumentation, exposition, narration, and persuasion. Each group gets one topic. Furthermore, students undertake the exploration phase to the issues / concepts that will be studied. In this study exploration is done by reading and browsing via the internet. Exploration of directional order prepared teacher working guide. This exploration is done, either individually or in groups. However, the interpretation phase is done in groups.

*Phase Interpretation*

Stage of interpretation is done by discussion. The steps are as follows.

1. Each group presents exploration results in front of the class.
2. After the presentations followed by discussions between presenters and other groups.
3. Lecturers provide guidance on material and interpretation of the results of each group concluded.
4. Same activities carried on beyond the group.
5. Lecturers give assignments to students to stage a re-creation as agreed in the orientation phase.

*Stage Re-Creation*

This stage is the re-creation of the learning stage last on productive creative learning models. The task given to this phase is done outside of school hours and given one week prior to stage re-creations. They write based on the type of writing that has been agreed upon. After that, students post in the group to write an FB. Furthermore, each post should be commented on by the students for asking questions and suggestions. Question must be answered by making posts. After that, students improve writing based on advice from a friend. At the meeting at this stage, the results of re-creations of students presented a revised and commented on by faculty and students in the classical style. Stage re-creations of every student is assigned the writing as a form of development the topic being studied. For more details l steps for as follows.

1. Each group This is not a group or an individual task can be referred to individual tasks within the group.
2. One person representing the group attain his writings and discuss any comments that his friends in the FB group.
3. After the students presented the results of re-Krea sinya, lecturers and other students assess the results of re-creations of students based on assessment guidelines. In addition, students and faculty can ask questions and give suggestions.
4. Students and lecturers discuss the results re-creation. Each student analogizes comments and suggestions to the lecturer writing they produce.
5. Students revise and post their writing in FB group again.

## Observation

Observations performed at each cycle of action in this study. This observation was conducted to determine whether the activity is conducted in accordance with the objectives of this research. Increase the capability in writing the data obtained from the tests, interviews, and observation sheets in accordance with mastery learning that 85% of students scored $\geq$ 71 or B. To view active in the learning process is used observations will be used as a material reflection. This is done in each cycle.

## Evaluation-Reflection

Reflection is used to plan the next. Reflection material obtained from the evaluation of the test data and the process (observation) each cycle. If the cycle has not shown an increase in the ability to write in accordance with the criteria established it is necessary to cycle II to defend the actions that have been good and look for alternative solutions to the actions that need to be fixed. Likewise, the act of learning will be held on the third cycle. When the second cycle is increasing the ability of students to write according to the criteria set the third cycle is not necessary anymore.

## Data Collection

In this study the data obtained through test (test early and late), observation, and interviews.

## Tests

Test the ability of writing is the tool used to know students 'ability in writing. Instruments tests the ability to write the students' ability in writing (Examples of test instruments attached). The aspects assessed researched writing skills cited and adapted from Nurgiantoro (1987) as follows:

**Table 1.** Writing Skills Assessment..

| No. | Rated Elements | Score Maximum |
|-----|----------------|---------------|
| 1. | Content of the ideas presented | 30 |
| 2. | Content organization | 25 |
| 3. | Grammar | 20 |
| 4. | Style: word choice, structure and vocabulary | 15 |
| 5. | Spelling | 1 0 |
| | Number | 100 |

To determine the average value of the class used the formula $M = N / X$

Description:
M = average value of the class
N = the number of values
X = the number of students

## Observation

To make the data more accurate observations performed well in the implementation of the learning process. This activity was conducted to determine the effectiveness of the action taken in accordance with the format. In addition, these observations aimed to determine the reaction of students and teachers in the early implementer's productive creative learning model. Observation sheet used can be found in appendix.

## Interview

Interview was conducted on students to know whether the implementation of creative productive learning model needs to be improved or not.

## Data Analysis

The data analyzed is a data from initial test and final test. This data is the average searched and analyzed whether it indicates an increase in beginning reading skills of children. Criteria for success, if 85% of students had reached a value $\geq 7$ 1 or B in accordance with the target criteria to learn. Meanwhile, interviews and observations were analyzed to determine how much liveliness, interest, and the seriousness of the students in the learning process by using the following model-based learning creatively productive Facebook.

## Results of the Study

In this chapter presented the research results per cycle that has been implemented. Further discussion is presented in detail about the research results. For more details, described as follows.

### Research Results

Classroom action research trials clicking productive creative models based Facebook is done by two cycles. Each cycle is implemented through the stages, namely planning, implementation of learning, observation, reflection and evaluation. Have previously performed initial tests on students to learn writing skills of students. Tests are given in the form of free writing tests. In this case the student was assigned to write essay with a theme that they set themselves. This test was carried out on 10 April 2012.

Based on initial test results are known that student writing skills is not maximized. Generally they have not been able to develop his maximum pour and in writing and have not been able to organize the content. From the results it is also known, as most of them have not been able to distinguish between good and write sentences true with oral sentence. Moreover, found many grammatical and spelling errors in the essay that made the students. Interesting thing found in the observation process of the test, the students quietly opened the Internet to find information on the topics he writes. There are some students who have equation

sentences and ideas in their essays as copy writing on the same source. Average value obtained by the students is 68 g.

Of results tests and observation of classroom action research was conducted with the model-based creative productive Facebook. Study utilizes air-addicted students in Facebook. In the learning phase of productive creative models are offered four steps, namely orientation, exploration, interpretation, and re-creations. Out of the four stages of this, Facebook is used at the stage of re-creation as a post assignment and make comments or questions. Here are described the results of studies per cycle.

*Cycle 1*

The first cycle of meetings held three times. Before the implementation of the learning is done preparations, namely preparing learning materials, providing students working papers, student work and preparing alloys. Here's the process and the results of cycle 1.

*First Meeting*

At the first meeting of the Klus (1 7 April 20 12) researchers provide orientation to students. Learning steps at this stage are as follows.

1. Lecturer opened with apperception lessons and motivation.
2. Lecturers communicate the objectives, materials, time, steps, expected outcomes, and
3.  evaluation.
4. Students are given the opportunity to express their opinions about the pace of work,
5.  the end result, and assessment.
6. Faculty and students negotiate about work steps, outcomes, and assessment.
7. Faculty and students agree on action steps, outcomes, and assessment.
8. Lecturer divides students into five groups and assign work and guide students to be more focused on the exploration stage.
9. Professors assign one student created a group post on FB and *have added* all classmates and professors caregivers to become members of the group.

After the orientation phase of the exploration is done per group. This stage was interrupted ma one week outside of class (1 7 -2 3 April 20 12). At the exploration stage of the first cycle of students seeking information about Concept Discourse, description, argumentation, exposition, persuasion, and narration. Of the five discourse, for this stage students are asked to explore four discourse only, ie description, argumentation, exposition, and persuasion. This is due to four discourse is more directed at scientific essay. Information about discourse can be searched appropriate blend of various sources of work that has been agreed in the orientation phase. Students can read books related to this case and browsing of the internet. The exploration stage is used in a group of students to make paper and power point which will be presented on the stage of interpretation.

*Second Meeting*

On the 2nd of 4 April 20 12 am conducted by phase interpretation artery discourse. Interpretation is done by discussion. The steps are each group presented exploration results is based on a paper in front of the class made. In the work the student must present alloy concept discourse description, argumentation, exposition, and persuasion and examples taken from the writings of others. After the presentations followed by discussions between

presenters and other groups. From the discussion it is known that there are differences in the students' understanding of the group k Concept discourse. There is also a difference of opinion between students and college students about the examples presented in terms of the discourse types of discourse (description, argumentation, exposition, and persuasion). Therefore The next step is a lecturer provide guidance on the matter and concluded the results of the group interpretation.

In this discussion, the discussion of the concept with an example of making students ask many questions and express opinions. Discussions went well because the creative thinking process students are required at this stage with the guidance of faculty. Questions and arguments they are a form of deep curiosity and also form their understanding of existing theories. Examples of discourse of each group to make them able to distinguish one discourse with other discourses.

At the end of the lecture on the interpretation stage lecturers give assignments to students to make 4 bouquets individually, discourse, argumentation, persuasion, and exposition as a form of understanding of the material being studied. Article must be posted in the FB group by way of uploading *files* suit with the agreed time. Upon uploading them on Facebook Group Writing 1. They were asked to pair up to comment on his posts with the assessment indicators that have been given. After that, they have to fix paper and bring his hardcop *y* in the class for discussion in the classical style on stage re-creations as agreed in the orientation phase. This task is made out of class and given one week prior to stage re-creations.

*Third Meeting*

After the interpretation phase followed by a phase of re-creations. At this stage each student showing his understanding of discourse. It is the duty of the individual within the group. Recreational stage in the first cycle tan ggal held on May 2, 20 12. At each stage re-creations had to make 4 pieces of student essays, the description, exposition, argumentation, and persuasion. Every group represented 1 present the results of re-creation in the *online* classroom. This is an individual task in the group. In the stage, after each group presents representative writings and discuss the comments of his friends, students from other groups can ask questions and give suggestions. After that, classical discussions with lecturers. Students can be asked about his writing he made. They were asked to assess their own essays based on class discussion. 20 examples of writing are discussed in detail in the front of the classroom to make students able to analogize the concepts of good discourse according to its kind with the essays they make.

*Fourth Meeting*

On May 8, 20 12 1 cycle tests. Test is a test given to write an essay with the theme specified. Students should make arrangements at least three paragraphs. Results of the test showed that the 35 students, the average score tests obtained only 78, 4. From these data it is known that only 83% who scored> B. This means that the results of the test cycle 1 has not reached the predetermined criteria of 85% student is getting value> B. Based on the assessment criteria are used, students are weak in developing his ideas well. Moreover, they have not been up to organize ideas. Judging from the grammar, word choice, and spelling mistakes are still many students. In general, they have not been creative in expressing his ideas into writing.

Based on observations in activity during the lecture, students not maximized because students are active only in part in group discussions, both in the stage of interpretation and re-creation. Not so conducive learning atmosphere because they are still learning to adapt to the

learning process that takes place. Nonetheless, the students tried to show the tasks well. They have used me her learning, the LCD to display the paper in the stage of interpretation and re-creation and effective use of time.

There is a very interesting thing to learning to write using social networking, Facebook is hard to be honest in writing. Because all tasks *in*-post them online, every student can read posts his friends and professors openly. Was accidentally discovered, writing the same from one student to another student. This is suspicious and after they took the information sought truth and copying the same information on the internet without including citations and a list of libraries.

Based on interviews with the students know that they enjoy learning using a model-based creative and productive with FB. This is due to their own search and found the concept of the material being studied. They read from a variety of sources so as to increase their understanding and apply directly as a form of understanding. Although there are differences of understanding in each group, which is a unique learning model. In this case the teacher can provide guidance to the students. Another advantage is that they can see and learn tasks more friends that are true and can be likened to the posts they make. From these interviews also suggested for the next cycle, the atmosphere in the learning process class can be changed. They expect a circular seating arrangement and divided into each group. This allows them to discuss the group members. Moreover, they suggest a comment on FB from students should be more.

From the analysis of the end of cycle 1 and test learning outcomes of this study concluded that the action should proceed to the second cycle. As for the things that still need to be maintained are the stages in the creative model of learning by using productive. In the meantime, there are things that need to be revised is the student activities in the interpretation phase and re-creations and material that directs students to be creative and productive in writing. In addition, changing the classroom atmosphere by forming a circular seating so that all students monitored their activities and add to the rules in the re-creation stage by asking students to comment on the results of three posts that are posted in the online group.

*Cycle II*

At this second cycle stages of learning are implemented similar to the stages of learning are executed in a cycle I. This cycle of meetings held three times. The material studied is an essay. In this essay, there are four patterns of organization, namely chronological essays, logical division, cause and effect, and comparison. Here is the process and result of the implementation of the second cycle.

*First Meeting*

Orientation phase in the third cycle was conducted on May 29, 20 12. Measures implementing the same stage with the measures implemented in the second cycle. For more details, following the steps in the orientation phase.

1. Lecturers communicate the objectives, materials, time, steps, expected outcomes, and evaluation
2. Students are given the opportunity to express their opinions about the pace of work, the end result, and assessment.
3. Faculty and students negotiate about work steps, outcomes, and assessment.
4. Faculty and students agree on action steps, outcomes, and assessment.

   Lecturer divides into 4 groups according to the material in the second cycle the essay. In the pattern of essay organization there are four patterns of organization, chronological, logical

division, cause and effect, and comparison. Every group examined four patterns of organizing an essay by giving examples of appropriate understanding based on the theory that they read. To be directed student work are given alloy.

Once there is an agreement between the student and the faculty, students undertake the next stage, namely, the exploration phase. They should prepare a paper suitable guide student work.

*Second Meeting*

Interpretation phase of the third cycle was held on June 5, 20 12. Each group exploration results to the class. At this second cycle every group examined four patterns of organizing an essay. Every group represented in the panel of the present theory along with examples of essay writing by organizing patterns. Upon presentation activities with discussion. Lecturers provide guidance on the material being studied discussion process. Lecturer discusses back end of the learning materials that have been studied and summarize the collective student learning materials. After that, teachers give assignments to students to stage a re-creation as agreed in the orientation phase. Given task is a task in groups. Each student is required to make four essays based on patterns of organizing and refer us from various sources and posted online at the group. After posting three posts they asked her to comment in accordance with predetermined indicators. At this stage the teacher also asks *students-print* clicking his comments together in class.

*Third Meeting*

Recreational stage on the second cycle  on June 15, 2012. At the stage of re-creations of each student in a group of four essays based on pattern making organization. Each group is represented by two persons present two types of essays is the result of re-creation. In this phase there is a re-creation of four essays essay presentation. For the first presentation begins with a chronological essay. There are four students who represent groups 1,2,3, and 4 present the chronological essays. After the students presented the results of a re-creation followed by class discussion. Lecturers and students assess the results of re-creations of students based on assessment guidelines and discuss the comments made y his friends in the FB group. In addition, students and faculty can ask questions and give suggestions. Presentation was followed by the distribution of lo gi s essay, cause and effect, and comparison with the same pattern.

Once the discussion is completed, students are asked to assess his own based on the class discussion. They are responsible to the lecturer asked to get a better understanding. With the examples discussed in detail, students can be analogized with the essays they make. At this stage, teachers ask students improve their essays and *posting* group. On June 21, 20 12 do not ice cycle II. At this test the student must make an essay of four essays that they know with reference from various sources. Results of tests showed that 86% of students are getting value> 70. Average value of the test is 82. This means that the results of the test cycle II has reached the predetermined criteria.

Based on observations in activity during the lecture, student activity is maximal. Moreover, they are creative and productive in an essay in particular. The most noticeable thing is that they are more creative in expressing his ideas with a creative essay themes. In addition, the students are creative in finding information related to essays they made. Interview results also suggest that they can learn instead of learning process in the classroom, but can learn from the writings of a friend who is in the group and used to seek

information before the lecture. In addition they are very careful in borrowing expert opinion. The rules cited as a scientifically honest way done.

## Discussion

From the analysis of the action cycle 1, both the learning process and the results of the test have not shown mastery learning criteria that have been instituted suit it. Nevertheless, the application of creative productive learning model by using *Facebook* as *an online* portfolio is progressing well and provide different learning for students. At the start of this cycle students are taught to think and write creatively and productively produce writing.

It is interesting, there are what are known almost 50% the same. They tried to copy from the internet instead of making his own writings. This is what is revealed in learning through FB. It is known as online students and faculty can read together. All students can read other student assignments. In the reading process, the negative things unfold. However, it was a character building process. Discuss the errors that occurred and agreed not to repeat the steps that are performed.

Based on the test results and notes, this research continued into the second cycle. Implementation of the second cycle is done with a few changes in the activity of students in particular learning strategy at this stage of the re-creations. At this stage cycle II students are trained to generate productive and creative writing. The material studied in this second cycle ad ne essay. They had to make four essays by referring to various literature sources. At this cycle professors determined that students make posts with more than a different referral sources. This spurred them to generate creative ideas and creative are also looking for good sources of literature. They expected to get used to the patterns of learning requires creativity and conditioned with a lot of writing as a form of productive in writing. Kurniawan (2008) suggests writing is a learning process that requires exercise. He added that frequency of exercise will make a person skilled writing.

Differences that emerged in this second cycle is more students were asked to comment on his posts on FB group. The writing must be commented upon by three or more existing indicators. It aims to get input from a variety of colleagues. Indeed, it looks different when the classical discussion in class. Inputs that give different meanings. In addition, the resulting writings have been able to scientifically honest with indicators they use quotations and references as borrow expert opinion. Everything is a process for the character.

Through the process of learning pro on the second cycle there is an increase in the average value and the percentage of completeness. The test results showed that the average test students in the second cycle is 8 2 and percentage completeness me njadi 86%. Based on interviews with the student increase is due to the high frequency of exercise and make students skillful writing. Moreover, the comments of friends and very classically discussion gives a different understanding for them. From the results of the test cycle III is known that students are more creative than the test previously. They are more creative in terms of his ideas into writing with interesting themes. In addition, they are also creative in finding sources of referral.

For more details, improving the quality of learning in each cycle can be seen in the following table.

**Table 2.** Percentage Average of Tests and Completeness.

| TEST | Mean | % Complete |
|------|------|------------|
| TO | 68 | 31.42 |
| T1 | 78.4 | 83 |
| T2 | 82 | 86 |

From the table above illustrated that the implementation of creative productive learning model based FB can improve the quality of teaching writing. Students will be skilled to write if it has always been creative and productive attitude in writing.

## Conclusion and Suggestion

Based on the research, it can be concluded that the implementation of *Facebook-based* learning creatively productive quality of the courses I write as efforts to establish scientifically honest can really work out. In this study met the criteria in the second cycle with average test and mastery learning has increased. The mean score of students in the second cycle was 8 2% and 86% mastery learning. Thus the results of the test cycle III has met predefined criteria. Based on the results of this study suggested the lecturers especially those caring for the course are advised to apply the language skills creatively productive learning model based FB. Activities in stages offered can be modified according to the subject being taught.Moreover, further research is expected to use the language laboratory facilities for learning representative use Facebook or ICT.

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