

**THE INFLUENCE OF USING FACEBOOK PROFILE TOWARDS
STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST
SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 8 PESAWARAN
IN THE ACADEMIC YEAR OF 2018/2019**

**A Thesis
Submitted as a Partial Fulfillment of the Requirements S – 1 Degree**



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ABSTRACT

THE INFLUENCE OF USING FACEBOOK PROFILE TOWARD STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 8 PESAWARAN IN THE ACADEMIC YEAR OF 2018/2019

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English is an international language which is the most commonly used to communicate by the people among the different countries. Writing is the most difficult subject to the students. The students of Junior High School must deal with many kinds of text, one of them is descriptive text. Facebook Profile as a part of Facebook which is the most popular Social Media in the world can be used as a media in teaching writing. As a popular Social Media, Facebook can build students' interest to learn English and can improve students' ability in writing descriptive text. This research is conducted to find out whether there is a significant influence of using Facebook Profile toward students' writing ability in descriptive text at the first semester of the eighth grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019.

This research was conducted by using experimental design and with pre-test and post-test design. Two classes of the eighth-grade students of SMP Negeri 8 Pesawaran were chosen as the sample of this research. They were 27 students for Experimental Class and 27 students for Control Class. In order to collect the data, the researcher used writing test as the instrument. There were pre-test which was held before the researcher gave treatment to the experimental class and post-test which was held afterward. To make the data analysis, the researcher analyzed the data by using SPSS.

From the data analysis, it was obtained that $Sig=0.004$ and $\alpha=0.05$. It means that the H_a is accepted and there is a significant influence of using Facebook Profile toward students' writing ability in descriptive text at the first semester of the eighth grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019. The researcher hopes that this result will affect anyone who is involved in education field especially for English teacher. They can use instructional media in the classroom to make a better improvement in the teaching-learning process.

Keywords: *Descriptive Text, Facebook Profile, Quasi Experimental Design, Writing Ability.*



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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING FACEBOOK PROFILE TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMP NEGERI 8 PESAWARAN IN THE ACADEMIC YEAR OF 2018/2019**, By: **ALPINE OCTAVIA, NPM: 1411040013**, Study Program: **English Education**, was tested and defended in the examination session held on: **Wednesday, December, 19th, 2018**.

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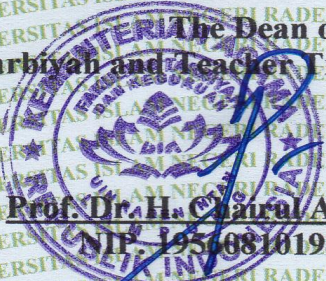
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DECLARATION

Hereby, I stated this thesis entitleds “The Influence of Using Facebook Profile towards Students’ Writing Ability in Descriptive Text at the First Semester of the Eighth Grade at SMP Negeri 8 Pesawaran in the Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

”Nun, By the pen and by the (record) which (men) write.” (Q.S. Al-Qalam: 1)¹



¹Khadim Al Haramain asy Syarifain, *Al Qur'an dan Terjemahannya* (Jakarta: Mujamma' Khadim Al Haramain asy Syarifain Al Malik Fahd li thiba'at al Muah-haf asy Syarif, 1971), p. 960

DEDICATION


I would like to dedicate this thesis to all my beloved people:

1. My beloved parents, Mr. Sudirno and Ms. Rosmayana who have always prayed and supported for my success and advised me wisely.
2. My beloved brother and sister: Topan Ramadhan Igunsyah, S.P, Maria Kurniati Kusuma, S.Si and Fitri Anggaraini SN who always give love and support for me.
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4. My beloved friends who always give contribution to accomplish this thesis. They are, Abela Mailika, Asih Pamujining Tias, Egga Nur Indah Sari, Esti Rahayu and for all members of English Education A Class thanks for your help and motivation that given to researcher.
5. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Alpine Octavia was born in Tanjung Karang on January 3th, 1996. She is the last child of four children of Mr. Sudirno and Ms. Rosmayana. She has one brother his name is Topan Ramadhan Igunsyah and two sisters, whose name are Maria Kurniati Kusuma and Fitri Anggraini SN.

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Praise to be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Facebook Profile toward Students’ Writing Ability in Descriptive Text at the First Semester of the Eighth Grade at SMP Negeri 8 Pesawaran in the Academic Year of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

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Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, September 2018
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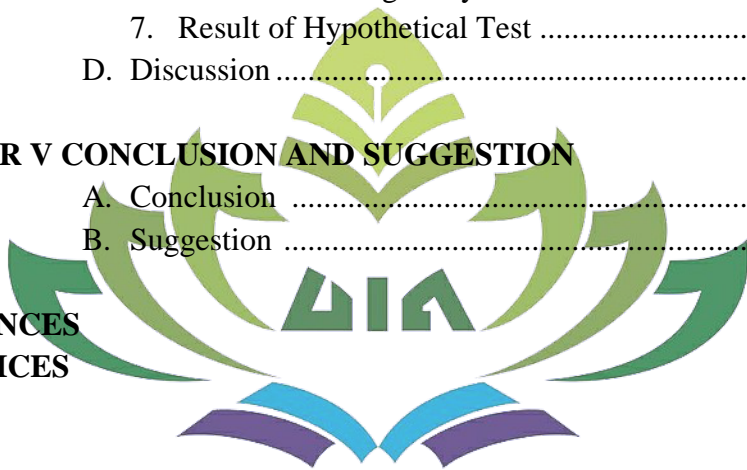
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the language skills instead of listening, speaking, and reading that must be mastered by English learners. The practice of writing has become something important because writing covers grammatical complexity. They have to be able to express their thoughts in writing to develop their ideas, and make readers are interested when their writing are read. Douglas states that writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.¹ It means that in order to communicate in English, writing is one of the language skills used by people through written form to transfer information and knowledge to others.

According to Praveen, writing is a skill which must be taught and practiced.² It means that writing is a process that is learned and practiced by students. Writing is a way of communication or how people can express their idea, transform the ideas into written text through thinking process. The process will make people explore the ideas. Writing is the one of competencies in English that should be mastered by the students. In writing process, the students are expected to write their written product grammatically, express their idea, and make the conclusion as the steps to develop rhetorical devices in the written form.

¹H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (2nded) (San Fransisco: Longman, 2000), p. 337

²Patel M.F, Praveen M. Jain, *English Language Teaching* (Jaipur: First Publisher,2008) p. 125

Meanwhile, in real condition we know that the portion of writing in learning and teaching process in some schools is little and also the students feel difficult to express their ideas in written form because writing is mixture idea, vocabulary and grammar. According to Heaton, writing skills are more complex and difficult to teach requiring mastery not only grammatical and rhetorical devices but also conceptual and judgmental elements.³ It can be concluded that there are many problems in writing such as the students feel difficult to develop their ideas in written form, then the students are not only less of knowledge about grammatical and rhetorical but also conceptual and judgment in writing.

Based on the preliminary research that was conducted at SMP Negeri 8 Pesawaran on January 26th 2018. The researcher conducted an interview with Mrs. Meilinda, she said that the students' descriptive text writing ability is still low and the students had low motivation during teaching and learning process. In doing preliminary research the researcher got the data of writing score. It was described in the Table 1 below.

Table 1
Students' Writing Score in the Eight Grade of SMP Negeri 8 Pesawaran in the Academic Year of 2017/2018

No	Class	Students' Score		Number of Student
		<68	≥68	
1	VIII A	15	12	27
2	VIII B	17	10	27
3	VIII C	20	8	28
4	VIII D	18	9	27
5	VIII E	19	9	28
Total		89	48	138
Precentage		64%	36%	100%

Source: the data from English Teacher of SMPN 8 Pesawaran.

³J.B. Heaton, *Writing English Language Test* (London: Longman. Group Ltd, 1975), p.135

From data above, many students got under the minimum score. Standard score or the criteria of minimum mastery (KKM) score of English subject at that school is 68.⁴ There are 138 students in all classes. From the table, there are 89 students got score under 68 and 48 students got score more than 68. It means that the students who got difficulty in writing descriptive text were 64%.

Based on interview by the students, the researcher also found some factors of students' problems in learning English especially writing descriptive text. The problem caused by the difficulty of expressing ideas in writing.⁵ It is caused they are difficult to choose the appropriate vocabulary for their writing.⁶ Then the sentences which the students have produced are not well organized because of grammatical mistakes.⁷ Besides the students' writing ability which was still considered low, the students also had low motivation and not interested in doing task during teaching and learning process since writing activities are not interesting. The researcher gets information that the teacher also did not use media in teaching process. They only discuss what the text in the textbook and doing the assignment without explanation. Meanwhile, the students need much time to think what they are going to write. They need interesting media to attract them in writing activity.

Media is one important component in teaching learning process. Therefore, the use of media is very much recommended, so that the interaction happening between the teacher and students will increase students' interest to learn. Nowadays, many kinds of media have been developed. Media can be divided into three major

⁴Mrs. Meilinda, *Interview an English Teacher*, SMP N 8 Pesawaran, January 26th, 2018. Unpublished

⁵Elvina, *Interview to the Student*, SMP N 8 Pesawaran, January 26th, 2018. Unpublished

⁶Mike, *Interview to the Student*, SMP N 8 Pesawaran, January 26th, 2018. Unpublished

⁷Rival, *Interview to the Student*, SMP N 8 Pesawaran, January 26th, 2018. Unpublished

criteria. They are visual, audio, and audio visual media. The developments of technology indirectly have a contribution to the development of media. One of the media that can be used is Facebook Profile. Facebook Profile is a visual media that can make the students interesting with the learning process.

There are many reasons why teenagers use Facebook, but the main thing is the impact of the use of Facebook itself. There are many positive and negative impacts of the use of Facebook. Here the researcher wants to connect the advancement of technology to learning English, especially in teaching writing descriptive text in Junior High School.

According to Rezky, Facebook Profile is a page that can be viewed by other members of Facebook. Facebook Profile gives information of the owner to others. Facebook profile consist of three basic tabs, there are wall tab, photos tab, and information tab. In the information tab, there are basic information, education and works information, contact information, and personal information.⁸

From the information above, the researcher is interested in conducting research dealing with Facebook Profile as a media to teach descriptive text as the way to improve students' writing ability. Because the students sometimes feel bored since the media and method that teacher used is boring. When the teacher used usual media, the students will not be interested with what the teacher teaches. In this research the researcher wants to give an interesting way to teach descriptive text use Facebook Profile as a media. Using Facebook Profile for learning will make the students easy to understand and will guide the students to write descriptive text. Since

⁸ Muhammad Rezky, *Facebook vs Friendster* (Sleman: Connexi, 2009), p.9

Facebook was very popular the students will enjoy their learning. The use of Facebook Profile as a media also can motivate students and improve their writing ability.

Based on the previous research by Dafi Khusnita at the Tenth Grade Students of SMA N 1 Kajen entitled *The use of Facebook to Improve Students' Skill and Increase Their Motivation In Writing Recount Texts*, the result they are: the use of Facebook as learning media improved the writing skill and the use of Facebook as learning media increased the writing motivation.⁹ Besides that, Syofianis Ismail of her thesis entitled *Using Social Media Facebook as a Medium for Teaching Writing to the First Year Students of Public Senior High School Pekanbaru, Riau, Indonesia* the result of the research are that the majority of students' ability in writing recount were in very good level and there was a significant effect using Facebook media.¹⁰

From the explanation above, the differences between previous research and researcher, from the first previous research used facebook to improve students' skill and increase their motivation in writing recount text meanwhile the present research will use facebook to teach descriptive text. Whereas, from the second previous research used social media facebook as a medium for teaching writing in recount text meanwhile the present research used facebook to teach descriptive text.

⁹Dafi Khusnita, *The use of facebook to improve students' skill and increase their motivation in writing recount texts An Action Research of the Tenth Grade Students of SMA N 1 Kajen in the Academic Year of 2012/2013*

¹⁰Meika, Syofianis Ismail, *Using Social Media Facebook as a Medium for Teaching Writing to the First Year Students of Public Senior High School Pekanbaru, Riau, Indonesia*

Referring the explanation above, the researcher in results to conduct a research entitled: "The Influence of Using Facebook Profile towards Students' Writing Ability in Descriptive Text at the First Semester of the Eighth Grade at SMP Negeri 8 Pesawaran in the Academic Year of 2018/2019."

B. Identification of the Problem

1. The students' descriptive text writing ability is still low.
2. The students think that writing is difficult and complicated skill in learning English.
3. The students feel uninterested, averse, and even bored with the common writing activity so that, teacher need to find new interesting media to teach writing.

C. Limitation of the Problem

In this research, the researcher focuses the research on the influence of Using Facebook Profile towards students' writing ability especially in descriptive text. The topic is about person, place and thing.

D. Formulation of the Problem

Based on limitation above the researcher was formulated the problem as follows: "Is there any significant influence of using Facebook Profile towards students' writing ability in descriptive text at the first semester of the Eighth Grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019?"

E. Objective of the Research

Based on the formulation of the problem, the objective of the research was to know whether there is a significant influence of using Facebook Profile towards students' writing ability in descriptive text at the first semester of the Eighth Grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019.

F. Uses of the Research

After doing this research, the researcher expected that the result of this research would be :

1. Theoretically, the results of this research are expected to support the previous study and to use as a reference for further research.
2. Practically, the results of the research can be used for English teacher as information to choose appropriate media in teaching writing.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the first semester of the eighth grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019.

2. Object of the Research

The object of the research was students' writing ability in descriptive text and the use of Facebook Profile.

3. Place of the Research

The research was conducted at SMP Negeri 8 Pesawaran.

4. Time of the Research

The research was conducted at the first semester in the academic year of 2018/2019.

CHAPTER II REVIEW OF LITERATURE

A. Concept of Writing

Writing is a complex skill because when we write something, we should choose the words, arrange it into paragraph by our brain and then use our hand to write it. In addition, Raimes says, “Writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentence and paragraph by using eyes, brain and hand”.¹ Consequently, writing is used to express someone’s feelings or ideas. To do that, someone use her/his brain to produce idea, hand to write, and eyes to look at the result of writing.

According to Hyland, writing is a way of sharing personal meanings and writing courses emphasize to power of the individual to construct his or her views on a topic.² It means that writing can express the ideas, feelings will show many things about the writer, such as the way of thinking, knowledge, problem solution and others. In writing, the students can represent about their minds or opinions in form of written language, so indirectly the students can do communication with the reader.

Writing is progressive activity. It means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections.³ It means that writing is an activity that use thought, mind, and feeling based on what we want to write. The language skills

¹Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p.95

²Ken Hyland, (1st Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.9

³Alice Oshima, Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Pearson Education, 2007), p.15

must be learned and more practiced especially in the written language. Someone who never practicing in writing, they will feel difficult to master writing because writing is not natural process. Writing needs process to be mastered. In addition, Harmer said, that when writing, students frequently have more time to think than they do in oral activity. They can go through what they know in their mind and even consult dictionaries, grammar book, or order reference mastery to help them.⁴ It means that the students must have more references because it can help them to support their ideas or feelings in written form. Therefore, it makes the reader interested to read their written text.

Based on the definitions about writing above, it can be concluded that writing is a way of express the ideas, feelings and thoughts arranged in word, sentences and paragraph to construct his or her views on a topic. The writing is one of language skills besides listening, speaking, and reading. It is used to communicate or express our idea, thinking, and feeling indirectly to another person as a reader.

B. Concept of Writing Process

Writing process is stage of a writer goes through in order to produce something in writing form. This process certainly be effective by the stage of writing. As Harmer states that there are some processes of writing, they are:

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to

⁴Jeremy Harmer, *How to Teach Writing* (New York: Longman, 2004), p.31

think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

3. Editing (reflecting and revising)

Once writer have produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.⁵

Based on the explanation, the researcher concludes that writing is an activity that has several steps, because in having a good writing there are some processes they are called a writing process. The writing process are planning, drafting, editing, and final version.

⁵*Ibid*, Pp. 4-5

C. Concept of Descriptive Text

Kane states that description is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience but description also deals with other kinds of perception.⁶ Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things say that emotion may be described too in descriptive writing, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the readers, through their imagination, to visualize a scene or a person, or to understand a sensation or an emotion.⁷

Descriptive text is a text that gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.⁸ The characteristic features of a person, an animal or a particular thing become the focus of descriptive text. The point is that descriptive text gives a description of something in particular in order to help the people perceive it through words.

From the explanation above, the researcher concludes that descriptive is a written English text in which describes the characteristics of something, it can be a person, a place or thing. Like another genre, through this text the students learn about social function, the generic structures and the lexicogrammatical features.

⁶Thomas S Kane. *The Oxford Essential Guide to Writing*. New York: Oxford University Press, 2000. p.351

⁷George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128

⁸M Mursyid PW, *English Learning Handout*, (Karangdadap), Available at <http://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf> (accessed January 30th, 2018). p.4

Generic structure is general form of genre. Each of genres has its own generic structure. Gerot and Wignell in Mursyid say that the generic structures of descriptive text are identification and description:

a. Identification

The aim of identification is to identify the phenomena that to be described. It identifies who or what to be described. The identification usually stated in the first paragraph to introduce reader what to be describe in the next paragraph. It also can be in form of definition.

b. Description

The function of description is to describe part, qualities, and characteristics. In this part, the writers explain about the subject in detail.⁹ It uses to support the identification.

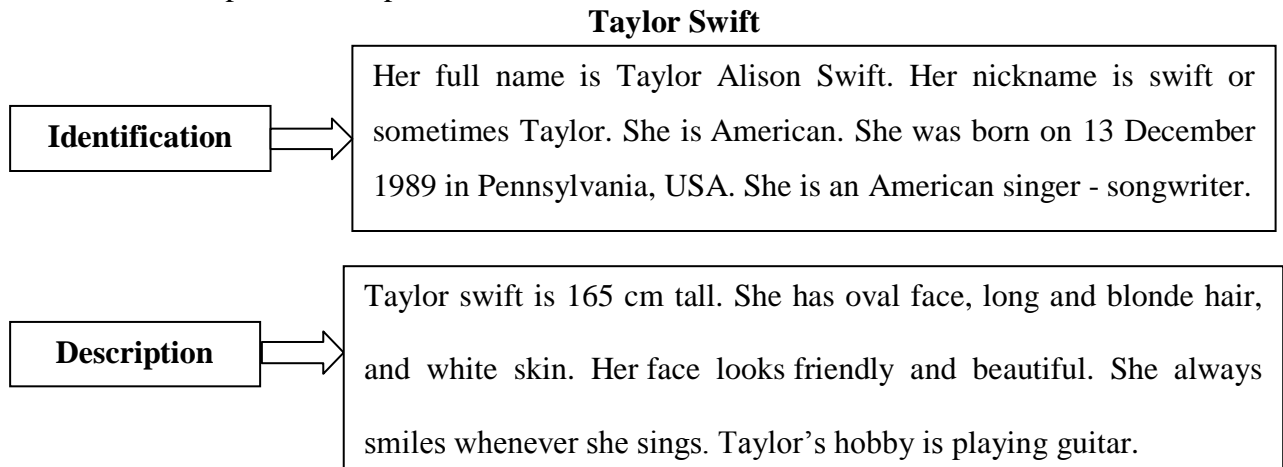
D. Grammatical Pattern and Example of Descriptive Text

In the context, grammatical patterns mean the pattern of the grammatical which is used in certain kind of text. Grammatical patterns commonly used in descriptive text are verbs in the present tense, adjective to describe the feature of the object, topic sentences to begin text and organize the various aspects of the description. It means that descriptive text has the grammatical pattern. They are present tense, adjective, topic sentence and organizing. All of them have contribution in each descriptive text.

⁹*Ibid*

Figure 1

The example of descriptive text:



E. Concept of Descriptive Text Writing Ability

Descriptive text is a text that gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.¹⁰ The students must be creative to make a good description about people, animals, or things. They also have to understand about points that includes in descriptive text writing.

In writing descriptive text, the students express the idea or topic of the text by focuses on the generic structure of descriptive text that explained before. And in the end of process to produce good written work about descriptive text, the students have to keep attention about five aspects of writing (content, organization, vocabulary, language, and mechanic) because they are will be the assessment of writing.

¹⁰*Ibid*

Based on the explanation above, the researcher concludes that descriptive text writing ability means an ability to produce a text, which describes briefly a certain kind of objects such as a person, a place, a thing, or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

F. Concept of Media

Media are aids needed to support some of activities in the world. According to Arsyad media include graphics, photographic or electronic to absorb, process, and rearrange visual and information.¹¹ Meanwhile, Gerlach and Ely propose that medium is any person, material or event that establishes condition, which enable learners or students to acquire knowledge, skills, and attitudes.¹²

Media play an important role in teaching and learning process. They can often help the students understand something, presented better than telling them verbally. Media is needed in teaching learning process because teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process, it can also help students master the material that the teacher give to them.

From the explanation above, medium is the material, tools, or events that establish condition used by a teacher to facilitate the instruction to acquire knowledge skills, and attitudes and engage the learners in a topic or as the basis or as the basis of the whole activity. So, teaching writing can be easily by using the media.

¹¹ Azhar Arsyad, *Media Pembelajaran* (Jakarta: PT Raja Grafindo Persada, 2004), p. 3

¹² Gerlach, V.S., & Ely, D.P. *Teaching & Media: A Systematic Approach (2nd ed)* (Englewood Cliffs, NJ: Prentice-Hall Incorporated, 1980), p. 241

G. Classification of Media

According to Sanjaya, media can be classified as follows:

1. Audio media

Audio media is a media which can be heard or only has voice element.

This media include radio, song and recoded.

2. Visual media

Visual media is a media which can be watched and does not have voice element. This media can be divided into:

a. Printed media

Printed media include text books, magazine, newspaper, journal, bulletins, web pages, blogs, etc.

b. Visual media

Visual media includes photographs, graphics, pictures, maps, models game, puzzle, art facts, wall chart, etc.

3. Audio visual media

Audio visual media is media which not only has a voice but also has a visual element which can be watched. This includes video recorded, film and television.¹³

Referring to some views of media stated above, Facebook Profile can be classified as a media due to present visual media because Facebook Profile belonging to web pages.

¹³ Wina Sanjaya, *Perencanaan dan Design Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2008), p. 211

H. Concept of Facebook Profile

1. Definition of Facebook

Facebook is a social networking website that allows people to connect with other users through the exchange of profiles, conversation, photos, and videos.¹⁴ With the facebook as a media liaison between individuals and others are expected to facebook can create more effective interactive communication to share information and ideas in a wider area. In other words, facebook is a web-based interactive network that allows users to share information and thoughts on a wide area.

Facebook is a social networking website where users can share information and communicate with friends.¹⁵ With the Facebook as a medium of information and communication, Facebook became one of the alternatives. Additionally, rotation through Facebook media information becomes faster and easier, so that the scope of its range is able to be expanded. To access it very easily at this time, so that not a few who tapped Facebook media as a means of sharing information and communication.

Facebook is a social networking site which can be utilized as an educational technology tool that facilitates online communications between

¹⁴Joe tarantino and Karen graf, *Using Facebook in the Language Classroom as Part of the Net GeneraritonCuricullum*,2011,p. 44, Available at https://www.actfl.org/sites/default/files/pdfs/TLEsamples/TLE_Nov11.pdf, Accessed on March, 23th 2018.

¹⁵Louis Dare, Coleg Sir Gâr, *Facebook SVEA TRAINING MODULES*, p.7

second language learners and their friends.¹⁶As we know that education is very important for all people, so that what is conveyed by educators is expected learners can understand it easily. To facilitate what is conveyed by the educator then the need for an effective learning media. One of them is by using Facebook media. Where by using Facebook learning media is enough to make learning more active and help learners in social and academic interaction. Facebook media also allows learners to connect with educators and other students, especially for students who are less active in the classroom.

From the explanation above, we can conclude that Facebook is one of common media that can be utilized as an educational technology tool that facilitates online communication between second language learners and their friends beside that users can share information and communication through Facebook media. As we know that education is very important for all people, so that what is conveyed by educators is expected learners can understand it easily. To facilitate what is delivered by educator then the need for an effective learning media, one of them is by using Facebook media. Where by using Facebook learning media is enough to make learning more active and help learners in social and academic interaction. Facebook media also allows learners to connect with educators and other students, especially for students who are less active in the class.

¹⁶A.H.A Majid, Stapa, S.H, & Keong, Y.C. *Blended Scaffolding Strategies through Facebook to Aid Learning and Improving the Writing Process and Writing Performance.IOSR Journal of Humanities and Social Science (IOSRJHSS)* Volume 1, 2012, Issue 4 (Sep-Oct 2012), Pp 36-40. Online. Available at www.iosrjournals.org (accessed January 30th, 2018),p.37

2. Definition of Facebook Profile

Recently, Facebook become phenomenal among the teenager and adult. Most of teenagers in Indonesia also follow this phenomenon, especially for Junior High School students who will always try to keep up with technology. Facebook as a new media will certainly attract their attention, especially with the convenient features available in this online media. If they do not have a Facebook account, they can be said out of date. There are some features of Facebook account, such as Home, Profile, Group, etc.

According to Kelsey, Facebook Profile is an area where you can fill out as much or as little as you like, to share basic information about yourself with your friends.¹⁷ Aside from all the other features, at its root Facebook is a great way for people to capture, preserve, inform and share their life story. Plus, it's a nice way to keep in touch, especially when people live far away.

While, Veer stated that Profile is the page that other Facebook members (friends, relatives, co-workers, long-lost roommates, potential bosses, and so on) see when they look you up on Facebook.¹⁸ The Wall and News Feed parts of your profile make it easy for your friends to see what you're up to. A Facebook profile is a collection of facts about the account owner: everything from where we went to school and how old we are, to what kind of romantic relationship we are. All our Facebook friends and fellow network members can see our profile.

¹⁷ Todd Kelsey, *Social Networking Spaces* (New York: Apress, 2010), p. 37

¹⁸ Vander Veer, E.A, *Facebook: The Missing Manual*, Second Edition (New York : O'Reilly Media, 2010), p.2

From the explanation above, facebook profile is a media that can be used for students to share information about the activities of the facebook users through three basic tabs, they are Wall tab, Info tab, and Photos tab.

3. Part of Facebook Profile

In Facebook Profile we can see our profile picture. Facebook Profile has three basic tabs, they are Wall tab, Info tab, and Photos tab. Each tab has its own features that provide information about the owner of Facebook is that it can be seen by friends and also by ours. Wall tab is a Facebook page where we can see our status and also post the message of Facebook friends that we can respond. We can post photos, videos and links on our wall and can be seen by all our Facebook friends.

Info tab contains information about the owner of the Facebook account. This page consists of Basic information, Contact information, Personal information and Work and Education Information. Basic information includes information of gender, birthday, current city, hometown, home neighbourhood, family members, relationships status, religious view, and political view. While, contact information includes email, mobile phone, address, city/town, and zip postal.

Education and work information includes information about college/university the year of attended and the concentration. It also includes high school and work information. Information that appears in personal information are Activities, Interests, Favorite Music, Favorite TV Shows, Favorite Movies, Favorite Books, Favorite Quotations, and About Me.

I. Concept of Guided Writing Technique

1. Definition of Guided Writing Technique

Guided writing is the process where teachers develop and guide students' writing through discussion, joint text construction and evaluation of their independent writing. It means that guided writing involves a teacher working with a group of learners on a writing task. Tyner defines guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice.¹⁹ Based on theory above Guided writing is activities help students learn to write by providing them with a partially completed draft or some other form of assistance.

In addition Dunigan states that guided writing is a step by step recipe for writing that include planning, writing, editing, revising and publishing.²⁰ Seeing some explanations above through guided writing, students are supported during the different stages of the writing process. Guided writing is an essential tool in a balanced writing curriculum, providing an additional supported step towards independent writing. It means that guided writing help students to improve their writing and to work with increasing independence.

From the three definitions mentioned above the writer concludes guided writing can be fully exploited by providing learners with the language they need to complete the task together with the teacher and through guided writing, students are supported during the different stages of the writing process.

¹⁹ Tyner B. *Beginning reading instruction and the small-group differentiated reading model*. In *Small-Group Reading Instruction* (pp. 1–16). (Newark, DE: International Reading Association, 2004).

²⁰ Jima Dunigan, *Classroom Authoring Guided Writing* (Teachers Created Resources, 2008), p.13.

2. Teaching Procedures of Guided Writing with Facebook as Additional Media

The process of writing consists of 4 steps: (1) planning, (2) drafting, (3) editing (reflecting and revising), and (4) final version. The first step of writing is planning. Before starting to write or type, writers need to plan what they are going to say. It can be done by making detailed notes, jotting words down, or simply planning in the head. The main issues writers should think about when planning to write: (1) the purpose of the writing, (2) the audience they are writing for, and (3) the content structure of the piece.²¹

The second step is drafting. In this step, a writer writes what he/she has been planned before. This writing is called the first draft because it is not finished yet. The writer should check it minutely and make changes and corrections before considering it as the final version of the writing. Checking the first draft will direct the writer to edit it. This is the third step of the writing process. In this step, the writer makes changes and corrections due to the ambiguity, grammatical errors, disorganized orders, etc of the writing.²²

The last step of the writing process is writing the final version. This final draft of writing is written after the writer has done with editing and revising the first draft. ”The followings are the steps to teach writing using Guided Writing

²¹J. Harmer, *Op.cit*, p.113

²²*Ibid*

via Facebook profile that can be described into pre-teaching, whilst teaching, and post-teaching activities.²³

1. Pre-teaching Activities
 - a. Prepare the teaching of academic writing process focusing on writing argumentative essay.
 - b. Make Facebook group named W3FEBTOJUN14A. Teacher and all students should join in the group.
 - c. Group the students randomly. Each group should be consistent in their own groups.
2. Whilst-teaching Activities
 - a. Train the students how to do peer response activities via Facebook.
 - b. Ask the student writers to make an outline for their argumentative essay by posting the instruction.
 - c. Ask the student reviewers to give comments/responses/suggestions on their peers' outlines by posting the instruction.
 - d. Highlight useful feedbacks by clicking "LIKE", and the owner of the outlines should pay attention to the useful feedbacks.
 - e. Based on feedbacks from peers, ask the owners of the outlines to revise/edit their outline and to write revised outline by posting the instruction.
 - f. Based on their revised outlines, ask the student writers to write draft of their argumentative essay by posting the instruction.
 - g. Ask the student reviewers to give comments/responses/suggestions on their peer's drafts by posting the instruction.
 - h. Highlight useful feedbacks by clicking "LIKE", and the owner of the draft should pay attention to the useful feedbacks.
 - i. Based on feedbacks from peers, ask the owners of the drafts to revise/edit their drafts and to write their final writing products by posting the instruction.
3. Post-teaching Activities
 - a. Ask the students to print out their final writing products in a piece of paper.
 - b. Discuss the results of the writing products."

²³M. Zaini Miftah. *Implementation of Peer Response via Facebook to Enhance Ability of the English Department Students of STAIN Palangka Raya in Writing Argumentative Essay*. Unpublished Research Report. Palangka Raya: State Islamic College of Palangka Raya. 2014. Pp.160-161

Beside that According to Kurniasih, "the steps of teaching writing descriptive text using Facebook Profile are:

1. The teacher discuss about descriptive text with the students.
2. The teacher gives the example of descriptive text.
3. The teacher asks students to identify the generic structure of the text.
4. The teacher asks the students about their Facebook.
5. The teacher opens the Facebook Profile page and explaining part of facebook Profile info
6. The teacher relates the information in Facebook Profile info with descriptive text.
7. The teacher gives the example how to make descriptive text with the information from the Facebook Profile (picture, education info, basic info, etc)
8. The teacher gives assignment to the students to make a descriptive text based on one of their friends' Facebook Profile.
9. The teacher gives conclusion about the material that had learned.²⁴

Based on the consideration of time, the researcher modifies the teaching procedures of guided writing with facebook profile to teach descriptive text that was explained some of theories. As a result, the procedure used by the researcher is as follows:

1. Pre-Teaching
 - a. Prepare the teaching of academic writing process focusing on writing Descriptive text.
 - b. The teacher discuss about descriptive text with the students.
2. Whilst-teaching
 - a. The teacher asks the students about their Facebook.
 - b. The teacher gives the example of descriptive text.

²⁴ Imar Kurniasih, *The Effectiveness of Using Facebook Profile to Improve The Students' Ability in Writing Descriptive Text at The Tenth Grade Students of SMA N 9 Purworejo in The Academic Year of 2011/2012* (Purworejo: Universitas Muhammadiyah Purworejo, 2012), Pp. 29-3

- c. The teacher asks students to identify the generic structure of the text
 - d. The teacher opens the Facebook Profile page and explaining part of Facebook Profile info.
 - e. The teacher relates the information in Facebook Profile info with descriptive text.
 - f. The teacher gives the example how to make descriptive text with the information from the Facebook Profile (picture, education info, basic info, etc).
3. Post-teaching
- a. The teacher gives assignment to the students to make a descriptive text based on one of their friends' Facebook Profile.
 - b. The teacher gives conclusion about the material that had learned.

J. The Advantages of Using Facebook as Media in Learning Writing

Many researchers believe that Facebook has the potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site.

Firstly, Facebook provides broader audience than traditional classroom does. Having larger audience is important to students since they need as much feedback as possible. In a traditional classroom, students' work on writing will only be submitted to the teacher to be checked. Therefore, the feedback students get is from the teacher only. Whereas, it will be better if students have more audience, i.e classmates, friends, etc. In this way, they will get more feedback and review. Harmer states that is

not just teachers who can respond to students writing. It is often useful to have students look at work done by their colleagues and respond in their own way.²⁵

The second advantage is that Facebook allows for unique interaction. In Facebook, besides sharing the experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere as long the device and the Internet access are available. It means that Facebook allows for not only inside classroom interaction but also outside one. As stated by Yunus, Shalehi, &Chenzi “Facebook enhances outside classroom interaction and education between the students and the teacher”.²⁶ Obviously, this is not a special quality that classroom traditional board has.

Thirdly, Facebook enables fun learning environment. By integrating Facebook in a formal classroom, students will feel more enjoy and fun during the class. Facebook increases motivation and builds confidence for students in using and learning English. The effective use of computers and the internet can provide highly motivating, multidisciplinary, problem-solving techniques and tools to prepare students more effectively for their future roles in a diverse world. In short, Facebook can engage students to be more involved in the learning activity.²⁷

²⁵J Harmer, *The Practice of English Language Teaching* (London: Longman. 2001), p. 17

²⁶M. Yunus Md, Salehi, H. &Chenzi, C. *Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. English Language Teaching*, Vol. 5 No. 8. Canada: Canadian Center of Science and Education, 2012 , p.47.

²⁷*Ibid*

The fourth is that Facebook promotes equal learning opportunities. Usually, face to face classroom is dominated by a few excellent students. On the other hand, shy students and students with less ability have little opportunity to participate actively. In Facebook, every student has an equal opportunity to post something, comment, criticize, ask questions, answer questions, give opinions, etc. In short, Facebook promotes more equitable sharing of ideas than the face-to-face classroom. Furthermore, sharing ideas with others on Facebook makes students, even the shy ones, interact with others. It makes them practice communicating in English either makes them more social.

Not every student feels easy to express ideas, ask questions, or answer it. Online social media like Facebook provides an atmosphere in which all people have the freedom of expression. The students may feel comfortable asking questions and expressing ideas to their teachers and other students in online environments.²⁸

From that explanation, it can be concluded that Facebook offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) Facebook broadens the audience, (2) Facebook allows for unique interaction, (3) Facebook enables fun learning environment, (4) Facebook promotes equal learning opportunities, (5) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize the Facebook potential to be used to enhance students writing.

²⁸D.K Khalsa., Maloney-Krichmar, D., and Peyton, J.K. *Theory and Research: Interaction via Computers*. In Egbert, J. and Hanson-Smith, E. (Eds.). *CALL Environments: Research, Practice, and Critical Issues* (2nd Ed). Alexandria, VA: TESOL. 2007, p.22.

K. The Disadvantages of Using Facebook as Media in Learning Writing

Besides the advantages, integrating Facebook informal writing activity will also bring several disadvantages. Firstly, it obliges the availability of Internet access and devices and the teacher and students' ability to operate computer and the Internet. The learners who intend to use Facebook in learning English must have access to computer and the Internet.²⁹

Secondly, Facebook offers so many kinds of entertainments which can distract students during the class activity. For example, the students will spare more time on playing computer games and chatting on-line on the pretext of doing writing on the Internet. Therefore, the teacher should manage the students and give a clear instruction on the class rules to avoid this to be happened.³⁰

Thirdly, students will be lead to "copy-paste" from online resources rather than create their own writing. This phenomenon normally happened in this era of technology where any materials can be picked easily from the Internet. To avoid this, teachers should guide the students in the process of writing so that students will experience the stages of writing step by step. It will make them feel comfortable and confident with their own writing rather than do "copy-paste" from the Internet. In addition, teachers will also know their progress well.³¹

From the explanation above, the challenges or disadvantages of integrating Facebook in writing classroom can be summarized as follows: (1) it obliges the

²⁹ *Op. Cit*, p.45.

³⁰ *Ibid*

³¹ *Ibid*

availability of Internet access and devices and the teacher and students' ability to operate computer and Internet, (2) Facebook offers so many kinds of entertainments which can distract students during the class activity, (3) students will be lead to copy-paste from online resources rather than create their own writing, In conclusion, integrating Facebook in writing classroom has strengths and weaknesses. Teachers who are interested in the advantages of using Facebook in their classroom need to be aware of the flaw and bad impacts of it, too.

L. Concept of Textbook

Textbook is a teaching tool (material) which present the subject matter defined by the curriculum. A university textbook is requires to contain the complete overview of the subject, including the theories, as well as to be of a more permanent character.³²

Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom.³³ They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of

³²Jack Richard, *The Role of Textbooks in a Language Program*, (New York: Cambridge University Press, 1990), p.1

³³*Ibid*, p.1

teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use.

Based on explanation above, the researcher concluded textbook is a teaching tool (material) which present the subject matter defined by the curriculum. Textbook may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction.

M. Teaching Procedures of Free Writing with Textbook as additional Media

1) Pre- teaching

- a. Observation and review the previous lesson

The activity was conducted check the students' understanding and remind them to the previous lesson in order they are ready to learn the new topic.

2) Whilst- Teaching

A. Exploration

- a. The teacher shows the topic to the students.
- b. The teacher asks the students what they thinking about the topic and write it.

B. Elaboration

- a. The teacher explains what is descriptive text.
- b. The teacher explains the generic structure of descriptive text.
- c. The teacher gives the example how to make descriptive text.
- d. The teacher gives an assignment to the students.

C. Confirmation

- a. The students revised and edit their writing. The students discuss about their work with another students or teacher.

3) Post-teaching

In this stage the teacher guide the students to make conclusion about material that they have learned.³⁴

N. Advantages and Disadvantages using Textbook in Learning English

The use of textbooks in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use are. According to Graves, the following list contains the most frequently stated advantages of using textbooks:³⁵

- It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
- It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
- It provides a set of visuals, activities, readings, etc and so saves the teacher time in finding or developing such materials.

³⁴ Andri Wicaksono, Ahmad Subhan Roza, *Teori Pembelajaran Bahasa*, (Yogyakarta: Garudhawaca, 2015), pp.138-141

³⁵ Graves, K. *Designing Language Course, A Guide for Teachers*. (Boston. Heinle. Cengage Learning, 2000), p.175

- It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
- It may include supporting materials (teacher's guide, cd, worksheets, and video.)
- It provides consistency within a program across a given level, if all teachers use the same textbook.

If textbooks follow a sequence, as within a series, it provides consistency between levels. Textbooks also have limitations, which can lead to teachers' and learners' dissatisfaction with the course. At the same page, according to Graves, the following list contains the most frequently stated disadvantages of using only ready-made textbooks:³⁶

- The content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.
- They may contain inauthentic language, since texts, dialogs and other aspects of content tend to be especially written to incorporate teaching points and are often not representative of real language use.
- The content may not be at the right level.
- The sequence of units is not in accordance with the real work-related needs.
- The activities, readings, visuals, etc., may be boring.
- The timetable for completing the textbook or parts of it may be unrealistic.
- The textbook doesn't take the students' background knowledge into account.

³⁶*Ibid*

Graves suggests that, in order to minimize difficulties when selecting textbooks, teachers should: use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook, supplement the textbook with lots of outside readings.

O. Frame of Thinking

In learning English, there are four basic skills that should be mastered by the students of foreign language learner namely listening, speaking, reading and writing. Media is needed by the teacher in teaching learning process because media increase students' interest in learning. Media can be used to convey properly the subject matter of the teacher to the students. The use of Facebook Profile as a media is one of the ways which can be used the teacher in order to increase students' writing ability in descriptive text. Students will be respectfully motivated because there is a media in the learning process from the teacher.

The use of Facebook Profile make the teachers slowly adapt to new technologies and student who grew up with digital communication. Understanding how to use Facebook Profile opens up a way to stepping closer to actual student behavior and to create a more appropriate media of teaching. Using Facebook Profile for learning will make the students easy to understand and will guide the students to write descriptive text. Since Facebook was very popular the students will enjoy their learning. The use of Facebook Profile as a media also can motivate students and improve their writing ability.

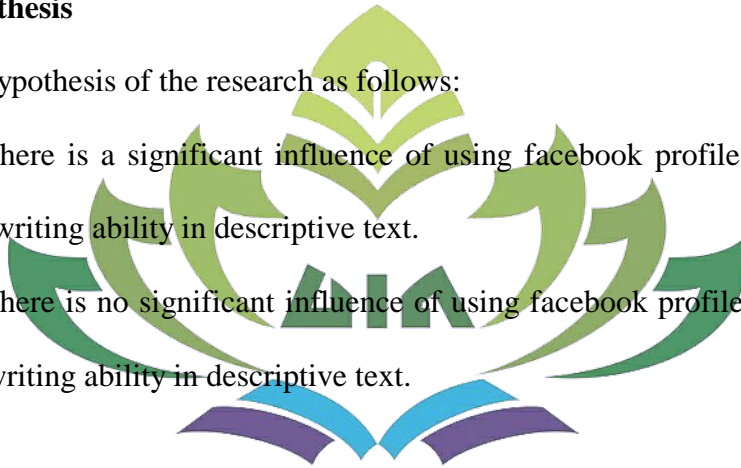
From the Facebook Profile students can get inspiration to write a descriptive text, especially in describe people around us. As we know that in the Facebook Profile there are picture, information include gender, address, birthday, job, etc. from that information the students will get more inspiration in writing. It also can make the students enjoy their learning process, because they are very familiar with Facebook. The use of Facebook Profile will apply on writing, especially for the eighth grade students of SMPN 8 Pesawaran.

P. Hypothesis

The hypothesis of the research as follows:

Ha: There is a significant influence of using facebook profile toward students' writing ability in descriptive text.

Ho: There is no significant influence of using facebook profile toward students' writing ability in descriptive text.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

There are many research methods that use in educational research. One of them is experimental research. According to Creswell, “experimental research is a traditional approach to conducting quantitative research. In experimental research, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable”.¹It means that experimental research is a research method which is used to look for the influence of certain variable towards another in a controlled condition.

In this research, the researcher applied quasi experimental research design. Creswell states that quasi experiments include assignment, but not random assignment of participants to groups. We can apply the pretest and posttest design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.² It means that in quasi experimental design the researcher uses the pre-test and post-test design approach. The researcher gave pre-test and post-test for both of class groups to know the differences between the two groups and only conduct the experimental treatment in experimental class.

¹John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (4th ed)., (Boston : Pearson Education, 2012), p. 295

²*Ibid*, p. 310

In this research, the researcher used two classes, they were the experimental class and control class. The experimental class received the treatment by using Facebook profile and control class was thought by using textbook.

The design can be presented as follows:

G1= T1 X T2

G2= T1 O T2

Note =

G1 = Group one (Experimental Class)

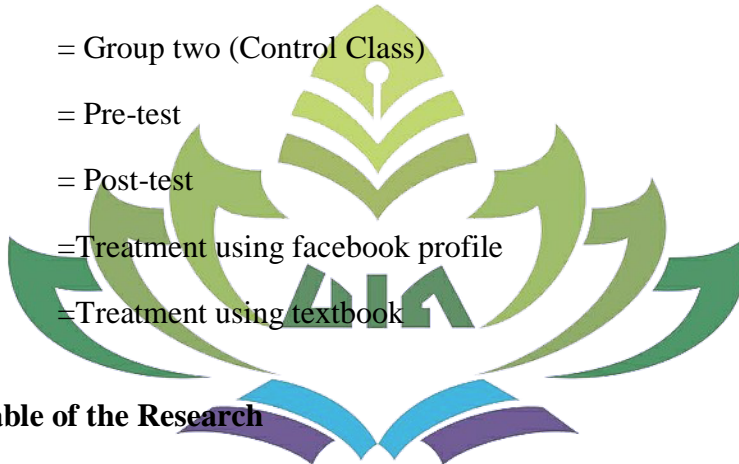
G2 = Group two (Control Class)

T1 = Pre-test

T2 = Post-test

X = Treatment using facebook profile

Y = Treatment using textbook



B. Variable of the Research

In this research there are two variables. They are:

1. Independent variable is Facebook profile (X)
2. Dependent variable is students' writing ability in descriptive text (Y).

C. Operational Definition of Variable

The operational definition of variable of this research see follows:

1. Facebook profile is a media that can be used for students to share information about the activities of the facebook users through three basic tabs, they are wall tab, info tab, and photos tab.

2. Students' writing ability in descriptive text is the students' ability to produce a text, which describes briefly a certain kind of objects such as a person, a place, a thing, or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

Arikunto says, Population is all subject of the research.³ Thus, the population in this research were all students at the first semester of the eighth grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019. It consists of 139 in five classes. It can be seen in the table 2.

Table 2
The Students of the Eight Grade at SMP 8 Pesawaran in the Academic Year 2017/2018

No	Class	Gender		Total
		Male	Female	
1	VIII A	14	13	27
2	VIII B	14	13	27
3	VIII C	15	13	28
4	VIII D	13	14	27
5	VIII E	13	15	28
The total number of students				138

Source: SMP N 8 Pesawaran in the academic year of 2017/2018

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 2013), p.173

2. Sample

The sample of the research was two classes, one class as the experimental class and another as the control class. From the population above, the researcher was took two classes as sample of the research. The researcher got VIII A as experimental class that consist of 27 students and VIII b as control class that consist of 27 students. So the total number of the sample is 54 students.

3. Sampling Technique

In getting the sample from population, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁴ It means that the experimental and control class were chosen randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then the papers rolled and shaken. The first paper was an experimental class and the second paper was control class.

E. Research Procedure

In conducting this research, the researcher applied some procedures as follows;

1. Finding the subject of research

The researcher chose the students of eighth grade of SMP Negeri 8 Pesawaran as a subject of the research. One class was experimental class and another was control class.

⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*(7thEd),(New York: McGraw-Hill, 2009), p.95

2. Designing the instruments of the research

The instrument in this research was writing test. The students got the same instrument for both classes in the several topics.

3. Administering of Pre-test

The pre-test was used to find out the students' initial ability. Here, students had been assigned to write descriptive text by choosing one of topics that provided and then the students can describe it based on the picture that shown. The topics that chosen based on the material that had been learned before, such as person, place, and thing. The topics are suitable for the students because the topics are familiar to students. Like H. Dendi Ramadhona, he is regent of Pesawaran, students will be more understanding by describing him. Klara beach is one of the good ones, students will be easier to describe it because that is one of place in Pesawaran. Shirt is necessities of life, student must have a favorite shirt. So they are will be easier to describe it. The topics are:

- a. H. Dendi Ramadhona, ST
- b. Klara Beach
- c. My Favorite Shirt

4. Conducting Treatment

The treatments had been done in three times after pre-test. Each of treatments was conducted twice a week. In the first treatment, the researcher as the teacher explained about descriptive text and given the example how to describe person, in this case the researcher gave an example the description of Gita Gutawa. At the second treatment, the students got the explanation about

how to describe a place. Here, the researcher gave the explanation about the description of Kiluan Bay. The third, the researcher explained the students about how to describe thing. At the end of the class, the researcher asked the students to write the descriptive text.

5. Administering the Post-test

Post-test had been administered to measure whether there was an improvement of students' descriptive text writing ability. Post-test was administered to measure whether there was an improvement of students' descriptive text writing ability. The students had been assigned to make a descriptive text choosing one of topics that provided, and then the students can describe it based on the picture that shown. The topics that chosen based on the material that had been learned before, such as person, place, and thing. Muhammad Ridho Ficardo is governor of Lampung, students will be more understanding by describing him. Sari Ringgung is one of beach that famous in Pesawaran, students will be easier to describe it. One of life's necessities is bag. All of people in this world certainly use it, so students will be easier to describe it. The topics are suitable for the students because the topics are familiar to students. The topics are:

- a. Muhammad Ridho Ficardo S.Pi, M.Si.
- b. Sari Ringgung Beach
- c. My Bag

6. Analyzing the result of post-test

After finished scoring students' work, the researcher compared the result of the pre-test and post-test to see whether the score of the post-test was higher than the score in the pre-test.

7. Analyzing the Data

After collecting the data, the researcher analyzed the data by quantitative.

F. Data Collecting Technique

In this research, the researcher used test to collect the data. The test was used to get the students' descriptive text writing ability achievement. The tests were pre-test and post-test. In this research, the students were given pre-test to both classes before the treatment to know the students' early achievement in descriptive text writing ability. Then the post-test was given to know their descriptive text writing ability after the treatment was done only to the experimental class while the control class is taught of using textbook.

G. Research Instrument

The research instrument that was used in this research was writing test. The researcher made two instruments, they were pre-test and post-test. The instruments of pre-test and post-test were used to compose a descriptive text by choosing the topics that had been provided. The researcher gave the pictures each of the topics. The students were asked to write descriptive text because by the end of the research they are expected to be able to make descriptive text by choosing one of topics that had

been provided, and then the students can describe it based on the pictures that had been shown.

1. Pre-test Instrument

The table of specification of pre-test

No	The Topics of Descriptive Text
1	H. Dendi Ramadhona, ST
2	Klara Beach
3	My Favorite Shirt

2. Post-test Instrument

The table of specification of the test for post-test

No	The Topics of Descriptive Text
1	Muhammad Ridho Ficardo S.Pi, M.Si
2	Sari Ringgung Beach
3	My Bag

H. Scoring Procedure

The score of test is calculated based on the following scoring system proposed by Tribble.⁵

Table 3
Scoring Rubric

a. Content

20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
7-5	Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
4-0	Inadequate: Fails to address the task with any effectiveness.

⁵Christopher Tribble, *Language Teaching Writing*, (London: Oxford University Press, 1996), p.130

b. Organization

20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
7-5	Very poor: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequenced (coherence); connectives not used (cohesion).
4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.

c. Vocabulary

20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

d. Language

30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, preposition; meaning never obscured.
23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
9-6	Very poor: Major problems with structures even simple ones; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning often obscured.
5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

e. Mechanics

10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, and layout.
4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
1-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Final score = C+O+V+L+M= 20+20+20+30+10= 100

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

I. Validity, Reliability, and Readability of the Test

1. Validity of Test

A good test is the test that has validity. According to Arikunto, validity is a matter of relevance. It means that the test measure what is claimed to be measured.⁶ Test can be said valid if the instrument items test measure what is purposed should be measured. To measure whether the test has good validity or not, the researcher analyzed the test from content validity and construct validity.

a. Content Validity

Content Validity is concerned with whether the test is sufficiently representative and comprehensive for the test. To get the content validity, the test adapts with the students' book and the objective of teaching in the school based on curriculum for the eighth grade of SMP Negeri 8 Pesawaran. The test is suited with the material was taught to the students. It could be seen in the syllabus.

b. Construct Validity

Construct validity focuses on kind of the test that uses to measure the ability. According to Setiyadi, construct validity is used to measure

⁶Suharsimi Arikunto, *Op. Cit*, p.211

perception, language behavior, motivation, even the language ability.⁷In this research, the researcher was administered a writing test and technique of scoring the students' writing based on the five aspects of writing: they are content, organization, vocabulary, language/grammar and mechanics. In this case, to know whether the instruments have fulfilled the criteria of content and construct validity the researcher was consulted the instrument test to the Mrs. Nur Syamsiah, as an English lecturer.

2. Reliability of Test

A reliable test is consistent and dependable.⁸At the same page, Brown states that if you give the same test to the same student or matched on two different occasions, the test should yield similar result.⁹To ensure the reliability of the scores and to avoid the subjectivity of the writer, the researcher uses inter-rater reliability. Inter-rater reliability is used when scores on the test are independently estimated by two or more judges or raters. They are teacher and the researcher. To estimate the reliability of the test, the researcher used rank order correlation as follows:¹⁰

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

⁷Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.26

⁸H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2003), p.20

⁹*Ibid*

¹⁰Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2012), p.232

Note :

- p = The number of rank order correlation (Rho)
 6 & 1 = Constant number
 D = Difference of rank correlation (D= R 1- R 2)
 N = Number of students

To know degree or level of the reliability of writing test, the researcher also used the criteria of reliability as follows:¹¹

- a. 0.800 – 1.000 = very high
- b. 0.600 – 0.800 = high
- c. 0.400 – 0.600 = medium
- d. 0.200 – 0.400 = low
- e. 0.000 – 0.200 = very low

3. Readability of Test

Readability tests are indicators that used to measure how easy a document to read and understand. For evaluators, readability statistics is solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive text writing ability test instrument, the researcher followed Kouame's research. The participants were asked to evaluate the instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.¹²The questions were tested individually by giving the questionnaire for readability. After that, the researcher measured the mean of each item.

¹¹Suharsimi Arikunto, *Op. Cit*, p.319

¹²Julien B. Kouamé, *Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, (Journal of Multi Disciplinary Evaluation, Volume 6 (14), 2010), p.133 available on journals.sfu.ca (Accessed on march 13rd, 2018)

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹³ Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

After researcher calculated the data, the mean of the items (instrument) of writing test was 1.97 (lower than 4.46), it means that the instrument was readable. (See appendix 11)

J. Data Analysis

1. Fulfillment of the assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied. It means that to get the accurate result, the researcher has to do some tests such as normality test and homogeneity test.

a. Normality Test

The normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for

¹³*Ibid*, p.134

Social science). While the criteria of acceptance or rejection of normality test are as follows:

Ho is accepted if $\text{sig} > \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed

b. Homogeneity Test

After the researcher got conclusion of normality test, the researcher did the homogeneity test in order to know whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity test. The test of homogeneity employing Levene's Test. While the criteria of acceptance or rejection of homogeneity test are as follow:

Ho is accepted if $\text{sig} > \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows:

Ho : the variance of the data are homogeneous

Ha : the variance of the data are not homogeneous

2. Hypothetical test

After the researcher knows that the data were normal and homogenous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses are:

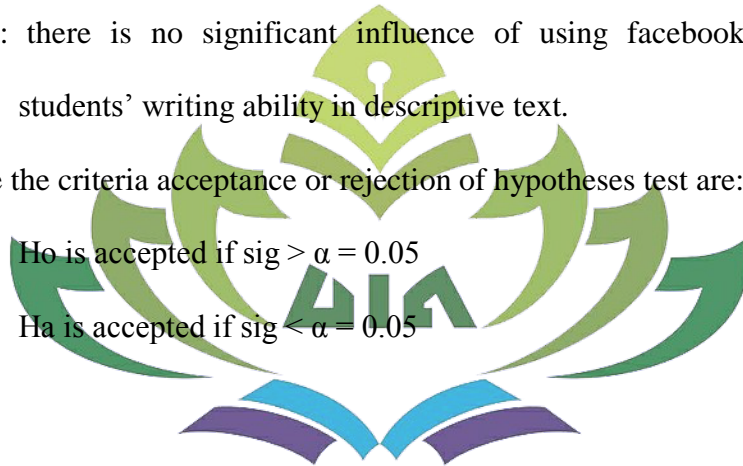
H_a : there is a significant influence of using facebook profile towards students' writing ability in descriptive text.

H_o : there is no significant influence of using facebook profile towards students' writing ability in descriptive text.

While the criteria acceptance or rejection of hypotheses test are:

H_o is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure

The research was conducted on July until August 2018. Before conducting the research, firstly the researcher asked permission to the headmaster and the English teacher at the school. After having the permission, the researcher conducted through the following steps:

1. Determined the subject of research, namely the students at the first semester of the Eighth grade of SMP Negeri 8 Pesawaran.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test (it was given to the students out of the research sample).
5. Held pre-test in order to know the students' score in descriptive text writing ability before they had treatment.
6. Analyzed the data gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing facebook profile as media in teaching and learning descriptive text writing ability.
8. Held post-test in order to know the students' score in descriptive text writing ability after the treatments.
9. Analyzed the data gotten through post-test. The data were analyzed by using SPSS.
10. Tested the hypothesis and made the conclusion.
11. Reported the result of the research.

B. Data Description

The research conducted in five meetings. In SMP Negeri 8 Pesawaran itself, English subject was taught twice a week. On Monday, August 8th 2018 pre-test gave in experimental class and control class. Experimental class consists of 27 students and control class consists of 27 students. The last treatment was done on Saturday, August 25th 2018. The different topic gave in each treatment. For the last meeting, the students in experimental class and control class were given the post-test on Thursday, August 30th 2018. All the students in experimental and control class followed the post-test.

1. Description of the Treatment for Experimental Class

a. Description of the First Treatment for experimental Class

The first meeting was conducted on Saturday, August 11th 2018 at 10.00 a.m., the students looked confuse. The lesson began by the researcher and students prayed together in the class, checking the attendance list. The students' looked not interested when the researcher said about writing. They assumed that it was very difficult to concentrate in writing because they were not confident to arrange the sentences and lack of vocabulary.

From the situation above, the researcher gave brainstorming to made students got stimulation it was showed pictures of people. Then, the researcher introduced the writing aspect and the researcher explained about the descriptive text included generic structure, the purpose of descriptive text, and the language features. After the students understood about descriptive

text, the researcher started to explain about facebook profile as a media to teach writing especially descriptive text. The researcher asks students about their Facebook. Then the researcher gives the example of descriptive text with the topic people about “Gita Gutawa”.

After that the researcher asks students to identify the generic structure of the text. Then, the researcher opens the Facebook Profile page and explaining part of Facebook Profile Info. After that the researcher relates the information in facebook Profile info with descriptive text. And then, the researcher gives the example how to make descriptive text with the information from Facebook Profile. In the Post-teaching the researcher asked them to make a descriptive text about “Their Friend” and then submit their writing. The last, the researcher gives conclusion about the material that had been learned. The students looked interesting in teaching learning process.

b. Description of the Second Treatment for Experimental class

The second treatment was conducted on Thursday, August 23rd 2018 at 07.30 p.m. In the second treatment, was better than the first meeting because the students’ did not look nervous and feel confuse anymore. They felt enjoyable with the material about descriptive text. In pre-teaching the researcher gave brainstorming to made students got stimulation it was showed pictures of something there are place. Then, the researcher continuing the

lesson, the researcher reviewed the material. In the second meeting the researcher gave example about “Kiluan Bay”.

After that the researcher asks students to identify the generic structure of the text. Then, the researcher opens the Facebook Profile page and explaining part of Facebook Profile Info. After that the researcher relates the information in facebook Profile info with descriptive text. After that, the researcher gives the example how to make descriptive text with the information from Facebook Profile. In the Post-teaching the researcher asked them to make a descriptive text about “Pahawang Island” and then submit their writing. The last, the researcher explained students result of writing and told them about most of their mistakes in descriptive text based on five aspects in writing and rule of writing descriptive text. Beside that, the researcher told about the students’ progress in writing descriptive text. The students looked more interesting in teaching learning process.

c. Description of the Third Treatment for Experimental Class

The third meeting was conducted on Saturday, August 25th 2018 at 10.00 p.m. was better than the second treatment because the students felt accustomed in teaching learning process. The researcher did not felt hard to explain what students should do because the students had already known what they must done step by step. In pre-teaching the researcher gave brainstorming to made students got stimulation it was showed pictures of thing. Then, the

researcher continuing the lesson, the researcher reviewed the material. In the second meeting the researcher gave topic, it was “Wallet”.

After that the researcher asks students to identify the generic structure of the text. Then, the researcher opens the Facebook Profile page and explaining part of Facebook Profile Info. After that the researcher relates the information in facebook Profile info with descriptive text. And then, the researcher gives the example how to make descriptive text with the information from Facebook Profile. In the Post-teaching the researcher asked them to make a descriptive text about “Shoes” and then submit their writing.

The last, the researcher explained students result of writing and told them about most of their mistakes in descriptive text based on five aspects in writing and rule of writing descriptive text. Beside that, the researcher told about the students' progress in writing descriptive text. The students looked more interesting in teaching learning process. Post test was held on Thursday, August 30th 2018, In the post test activity, the researcher gave the students test about written test.

2. Description of the Treatment in Control Class

The researcher conducted the treatment in control class in three meeting. First meeting was conducted on Saturday, August 11th 2018, second meeting on Thursday, August 23rd 2018, and the third meeting on Saturday, August 25th 2018. When the researcher did the treatment in control class the researcher found that

the students in control class were not enthusiastic and confuse when the researcher said about writing. They looked not uncomfortable when the researcher came to their class. Then, the researcher tried to explain about descriptive text. The researcher explained about the generic structure, language feature of descriptive text. After that the researcher explained about free writing technique the students looked so bored. They were not pay attention the researcher.

In addition, the researcher gave the topics to the students and the students wrote the main idea from descriptive text that they were thinking until they found the main idea. After the students finished write the main idea, the students read again their written. Then, they were made a circle in the main idea of the topic. The students found the main idea then the students wrote again. Then, the researcher asked the students to collect their written, they were said that they were not finished it. In this situation the students looked lazy to write. They were said to the researcher that they could not write, they were confused what they want to write. The students said that they were not knew how to found the main idea. And the situation in the class was noisy because the students talking each other.

Based on the treatment in control class, the researcher found that treatment in control class was not run well. It was shown that the students were not paying attention to the researcher. The students were not enthusiastically and confident to arrange the sentences. The condition of the class was noisy. The students lazy to wrote. The students was bored with the strategy that researcher used. The students were not interisting with the treatments when the researcher did to teach them.

C. Data Analysis

There were five classes at the eighth grade of SMP Negeri 8 Pesawaran, they were VIIIA VIIIB VIIC VIID and VIIIE. In this case, class VIIIA as experimental class and VIIIB as control class. After the researcher gave the pre-test and post-test between experimental and control class, the researcher got the score that would be compared to know whether there was a significant influence for the students' descriptive text writing ability after they were given treatment by facebook profile as media.

1. Result of the Pre-test in Control Class

The researcher conducted the pre-test in order to know the students' writing ability descriptive text before the treatment. The pre-test was administered on Monday, August 8th 2018 at 10.00 p.m. The score in the control class can be seen in figure 2.

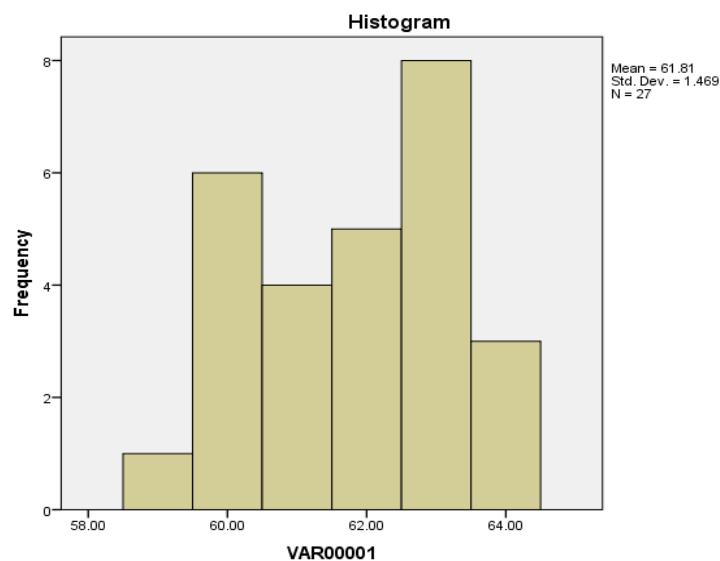


Figure 2
Result of the Pre-Test in Control Class

Based on the figure 2, the mean of pre-test in experimental class was 61.81, standard deviation on this figure was 1.468, N was 27, median was 62.00, variance was 2.175, minimum score was 59, and maximum score was 64. It showed students' descriptive text writing ability before they got treatments.

2. Result of Pre-test in Experimental Class

The pre-test was administered on Monday, August 8th 2018 at 07.30 p.m. The pre-test was administered in order to know the students' descriptive text writing ability before the treatment given by using facebook profile as media. The score in the experimental class can be seen in figure 3.

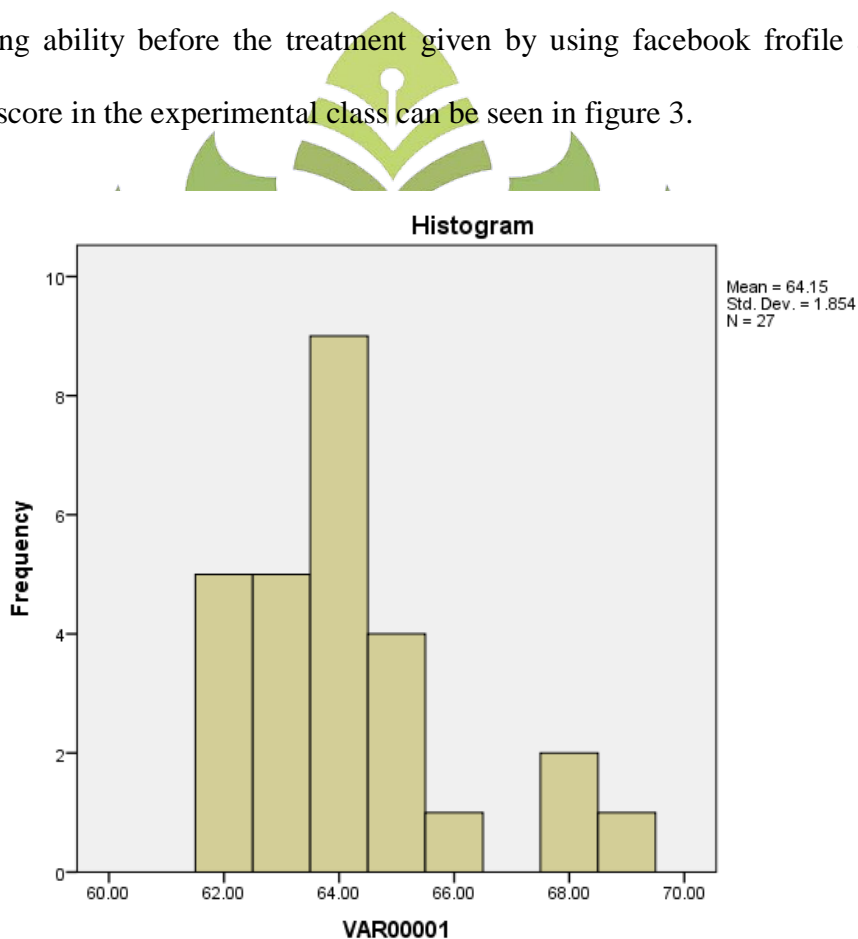


Figure 3
Result of the Pre-Test in Experimental Class

Based on the figure 3, the mean of pre-test in experimental class is 64.15, standard deviation on this figure was 1.854, N was 27, median was 64.00, variance was 3.439, minimum score was 62, and maximum score was 69. It showed students' descriptive text writing ability before they got treatments.

3. Result of Post-test in Experimental Class

The researcher gave post test in experimental class to know students' writing ability in descriptive text after the treatment. It was administered on Thursday, August 30th 2018 at 07.30 p.m. the score of post test in experimental class are presented in figure 4.

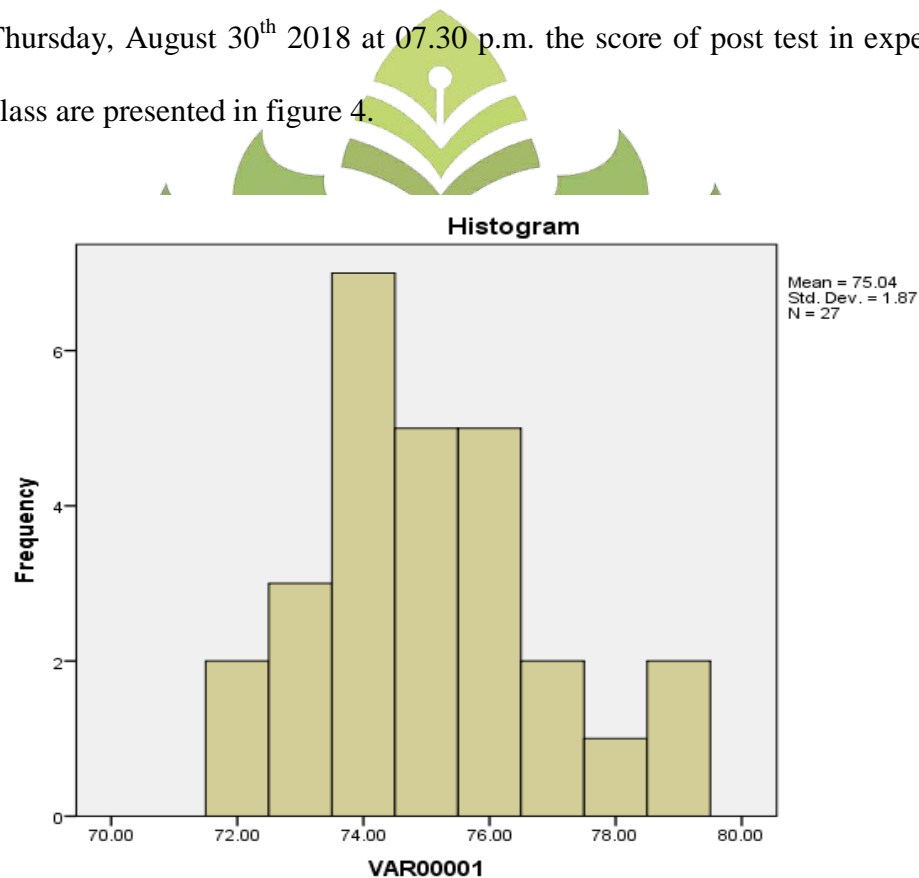


Figure 4
Result of the Post-Test in Experimental Class

Based on the figure 4, the mean of post test in experimental class was 75.04, standard deviation was 1.870, N was 27, median was 75.00, variance was 3.499, minimum score was 72 and maximum score was 79. It showed students' writing ability in descriptive text after they got treatments.

4. Result of the Post Test in Control Class

The researcher also gave post test in control class to know students' writing ability in descriptive text after the treatment. It was administered on Thursday, August 30th 2018 at 10.00 p.m. the score of post test in control class are presented in figure 5.

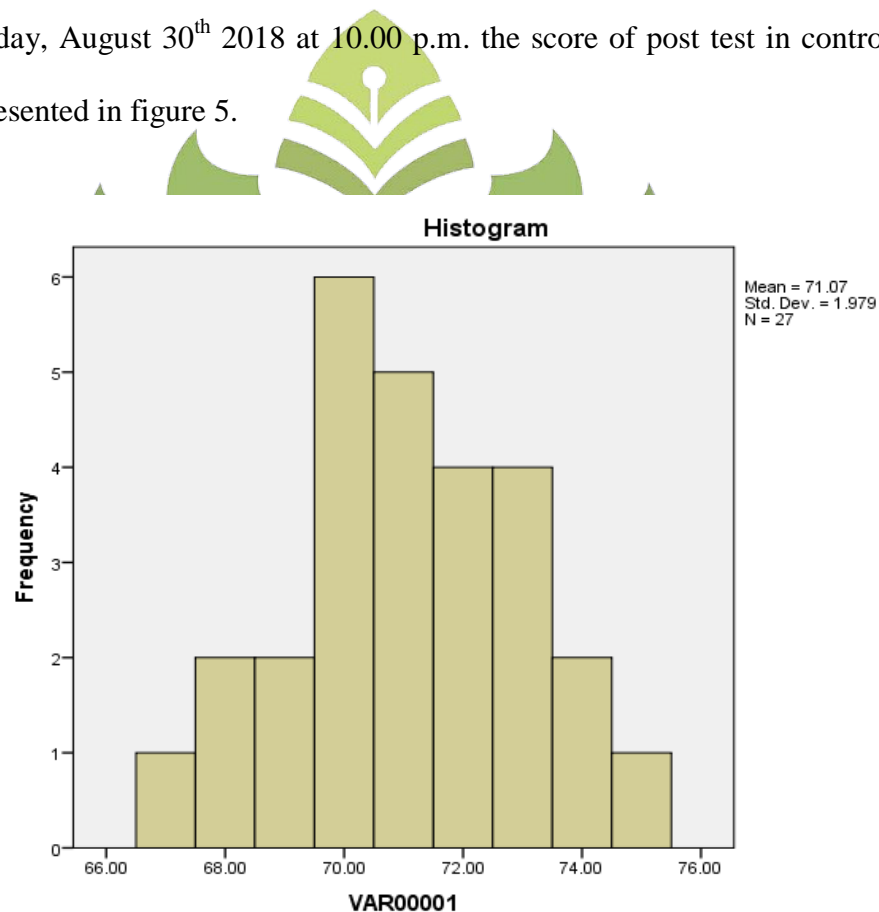


Figure 5
Result of the Post-Test in Experimental Class

Based on the figure 5, the mean of post test in experimental class was 71.07, standard deviation was 1.979, N was 27, median was 71.00, variance was 3.917, minimum score was 67 and maximum score was 75. It showed students' writing ability in descriptive text after they got treatments.

5. Result of Normality Test

The normality test was used to know whether the data in experimental class and control class were normally distributed or not.

Hypothesis for normally test as follows:

H_o = the data have normal distribution.

H_a = the data do not have normal distribution.

While the criteria of acceptance or rejection of normality test are as follows:

H_o is accepted if $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

Table 4
The Result of Normality Test of Experimental and Control Class

	class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Gain_score	Experimental Class	.152	27	.110	.949	27	.201
	Control Class	.201	27	.007	.932	27	.077

a. Lilliefors Significance Correction

Based on the table above, it can be seen that Sig. P_{value} for experimental class was 0.201 and Sig. P_{value} for control class was 0.077 and $\alpha = 0.05$. it means that $\text{Sig.} (P_{\text{value}}) > \alpha$ and H_o is accepted. The conclusion is the data are in normal distribution. It is calculated based on the gain of the experimental and control class.

6. Result of Homogeneity Test

Homogeneity test was used to determine whether the data was homogeneous or not.

Hypothesis for homogeneity test as follows:

H_o = the variances of the data are homogeneous.

H_a = the variances of the data are not homogeneous.

While the criteria for homogeneity test as follows:

H_o is accepted if $\text{sig} (P_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{sig} (P_{\text{value}}) < \alpha = 0.05$

Table 5
The Result of Homogeneity Test of Experimental and Control Class

Gain_score			
Levene Statistic	df1	df2	Sig.
.261	1	52	.611

Based on the table above, it can be seen that $\text{Sig.} (P_{\text{value}}) = 0.611 > \alpha = 0.05$. It means that H_o are accepted because $\text{Sig.} (P_{\text{value}}) = 0.611 > \alpha = 0.05$. The variances of the data are homogenous.

7. Result of Hypothetical Test

After the researcher knows that the data were normal and homogenous, the data were analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

H_a : there is a significant influence of using facebook profile towards students' writing ability in descriptive text.

H_o : there is no significant influence of using facebook profile towards students' writing ability in descriptive text.

While the criteria for acceptance and rejection of the hypotheses were:

H_o is accepted if Sig. (P_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (P_{value}) $< \alpha = 0.05$

Table 6
The Result of Hypothetical Test

t	Df	Sig.(2-tailed)
3.024	51.992	.004

Based on the results obtained in the table above, it is that the value of significant generated Sig. (P_{value}) = 0.004 $< \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it can be concluded that there is a significant influence of using Facebook Profile toward Students' Writing Ability in Descriptive Text at the First Semester of the Eighth Grade at SMP Negeri 8 Pesawaran in the Academic Year of 2018/2019.

D. Discussion

Based on the result of the pre-test before Facebook Profile as media was implemented, the ability of students writing ability in descriptive text was low. After Facebook Profile as media was implemented, students writing ability in descriptive text was better than before. After getting the treatments and post-test was conducted, it found that there were significant differences between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of

control class was 61.81 and in the post-test was 71.07 while the mean of pre- test score of experimental class was 64.15 and in the post-test was 75.04. It means that the most improvement was in the experimental class.

In teaching learning process, the researcher used facebook profile as media during teaching writing in descriptive text. Facebook profile as media made students interested in writing lesson especially in writing descriptive text. It could be seen from the score of students how the used of facebook profile as media gave positive effects for students writing ability in descriptive text. This finding indicated that using facebook profile as media was effective and supported the previous research done by Imar Kurniasih that also stated using facebook profile as media was good and effective.¹ It means that it has an important role in teaching learning process. It was answered the problem of the research which “Is there any significant influence of using facebook profile toward students’ writing ability in descriptive text of the eighth grade at SMP Negeri 8 Pesawaran?”

Facebook as means for language learning, effectively enhanced the writing ability in descriptive text at eighth graders of SMP Negeri 8 Pesawaran. The students writing ability in descriptive text was enhanced after the treatment when they were given opportunities to use facebook profile as media in the learning process. They wrote better descriptive text using more meaningful contents within a well-organized text in the post-test.

¹ Imar Kurniasih, *The Effectiveness of Using Facebook Profile to Improve The Students’ Ability in Writing Descriptive Text at The Tenth Grade Students of SMA N 9 Purworejo in The Academic Year of 2011/2012* (Purworejo: Universitas Muhammadiyah Purworejo, 2012)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the researcher concluded that there is significant influence of using facebook profile toward students' writing ability in descriptive text at the first semester of the eighth grade at SMP Negeri 8 Pesawaran in the academic year of 2018/2019. It was supported by result from sig (2-tailed) of equal variance assumed in the independent sample test table where the sig (2-tailed) is 0.004. It is lower than $\alpha= 0.05$ and it means that H_0 is rejected and H_a accepted.

B. Sugestion

Based on the research finding, the researcher tries to give some suggestion after finishing this researcher. The suggestion are listed below.

1. For The English Teacher

- a. As the teacher, they have to understand what the students' need, especially in writing. They must also know their difficulties and the way to solve it.
- b. The teacher should give more chances to the students to be more active in class and to share their ideas.
- c. The teacher can apply Facebook Profile as a media in the teaching learning procces as the alternative way to teach writing that easier to understand by the students.
- d. The teacher must not be afraid to try the newest media so that her/his students get new experience in learning English. There are many sources to gain good teaching media. And the teacher must creatively to find the media.

2. For the Students

- a. It is clear that Facebook has potential to be used as very useful communications and collaborations environments for education. It could help students to comprehend English as a foreign language. Therefore, the researcher recommended to the students to practice their English as much as possible in or out the class. And also, the researcher recommended to students could use the social media in language learning.

3. For the School

- a. It should facilitate the teachers to be successful teachers who have to achieve the best result of their students' learning.
- b. It will be better if the school give extra time for English lesson to enhance the students' English. The material given and media used should be different from the the regular time.

4. For the Other Researcher

- a. It is recommended to be able to conduct research using the factors that influence learning English in the similar topics. Hopefully, with more researches, the result will be more useful to improve the English learning process.

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