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THE EFFECT OF USING FACEBOOK PROFILE TOWARDS THE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMA N 1 PURBATUA

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ABSTRAK

This study deals with The Effect of Using Facebook Profile toward the Students' Writing Skill in Descriptive Text at SMA Negeri 1 Purbatua. The objective of this study is to find out whether Facebook Profile as a medium of learner has significant effect towards the students' writing skills in descriptive text at SMA N 1 Purbatua. The total of population was 157 students and the researcher took 40 students as the sample of this research. Therefore, the researcher divided the class into two classes, there are experimental class and control class. The experimental class was applying Facebook Profile on the learning process meanwhile the control class was applying conventional. The data were collected by using both pre-test and post-test. The finding showed that the students who taught by using Facebook Profile got higher score than those who taught by conventional. The result showed that there was significant effect of using Facebook Profile on the students' writing skill in descriptive text was proven for the result of analysis tobserved was higher than ttable (6,47 0.05) and df 38. It means the hypothesis alternative (ha) was accepted.

Keywords: *Facebook Profile, Descriptive Text, Effect*

INTRODUCTION

English as one of the subjects in schools has an important role because English is a foreign language, an international language that is widely used in communication by people in most countries of the world. In addition, English is often used in writing, journals, science books or articles about technology and knowledge. Therefore, in order to develop knowledge, technology, and tocommunicate with people from other countries. English also taught in Indonesia as a foreign language from the junior high school to the university.

In learning english, writing is one of the important skills that must be mastered by students. Writing is the important language skills in the learning besides listening, reading, and speaking. Writing is a tool to communicate and also to transfer ideas to someone else indirectly. The practice of writing has become important because writing covers the complexity of grammar. They must to be able to express their thoughts in writing to develop their ideas, and make readers are interested when their writing are read.

In Douglas, writing is a transaction with words where by you free-yourself from what you presently think, feel, and perceive.¹ It means that writing is one language skills used by people through written form to transfer information and knowledge to other. Writing is a skill that is not only taught, but also to be practiced. It means that writing is a process learned and should be practiced by students in order to product good and correct writing. This process will make students more explore their ideas. In the process of writing, the students are expected to write their written product grammatically, express their ideas, and make conclusions as the steps to develop a rhetorical devices in the written form.

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 difficults to express their ideas in written form because writing is mixture idea, vocabulary and grammar. According to Heaton, writing skills are more complex and sometimes difficult to teach, requiring mastery not only less of knowledge about grammatical and rhetorical but also conceptual and judgmental elements.² Based on the opinion, the researcher can concluded that there are many problems in writing as students find it difficult to develop their ideas in written form, then students not only lack knowledge but also conceptual and judgment in writing.

Based on the results of my interview with Mrs. Osin Silaban on March 6, 2020. She is an English teacher at SMA N 1 PURBATUA. She said that the interest of students at SMA N 1 PURBATUA in learning English was still low especially in terms of writing. Most students still feel shy, not confident, and do not know how to organize the idea correctly in order to produce good written work. Students also have low motivation during the teaching and learning process.

Research Method

This research was conducted by using classroom action research. Classroom action research is design to help teachers to solve the problem that was happened in their own classroom and improve professional practices.

According to Kemmis in Hammersley, actionresearch as a form of self-reflective enquiry undertaken by participants a social (including educational) and ideal atmosphere for students' to produce writing text. situation in order to improve the rationally and justice of 1) their own social or educational practice, 2) their understanding of these practice, and 3) the situation in which the practice are carried out".³⁷ It means that classroom action research is evaluative and reflective as it aims to bring about change and improvement in practice.

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According to Michael J. Wallace, classroom action research is a type of classroom action carried out by the teacher in order to solve problems or to find answe toward contextspecific issues.³⁹ It means thatto begin classroom action research the researcher or the teachers needs to identify and investigate problems within a specific situation.

In additional, according to Burns, action research function best when it is co- operative action research. Cooperative action research has the concomitants of beneficial affect for works and improvement of the service, conditions and the function of the situation. In education, this activity translates into more practice in research and problem solving by teachers, administrators, pupils, and certain personal, while the quality of teaching and learning is in

¹ H. Douglas Brown, (2000), *Teaching by Principles: An Interactive Approach to Language Pedagogy*, san francisco: Longman, p. 337.

² J. B. Heaton, (1975), *Writing English Language*, London: Longman. Ltd, P. 135.

the process of being improved.⁴⁰ It means that in the scope education, action research is done to improve the quality of teachers, administrators, students and the teaching learning process. Based on the statement above, classroom action research is method carried out as a device to overcome diagnosed problems in learning activity in class to improve the quality of teacher and student. Classroom action research procedures that was used in this research based on Kemmis and McTaggart scheme. In this classroom action research, the researcher will collect the data by conducting several cycles. Each cycle contains four steps: they are planning, action, observation, and reflection based on Kemmis and McTaggart scheme.

RESULT AND DISCUSSION

In this study, the researcher implemented 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 approaches to the quasi experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pre-test to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups. 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.

In this study, the researcher used two classes, they were the experimental class and control class. The experimental class received the treatment by using Facebook profile and the control class was thought by using conventional method. In order to get the data in this research, the researcher applied some procedures as follows; Pre-Test

The pre-test was given to both groups (experimental and control class) before treatment. The function of pre-test is to know the mean scores of the experimental and control class before receiving the treatment Treatment The treatment is given to experimental class and control class. The treatment had been done in three times after pre-test. In the first treatment, the researcher as the teacher explained about descriptive text and given the example how to describe person. The researcher gave an example the description of Sule. At the second treatment, the students got the explanation about how to describe a place. In this case, the researcher gave the explanation about the description of Aek Sampuran. 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.

Post-Test

The post-test as given to each groups (control and experimental) after the treatment will be completed. Post-test was administered to measure whether there was an improvement of students’ descriptive text writing skill.

After all students’ scores were obtained, a statistical software SPSS (Statistical Package for the Social Science) version 20 was used for descriptive analysis of this research. The researches would analyse the data through descriptive analysis, normality test, paired sample t test, homogeneity test and independent test.

Conclusion

Output of Descriptive Analysis

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--|---|---------|---------|------|----------------|
|--|---|---------|---------|------|----------------|

| | | | | | |
|-----------------------------|----|----|----|-------|-------|
| Pre-Test Experimental Class | 20 | 53 | 75 | 65.45 | 5.826 |
| Post-Test Experiment Class | 20 | 77 | 95 | 85.75 | 4.518 |
| Pre-Test Control Class | 20 | 55 | 74 | 65.50 | 5.296 |
| Post-Test Control Class | 20 | 68 | 85 | 76.45 | 4.571 |
| Valid N (List wise) | 20 | | | | |

Based on the data above, it can be seen that the pre-test variable of the experimental class with the amount data (N) of 20 has an average value of 65.45; with minimum value 53 and maximum of 75. While the standard deviation of 5.826. The variable of post-test of the experimental class with a total of 20 data (N) has an average value of 85.75; with minimum value 77 and maximum value of 95. While standard deviation of 4.518. Variable pre-test of the control class with the number data (N) 20 has an average of 65.50: with minimum value 55 and maximum value of 74. While the standard deviation of 5.296, and the last, post- test of the control group with the number of data (N) 36 has an average of 76.45; with minimum value 68 and maximum value of 85. And the standard deviation of 4.571.

The result of finding research showed that there was a significant difference between students' achievement in writing descriptive text who learn by using Facebook Profile and conventional method.

Independent Samples Test

| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|--|-----------------------------------------|------|------------------------------|----|-----------------|-----------------|-----------------------|-------------------------------------------|-------|
| | F | Sig. | T | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| | | | | | | | | | |

| | | | | | | | | | | | |
|------------------|--------|--------------------------------------|------|------|-------|----------------------------|------------------|-----------|-----------|-----------------------|------------------|
| Hasil r Siswa | Belaja | Equal variance s assumed | .116 | .735 | 6.472 | 38 | . 0 0 0 | 9.3 00 | 1.4 37 | 6 . 3 9 1 | 1 2 . 2 |
| | | Equal variances not assumed | | | 6.472 | 3 7 . 9 9 5 | . 0 0 0 | 9.3 00 | 1.4 37 | 6 . 3 9 1 | 1 2 . 2 |

Discussion

Based on the pre-test results before the Facebook Profile as a medium was implemented, the students' writing skill in descriptive text was low. After implemented Facebook Profile as a medium, students' writing skills in descriptive text were better than before. After getting the treatments and post-test was concluded, it found that there was a significant difference between the experiment class and the control class where the post-test scores are the experiment class is higher. Can be seen from the mean in pre-test score of control class was 65.50 and in the post-test were 76.45 while the mean of pre-test score of experimental class was 65.45 and in the post-test was 85.75. It means that the most improvement was in the experimental class.

From the findings above, the data showed that Facebook Profile has significant effects towards the students writing skill in descriptive text at the ten grade of SMA N 1 Purbatua. Based on the result can be seen that the students from experimental class gained higher score than the control class. Some of the previous research also applied Facebook towards the students writing skills. A study entitled "The effect of Using Facebook on Improving Students Writing Skills in English" written by Ibrahim convinced that Facebook was effective in teaching writing because Facebook can improved the students writing skill. Thus, the research had similar result to thus study because Facebook as a learning medium can be used to enhance the students' writing skill.

The second research was "The Use of Facebook to Improve Students' Skill and Increase Their Motivation in Writing Recount Text". The research was used of qualitative method meanwhile this research used quantitative method. Furthermore, that research which written by Dafi Kusnita claimed Facebook as a learning medium has a good influence in motivated the students' in writing, the students become more attentive, active, and attracted in joined lesson, and happier and more serious in writing.

So from two previous researches above, there is similarity of the result. The similarity can be concluded that Facebook can enhance the students' writing skill. The significance effect can be seen from the students' score pre-test and post-test.

CONCLUSION

The student's ability in learning descriptive text of SMA N 1 Purbatua was taught by using Facebook Profile got mean value 65.45, with the minimum scores was 53 and the maximum was 75 score in the pre-test. While in the post-test, the mean value 85.75 with the minimum scores 77 and maximum scores 95. The student's ability in learning descriptive text was taught by using conventional method got mean 65.50, with the minimum scores was 55 and the maximum was 74 in the pre-test. While, the post-test, the mean was 76.45 with

minimum scores was 68 and maximum scores was 85. There is significant effect of using Facebook Profile compared to conventional method on the students' writing skill in descriptive text at tenth grade. This support from the analysis of the data, it can be seen that t -observed was higher than t -table (6.472 1.685) at the significant level of 0.05.

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