

Using Facebook Group in Teaching Descriptive Text for Writing Skill

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ABSTRACT

The problem of this study was “is it significantly effective to use Facebook Group in teaching descriptive text to improve students’ writing skill on the Eighth Graders of MTsN Lubuklinggau?”. Therefore, the objective of this study was to find out whether or not it is significantly effective to use Facebook Group in teaching descriptive text to improve students’ writing skill on the eighth graders of MTsN Lubuklinggau. The quasi experimental method was applied in this research with pre-test and post-test in experimental group and control group. The population of this research was all of the eighth graders of MTsN Lubuklinggau, consisted of 351 students. The sample was taken through cluster random sampling. There were 2 classes, experimental class and control class, the total sample were 67 students. The data were collected by using objective test and then the data obtained from the research were analyzed through three techniques; 1) Normality test, (2) Homogeneity test, (3) Hypothesis test. The result of this research were (1) The average score from experimental class in pre-test was 42.6 and post-test was 83.1 (2) The average score from control class in pre-test was 41.9 and post-test was 73.1 (3) The result of t-test was 10.64 which was higher than 1.669 critical value of t-table of df 65 (33+34-2) with 95% significant level. In conclusion, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It means that it was significantly effective to use Facebook Group in teaching descriptive text to improve students’ writing skill on the eighth graders of MTsN Lubuklinggau.

Keywords: Descriptive Text, Facebook Group, Teaching, and Writing Skill

INTRODUCTION

In English, there were four basic skills that important for English learners, including speaking, reading, listening and writing. Each skill has a different difficulty. Writing was an expression of feelings that was explained in written form. According to Nunan (2003:88), writing is mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. So, writing was an activity to created an information in written form.

Among the four skills, writing was the most difficult to learnt. According to Ariyanti (2016), writing is one of the most important aspects in English language acquisition. Writing skill was important to taught because written could be tool to transfer ideas and message to readers with a specific purpose. Writing was also an activity that required a high degree of accuracy, including word selection and grammar usage, and more complex discussion. Good writing must consider aspects of writing , according to Heaton (1988:146) there are five aspects of writing such as content, organization, vocabulary, language use, mechanic.

In this case, the researcher conducted the research at MTsN Lubuklinggau. After interview with the English teacher at MTsN Lubuklinggau regarding students’ writing skill, it was found that the problems that students often faced in writing were lack of vocabulary, still use incorrect grammar. So, this problem made students’ grades low.

Teaching English for junior high school was not easy. In teaching writing, students had some general problems. Based on interviews the problems such as lack of vocabulary, still used incorrect grammar and also lack of ideas in created the new words. With these problems hopefully teachers could solve the problems. Teachers had to used various kinds of learning media so it was easy for students to understood.

In 2013 Curriculum, teaching and learning process had different role with previous curriculum. According to Sequeira (2012), the role of teacher can be categorized into: traditional role

and modern role. In traditional role, the teacher had role as teacher centered but in modern role (in 2013 curriculum) teacher as a facilitator or student centered. Teaching and learning process in 2013 curriculum demanded the students were more active and the teacher as facilitator.

Nowadays, technological development was very rapidly, especially for education. Many media and effective ways that could use in teaching English, like using English song, English movie, English novel, and also social media, etc. One of the media was using social media like Facebook, Whatsapp, Telegram, Twitter and others.

There was a strategy that was applied by the researcher to solved the writing problem at MTsN Lubuklinggau is using social media like Facebook. Facebook is social media that very familiar and also many students who already had facebook account. Facebook application was very easy to open using computer, laptop or handphone. Using facebook as a learning media of writing hopefully learning process of writing was more interesting, could motivate students and also students could search the ideas, showed the expressions, gave information and so on. Using this social media also could be students more active and practice technology skills.

Therefore, facebook could be used by teacher in the classroom as a media to taught writing skill especially for descriptive text. From the explanation above, the researcher interested to did a research about using Facebook Group. In hopes, this media could help the students to improved their writing skill. The researcher made a research entitled “Using Facebook Group in Teaching Descriptive Text to Improve Writing Skill”.

The problem of this research was formulated as following question “is it significantly effective to use Facebook Group in teaching descriptive text to improve students’ writing skill on the eighth graders of MTsN Lubuklinggau?

Considering to the problem above, the objective of this research was to found out whether or not it was significantly effective to use Facebook Group in teaching descriptive text to improve students’ writing skill on the eighth graders of MTs N Lubuklinggau.

The researcher hoped this research could give contribution to many parties, as follows:

1. For the researcher, as a prospective teacher, this research can be used as a reference and knowledge as a provision for dealing with all forms of problems in the world of education in the future, especially about media for learning writing skill.
2. For the teachers, this result of the research can be used as the references for the teacher to used media especially Facebook for teaching and learning, so that the teaching learning process is more interesting and effective in learning English.
3. For the students, this result of the research can motivate the students to improve their writing skill to be more creative and correct based on the rules of the grammar and other components of English.
4. For other researchers, this research hopefully can help other researchers to found information about using facebook group in teaching descriptive text to improve writing skill. Then, this research could be reference which related to this research.

METHODS

The aim of this research was to found out students’ writing skill before and after using Facebook group and whether Facebook group was effective or not in teaching descriptive text on the eighth graders of MTsN Lubuklinggau. Based on the aim of this research, the researcher used quasi experimental design. According to Ary, Jacobs, Sorensen and Razavieh (2010:316), quasi experimental design is similar to randomized experimental design in that involves independent variable but differ in that subjects are not randomly assigned to treatments groups.

More spesifically, this research used classical experimental design. There were two groups that the researcher investigates in this research, they were; experimental group and control group. The researcher presented the following steps: for experimental group the researcher gave pre-test,

treatment, and post-test. Meanwhile, control group was given pre-test and post-test without treatment. In this investigation, the researcher gave a special treatment to group of the students. The treatment was teaching writing descriptive text by using Facebook Group to the eighth graders of MTsN Lubuklinggau.

The place of research was carried out at MTsN Lubuklinggau which was located on Jl. Jenderal Sudirman No. 06 Kali Serayu, Lubuklinggau city. This research was carried out in the even semester of the 2022/2023 academic year.

According to Fraenkel, Wallen and Hyun (2012), the population was the group of interest to the researcher, the group to whom the researcher would like to generalized the results of the study. The population of this research was all of the eighth graders of MTsN Lubuklinggau, which consists of 351 students.

Sample is part of the number and characteristic possessed by the population (Sugiyono, 2019:127). In choosing the sample, the researcher used cluster random sampling. According to Mulyatiningsih (2011:15), cluster sampling is used if the research population is grouped into group (clusters), namely class groups, regional groups, work groups, organizational groups, and others.

There were eleven classes of eighth graders at MTsN Lubuklinggau in academic year 2022/2023. Dealing with the cluster random sampling used in this research, the researcher took two classes as the sample. The researcher took VIII.8 and VIII.9 as the sample in this research. The total number of two classes are 67 students.

The researcher used validity, reliability, pre-test and post-test to collect data. Pre-test and post-test were given to the both of experimental class and control class. According to Fraenkel, Wallen and Hyun (2012:147), Validity is the most important idea to consider when preparing or selecting an instrument for use. There were four aspects of testing writing, they were: content validity, face validity, construct and empirical validity. Content validity was a form of validity which based on degree which sufficient measure skill behavior of the test material.

According to Heaton (1988:162), reliability is a necessary characteristic of any good test, for it to be valid at all, a test must first be reliable as a measuring instrument. In addition, according to Hatch and Farhady (1981:244), reliability could be defined as the extent to which a test produces consistent result when administered under similar conditions. To found out whether or not the test items was appropriated, therefore the writer used the inter reliability.

In this research, before treatment, the researcher gave a written test by asking question to both experimental and control class about describing people. The purpose of pre-test was to knew how far the students' writing skill. The students finished the test in 45 minutes and consist 100-150 words. The researcher gave the post-test to the experimental class and control class. The purpose of post-test was to measured students' writing skill after giving the treatment. The researcher conducted post-test after treatment by using free essay about describing people. The students finished the test in 45 minutes and consist 100-150 words.

For the test, the rubric was needed to assigned some grades for the students. The researcher used the following criteria created from Heaton (1988:146) in scoring the students' writing:

1. Vocabulary: cover the correct or appropriate choice of words.
2. Language use: refers to grammar and word order.
3. Organization: concerned with ideas and their logical and coherent link age and development.
4. Content: refers to information.
5. Mechanic: refers to punctuation and spelling.

The researcher used t-test to found out the differences between the students' score which were taken from pre-test and post-test in experimental and control class. Before calculating the hypothesis

testing, the researcher first calculated students' writing score based on analytical writing scoring criteria which was adapted from Heaton, and then measured normality and homogeneity test.

RESULTS AND DISCUSSION

1. Data Description

In the data description, the researcher described the test result of experimental class and control class. The result was used to get empirical evidence about using facebook group in teaching descriptive text to improve writing skill at the eighth graders of MTsN Lubuklinggau in academic year 2022/2023. The result of the research is presented as data description based on the result. The data analysis result was obtained through writing test.

a. Students' Score in Experimental Class

Before the researcher gave the treatment to the experimental class, the researcher administered a pre-test and after giving the treatment, the students were given a test above writing a good descriptive paragraph as exactly the same as in the pre-test. In scoring students scores in the pre-test and post-test, the researcher scored the students writing skill based on 5 elements; 1. Content, 2. Organization, 3. Vocabulary, 4. Language Use and 5. Mechanics(see Heaton, 1988:146). The number of students who took the pre-test was 33 students.

Table 4.1 The Students' Score in The Pre-test based on Passing Grade

Interval Score	Qualification	The Number of Students
0-73	Failed	33
74-100	Passed	0
Total		33

When the researcher gave the pre-test, many of them did not know what to do. It means that very keep silent without knowing what to write, it seems that, it was hard for the students where and where to begin their writing. They were not able to express their ideas in English well. Besides, the students made many errors in terms of vocabulary. They used incorrect grammar there was any coherent sentences and did many errors on organization,content, structure and mechanic.

Table 4.2 The Students' Score in The Post-test based on Passing Grade

Interval Score	Qualification	The Number of Students
0-73	Failed	5
74-100	Passed	28
Total		33

After taking the pre-test, the researcher gave the treatment to the students. Next, the students post-test, which was included to test their ability in writing a good paragraph through Facebook Group. When the students got the post-test, they were enthusiastic and had high motivation. Therefore, they were enjoyable accomplishing the post-test. After analyzing the post-test calculation, the researcher found that the highest score was 98, it was reached by 1 student and average in the post-test was 83.1.

b. Students' Score in Control Class

Before the researcher gave the explanation to the control class, the researcher administered a pre-test. The number of students who took the pre-test was 33 students. When the researcher gave the pre-test, same like the students of experimental class, many students of control class did not what to do. They were not able to express their ideas in English well. Besides, the students made many errors in terms of vocabulary. They used incorrect grammar there was any coherent sentences and did many errors on organization,content, structure and mechanic.

Table 4.3 The Students' Score in The Pre-test based on Passing Grade

Interval Score	Qualification	The Number of Students
0-73	Failed	32
74-100	Passed	2
Total		34

After taking the pre-test, the researcher gave the explanation to the students. Next, the students post-test when the students got the post-test, they were enthusiastic and had high motivation. Therefore, they were enjoyable accomplishing the post-test. After analyzing the post-test calculation, the researcher found that the highest score was 97, it was reached by 1 student and average in the post-test was 73.1.

Table 4.4 The Students' Score in The Post-test based on Passing Grade

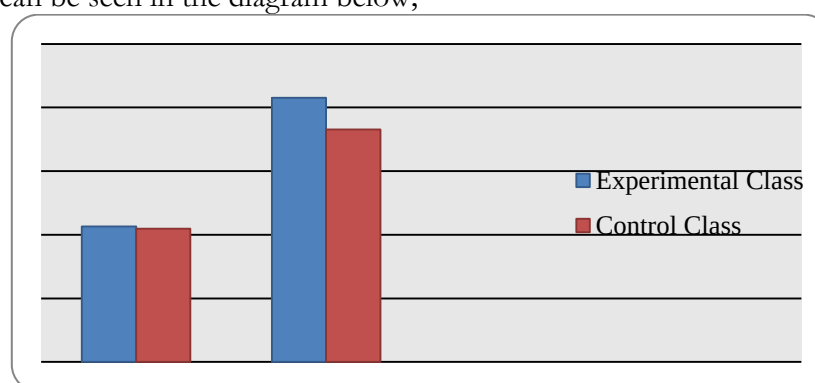
Interval Score	Qualification	The Number of Students
0-73	Failed	16
74-100	Passed	18
Total		34

c. The Differences Score between Experimental and Control Class

Table 4.5 The Differences Score between Experimental and Control Class

Indicators	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
Sample	33	33	34	34
The Lowest Score	34	51	34	34
The Highest Score	67	98	77	97
Total Score	1405	2741	1424	2487
Mean	42.6	83.1	41.9	73.1
Gained Score	1066		1063	

Based on the table, the average score of both experimental class and controlled class were increased. However, the experimental class' score had increased more slightly than the controlled class. This can be seen through the range points by the two groups. The experimental class gained 1336 points and the control class gained 1063 points. The progress of the two classes can be seen in the diagram below;

**Figure 1.** The Difference between Students' Scores in Experimental Class and Control Class

2. Data Analysis

a. Normality Test

Normality test is one of some requirements that should be fulfilled before conducting t-test. The aims of normality test was to know whether the data from two classes have been normally distributed or not. The researcher used Liliefors table in doing normality test. The data is normally distributed if it has significance 5% (0.05) or L_t is higher than L_o . The result can be seen below;

Table 4.6 The Result of Normality Test

Indicators	Pre-test		Post-test	
	Experimental Class	Control Class	Experimental Class	Control Class
Sample	33	34	33	34
Mean	42.6	41.9	83.1	73.1
Lt	0.1542	0.1519	0.1542	0.1519
Lo	0.2222	0.3421	0.1436	0.1349
Conclusion	Abnormal	Abnormal	Normal	Normal

The result shows that the data of two classes were abnormal distributed in both pre-test and normal distributed in both post-test. The data was abnormal in both pre-test because almost all of students's scores were below the minimum score criteria, that was why the data was abnormal. For the post-test, both the scores were normal.

b. Homogeneity Test

After getting the normality test, the next step is homogeneity test. It purposed to test the similarity of the sample in both classes. The formulation is if F_t is higher than F_o , it means that the data were homogeneous with significance level $\alpha = 0.05$. The result can be seen in the table below;

Table 4.7 The Result of Homogenous Test

Indicators	Pre-test		Post-test	
	Experimental Class	Control Class	Experimental Class	Control Class
Sample (N)	33	34	33	34
Varians	10.15	11.95	12.17	17.13
F_t	1.79			
F_o	1.18		1.41	
Conclusion	Homogenous		Homogenous	

The result of the data in the table above showed that the F_t was 1.79. Foin pre-test was 1.18 and F_o in post-test was 1.41. Therefore, the data of pre-test and post-test both of two classes was homogenous because the F_t was higher than F_o .

c. Hypothesis Test

After finishing the normality and homogeneity test, in order to know the significant difference between experimental and control class. Based on the students; scores in the post-test of control class and experiment class, the reasearcher calculated the t-test in order to find out whether or not it is significantly effective to teach writing skillespecially for descriptive text by using Facebook Group to the eighth graders of MTsN Lubuklinggau in the academic year 2022/2023. By using the students' score the researcher got in the post-test of control class and experimental class, the researcher found that the result of t-test was 10.64. Meanwhile, the critical value of 5% with df 65 (33+34-2) significance level was 1.669. The researcher used t-test formula with significance level 5% in some steps as follows:

From the result of post-test of control class and experimental class it was found that $n_x = 33$, $n_y = 34$, $\bar{X} = 83.1$, $\bar{Y} = 73.1$, $\sum X^2 = 232413$, $(\sum X_1)^2 = 2.742$, $\sum Y^2 = 191783$, $(\sum Y_2)^2 = 2487$, $S_x^2 = 12.17$, and $S_y^2 = 17.13$.

Hypothesis: $t_o > t_t = H_o$ is rejected and H_a is accepted.

$t_o < t_t = H_o$ is accepted and H_a is rejected.

The process of the calculation was as follow:

$$\begin{aligned}
 t_o &= \frac{\bar{X}_1 - \bar{Y}_2}{\sqrt{\frac{(n_x-1)S_x^2 + (n_y-1)S_y^2}{n_x+n_y-2} \left(\frac{1}{n_x} + \frac{1}{n_y}\right)}} \\
 &= \frac{83.1 - 73.1}{\sqrt{\frac{(33-1)12.17 + (34-1)17.13}{33+34-2} \left(\frac{1}{33} + \frac{1}{34}\right)}} \\
 &= \frac{10}{\sqrt{\frac{(32)12.17 + (33)17.13}{65} (0.03 + 0.03)}} \\
 &= \frac{10}{\sqrt{\frac{389.44 + 565.29}{65} (0.06)}} \\
 &= \frac{10}{\sqrt{\frac{954.73}{65} (0.06)}} \\
 &= \frac{10}{\sqrt{14.69(0.06)}} \\
 &= \frac{10}{\sqrt{0.8814}} \\
 &= \frac{10}{0.94} \\
 &= 10.64
 \end{aligned}$$

After the researcher found the result of t_o , the researcher found that the result of t_t . The process could be seen below:

$$\begin{aligned}
 t_t &= t(0.05), 65 (33+34-2) \\
 &= 1.669
 \end{aligned}$$

From the result from calculating the data is $t_o = 10.64$ and $t_t = 1.669$. It means, t_o was higher than t_t in significant 5%. So, the null hypothesis is rejected and the alternative is accepted. The researcher assumed that H_a was accepted means "Teaching Descriptive Text Using Facebook Group to Improve Writing Skill is effective".

3. Discussion

Based on finding above, the researcher would like to discuss the finding after doing the experiment in teaching writing descriptive text for experimental class using Facebook Group and for control class using conventional media. The researcher analyzed the result of descriptive text in pre-test and post-test from the sample by using components of writing. The components of writing are content, organization, vocabulary, language use and mechanics. From the result of descriptive text in pre-test, the students problems are content, organization, vocabulary, language use and mechanics. Therefore, the researcher interpreted that before being taught through Facebook Group, the students' writing achievement was low. However, after the students had been taught Facebook Group, the students' achievement was better.

To get the data, the writer conducted by a test. According to Brown (2004:3) test is used to measure the students' basic ability, knowledge, or performance in given domain. Test after getting the data from the test, the writer presented the result of analysis the data. The total population was 351 students that came from 11 different classes, but the total sample of this research was 67 students came from 2 classes, experimental class and control class. At the pre-test of experimental class, no body who get highest score and all the students got lower score. However, at the post-test the students who got highest score increased to be 28 students and 5 students go lower score. So, it meant that there's improving development students' achievement.

Facebook Group was one many media in writing. According to Masmawati (2015), indirectly Facebook can cause teenagers motivated to go online and waste many time. Consequently, it may disturb their main activities because they are too concerned on their Facebook because the people most like to play Facebook rather than to studying and working. It makes the implementation of Facebook on learning writing is considerable.

Based on the explanation above, the students who were taught by using Facebook had better achievement than who were not taught by using Facebook. With mean score 42.6 at the pre-test to 83.1 at the post-test from experimental class. Meanwhile, from control class mean score 41.9 at the pre-test to 73.1 at post-test. Based on the result of hypothesis testing t_o was 10.64 was higher than t_t 1.669. So, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicated that it was significantly effective to teach writing skill especially descriptive text by using Facebook Group to the eighth graders of MTsN Lubuklinggau in the academic year 2022/2023.

There were similarity between this research and Rahayu (2017). The similarities were both studies talk about teaching writing descriptive text. Besides, both of thesis used Facebook as the media. The similarity were the researcher and Rahayu's thesis suggest that Facebook Group may be used as alternative media in teaching descriptive text, in order that the students can more understand and interested in learning activity especially in learning of English.

In conclusion, it was clear that Facebook Group has advantages in learning process. By using Facebook Group could increase students' skill in writing, and also the students has motivation and could be active in learning process.

CONCLUSION

Based on the findings and discussion presented in chapter IV, the researcher concluded that it was significant difference achievement between the eighth graders of MTsN Lubuklinggau in academic year 2022/2023. It could be proved that there were improvement the average score from experimental class (42.6) the post-test (83.1) and from control class (41.9) to the post-test (73.1). The result of the t_o was 10.64 and the score t_t was 1.669. The t_o higher than t_t ($10.64 \geq 1.669$). so, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that it was significantly effective to teach writing skill by using Facebook Group to the eighth graders of MTsN Lubuklinggau in academic year 2022/2023.

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