



**THE EFFECT OF FACEBOOK AS MEDIA ON DESCRIPTIVE TEXT  
WRITING ACHIEVEMENT OF THE TENTH GRADE STUDENTS AT  
SENIOR HIGH SCHOOL**

**THESIS**

Composed to Fulfill as One of the Requirements to Obtain S1 Degree at the English  
Language Education Study Program of the Language and Arts Education Department  
of Faculty of Teacher Training and Education

**By:**

**FELYA SAKRESMA ISLAMI**

**NIM 120210401002**

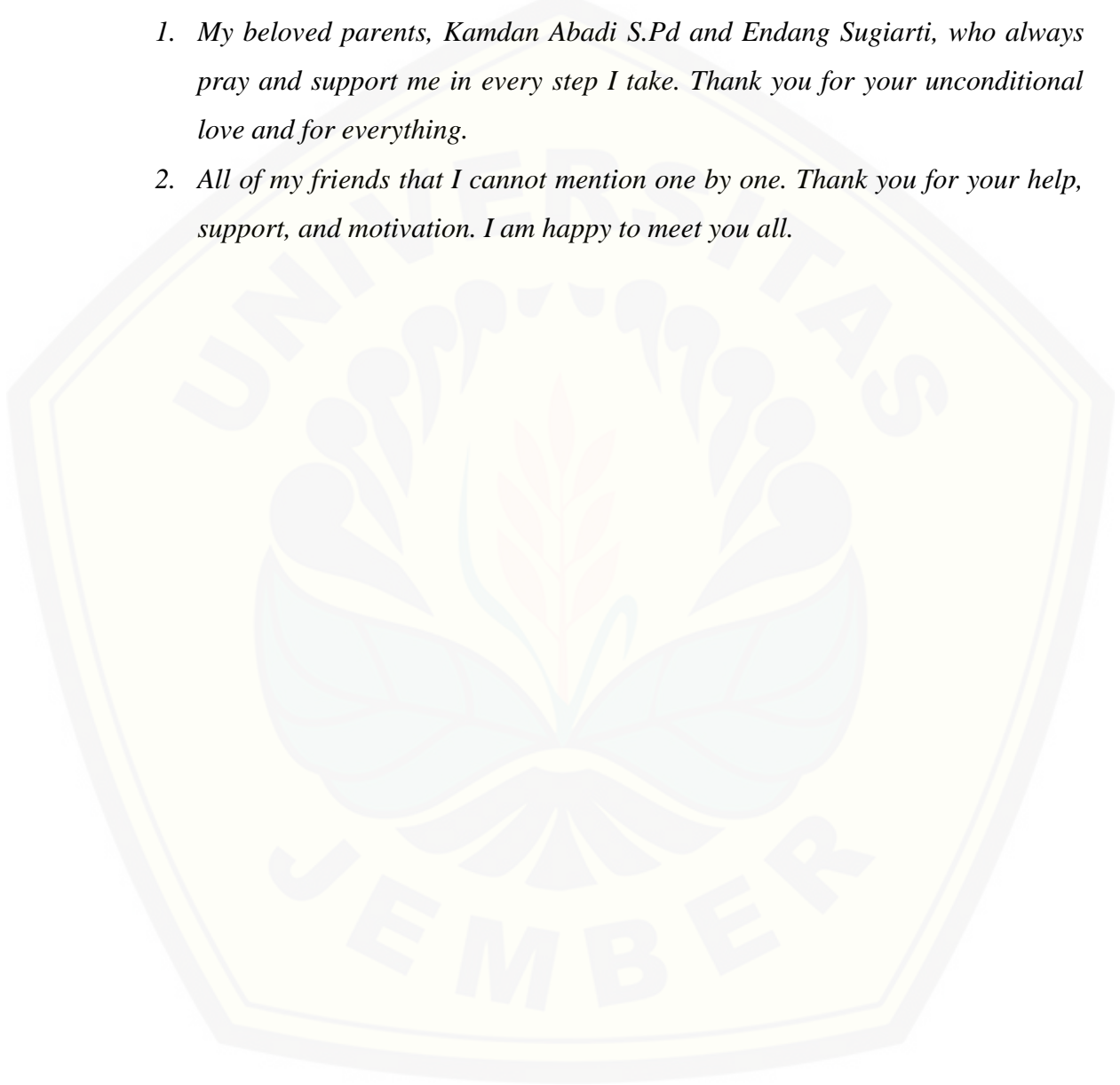
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
THE UNIVERSITY OF JEMBER**

**2016**

## DEDICATION

*This thesis is deeply dedicated to:*

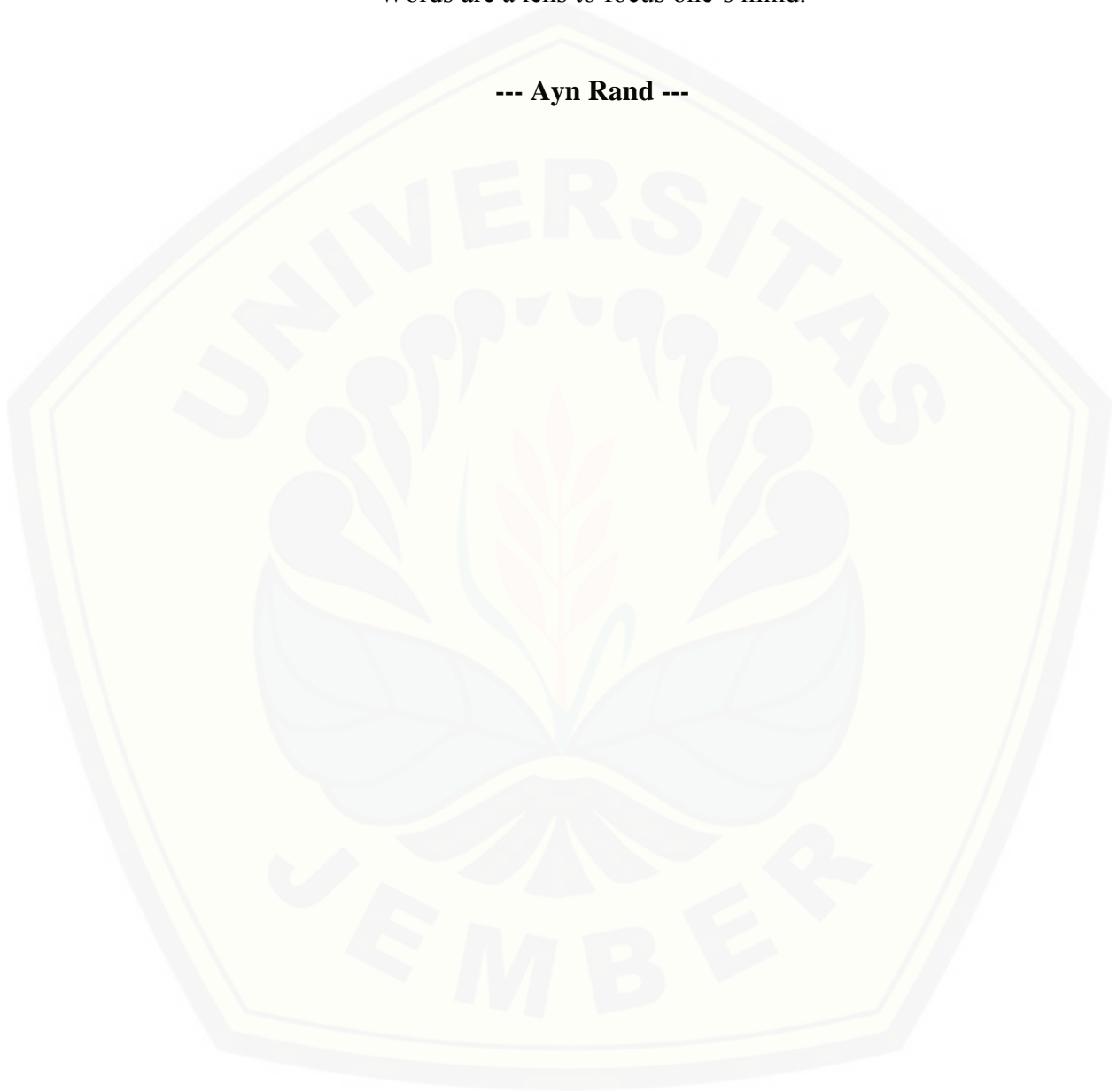
- 1. My beloved parents, Kamdan Abadi S.Pd and Endang Sugiarti, who always pray and support me in every step I take. Thank you for your unconditional love and for everything.*
- 2. All of my friends that I cannot mention one by one. Thank you for your help, support, and motivation. I am happy to meet you all.*



**MOTTO**

Words are a lens to focus one's mind.

--- Ayn Rand ---



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**Felya Sakresma Islami**  
**NIM 120210401002**

**CONSULTANTS' APPROVAL**

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of Faculty of Teacher Training and Education

**Name** : Felya Sakresma Islami  
**Identification Number** : 120210401002  
**Level** : 2012  
**Place and Date of Birth** : Banyuwangi, January 3<sup>rd</sup> 1994  
**Department** : Language and Arts Education  
**Program** : English Language Education

**Approved by:**

**Consultant 1**

**Consultant 2**

**Dr. Budi Setyono, M.A.**  
**NIP. 196307171990021001**

**Drs. Bambang Suharjito, M.Ed.**  
**NIP. 196110251989021004**

**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis entitled “The Use of Facebook as Media on Descriptive Text Writing Achievement of the Tenth Grade Students at Senior High School” is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Thursday  
Date : December 29<sup>th</sup> 2016  
Place : Faculty of Teacher Training and Education

The Examination Committee

The Chairperson,

The Secretary,

Drs. I Putu Sukmaantara, M.Ed  
NIP. 196404241990021003

Drs. Bambang Suharjito, M.Ed  
NIP. 196110251989021004

Members,

Member I,

Member II,

Dr. Budi Setyono M.A.  
NIP.19630717 199002 1 001

Asih Santihastuti, S.Pd.,M.Pd.  
NIP.19800728 200604 2 002

The Dean,

Faculty of Teacher Training and Education

Prof. Drs. Dafik, M. Sc., Ph.D  
NIP. 19680802 199303 1 004

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<b>2.2</b>	<b>Descriptive Text Writing.....</b>	<b>8</b>
2.2.1	Definiton of Descriptive Text.....	8
2.2.2	Characteristic of Descriptive Text.....	8
2.2.3	Example of a Descriptive Text.....	10
<b>2.3</b>	<b>Aspects of Writing Assesed in Descriptive Text.....</b>	<b>11</b>
2.3.1	Mechanics .....	11
2.3.2	Organization.....	12
2.3.3	Content.....	14
2.3.4	Vocabulary .....	15
2.3.5	Grammar .....	15
<b>2.4</b>	<b>The Use of Facebook in Language Education .....</b>	<b>16</b>
<b>2.5</b>	<b>The Use of Facebook in Teaching and Learning Writing.....</b>	<b>16</b>
<b>2.6</b>	<b>Previous Research.....</b>	<b>18</b>
<b>2.7</b>	<b>Hypothesis.....</b>	<b>19</b>

### **CHAPTER 3 RESEARCH METHODOLOGY**

<b>3.1</b>	<b>Research Design .....</b>	<b>20</b>
<b>3.2</b>	<b>Research Procedures .....</b>	<b>21</b>
<b>3.3</b>	<b>Area Determination Method.....</b>	<b>22</b>
<b>3.4</b>	<b>Research Respondents.....</b>	<b>22</b>
<b>3.5</b>	<b>Data Collection Method.....</b>	<b>23</b>
3.5.1	Writing Test.....	23
3.5.2	Observation .....	30
<b>3.6</b>	<b>Data Analysis Method .....</b>	<b>30</b>

### **CHAPTER 4 RESULTS AND DISCUSSION**

<b>4.1</b>	<b>The Description of the Treatment .....</b>	<b>32</b>
<b>4.2</b>	<b>The Result of Homogeinity Analysis .....</b>	<b>36</b>

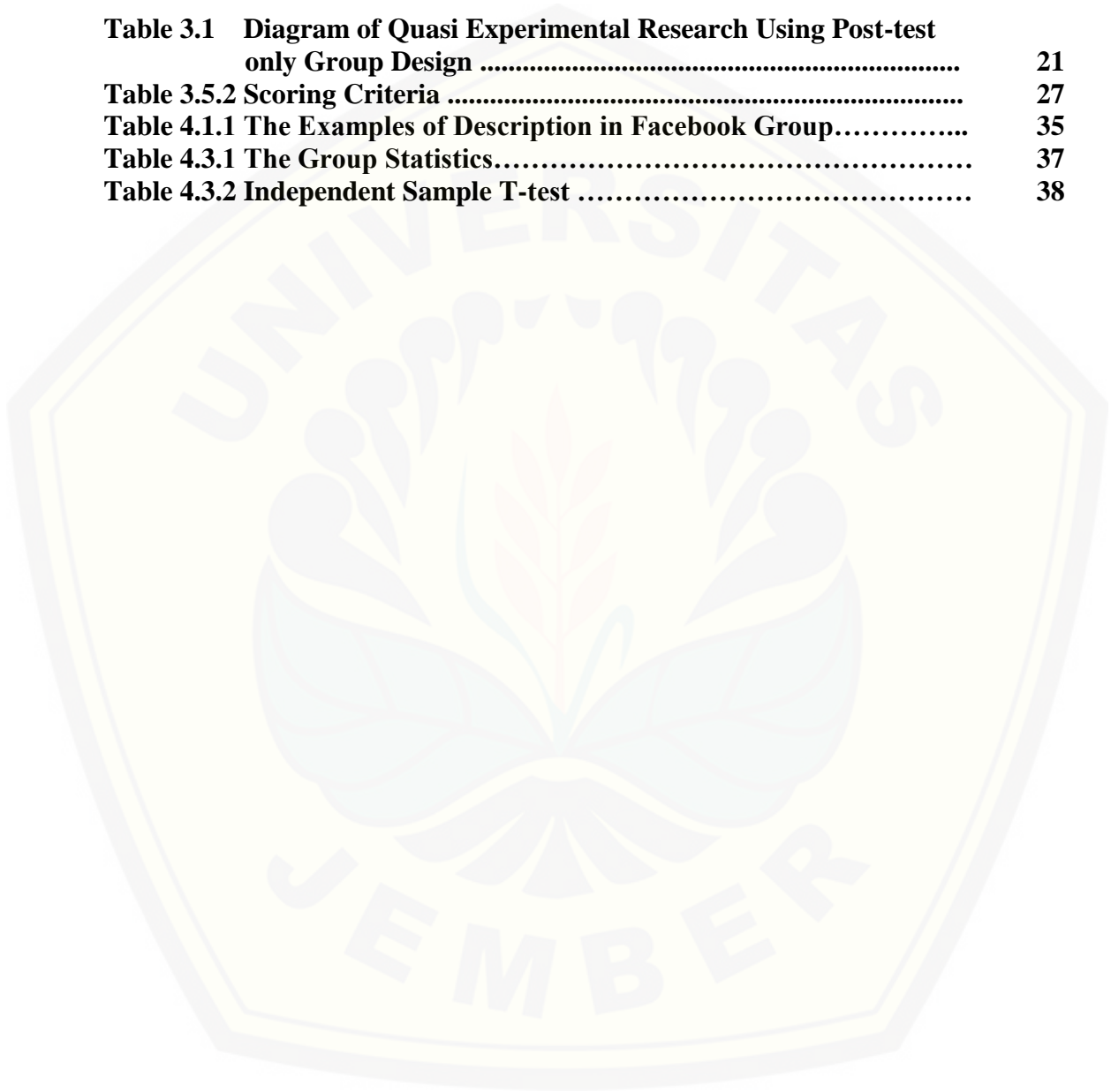
<b>4.3</b>	<b>The Result of the Main Data Analysis .....</b>	<b>37</b>
<b>4.4</b>	<b>Hypothesis Verification .....</b>	<b>38</b>
<b>4.5</b>	<b>Discussion .....</b>	<b>39</b>
<b>CHAPTER 5 CONCLUSION AND SUGGESTIONS</b>		
<b>5.1</b>	<b>Conclusion .....</b>	<b>41</b>
<b>5.2</b>	<b>Suggestions .....</b>	<b>41</b>
	<b>5.2.1 The English Teacher .....</b>	<b>41</b>
	<b>5.2.2 The Students .....</b>	<b>42</b>
	<b>5.2.3 The Future Researcher .....</b>	<b>42</b>
<b>REFERENCES .....</b>		
<b>LIST OF APPENDICES .....</b>		<b>xi</b>

LIST OF APPENDICES

	Page
A. Research Matrix.....	47
B. Lesson Plan 1 (Experimental and Control Group, Meeting 1).....	50
C. Lesson Plan 2 (Experimental and Control Group, Meeting 2).....	58
D. Lesson Plan 3 (Experimental and Control Group, Meeting 3).....	67
E. Post Test (Experimental and Control Group).....	76
F. Total Scores of Post Test the Experimental Group (the researcher).....	77
G. Total Scores of Post Test the Control Group (the researcher).....	79
H. Total Scores of Post Test the Experimental Group (the teacher).....	81
I. Total Scores of Post Test the Control Group (the teacher).....	83
J. The Sample of Students' Writing (Experimental Group, the researcher).....	85
K. The Sample of Students' Writing (Control Group, the researcher).....	88
L. The Sample of Students' Writing (Experimental Group, the teacher).....	91
M. The Sample of Students' Writing (Control Group, the teacher).....	94
N. Total Mean Scores of Post Test for Experimental and Control Group.....	97
O. Test of Homogeneity Variances.....	99
P. The Independent Sample T-test.....	100
Q. Research Permission Letter from the Dean of the Faculty of Teacher Training and Education.....	101
R. Research Permission Letter from the Principal of SMA Negeri 1 Gambiran.....	102
S. The Previous Writing Score.....	103

**LIST OF TABLE**

	Page
<b>Table 2.2.3 The Example of Descriptive Text .....</b>	<b>10</b>
<b>Table 3.1 Diagram of Quasi Experimental Research Using Post-test only Group Design .....</b>	<b>21</b>
<b>Table 3.5.2 Scoring Criteria .....</b>	<b>27</b>
<b>Table 4.1.1 The Examples of Description in Facebook Group.....</b>	<b>35</b>
<b>Table 4.3.1 The Group Statistics.....</b>	<b>37</b>
<b>Table 4.3.2 Independent Sample T-test .....</b>	<b>38</b>



## SUMMARY

**The Effect of Facebook as Media on Descriptive Text Writing Achievement of the Tenth Grade Students at Senior High School;** Felya Sakresma Islami, 120210401002; 103 pages; English Language Education Study Program Language and Arts Department The Faculty of Teacher Training and Education, Jember University.

Based on the curriculum of 2013 or K-13, the students were expected to master the three aspects that cover aspects of knowledge, aspect of skills, aspect of the attitudes and behavior. K-13 would not be successfully achieved if the language teaching did not consider the language components such as grammatical structure, vocabulary, and pronunciation. From those skills and language components, writing was one of the important skills in learning English because writing was another way to express their ideas with people in written form. Writing plays an important role for students who are in the process of learning language. In writing, the students can express their ideas, thoughts, feelings, and opinions through sentences and paragraphs. Sometimes writing was still big problem for students, because there were so many aspects to be mastered in making sentences such as content, organization, vocabulary, grammar, and mechanics. The students still have difficulties to write paragraphs, because they can not develop the topic, and are unable to produce grammatically correct sentences. Nowadays, social media especially Facebook can use to help them in writing, because they can post and share their ideas with friends in Facebook. In Facebook, users can have their own group of interests and share and exchanges messages between them via the available applications easily. Then, the students' writing performance was improved with the use of Facebook in collaborative writing. With Facebook, more meaningful learning environment can be created and comment feature makes the learning process more easy and fun. Facebook also allows students to discuss with peers, give feedback and comment on the writing activities.. In

this research, Facebook was chosen by the researcher to know the effectiveness the descriptive writing achievement of the students.

The purpose of this research was to know whether or not the use of Facebook as media has significant effect on descriptive text writing achievement. Based on the aim of this research, the researcher used experimental research design. In this research, there would be two variables; dependent and independent variable. The dependent variable was the students' writing achievement, while the independent variable was media Facebook. More specifically, this research would use quasi-experimental research with post-test only control group design. The research subject was the tenth grade students of SMAN 1 Gambiran. There were two kinds of data in this research, primary and secondary data. The primary data was taken from the test. It deals with students' English scores. Meanwhile, the secondary data was taken from the results of writing test and observation. The collected data were analyzed statistically by using t test formula. This analysis was useful to know whether the mean difference was significant or not between the experimental group and the control group.

Based on the result of data analysis, it can be said that using Facebook as media in teaching learning process gave a significant effect on writing achievement of the tenth grade students of senior high school. It was proved by the results of the output of independent sample t-test by using SPSS on previous section, the significant column value of t-test was 0.000 and it was less than 0.05. It indicated that the result of t-test analysis was significant.

From table scores of posttest, it can be seen that the experimental group who was taught writing by using Facebook as media in teaching learning process got better scores compared to the control group who was taught writing without Facebook. Based on the result, the students in the experimental group were more active than the students in the control group. It happened because the students in the experimental group were so interested in writing a descriptive text using Facebook group. It helped them write the description easily.

It was suggested that the English teacher of the tenth grade of senior high school apply Facebook as the teaching media, especially in teaching writing. It was easier for students to organize their ideas especially in a descriptive text by using Facebook. Besides, the use of Facebook as media in teaching learning process were interesting and providing stimulus to the students for using language in productive skills, especially in writing.



## CHAPTER 1.INTRODUCTION

This chapter consist of some aspects dealing with the background of the research, the problem of the research, the objectives of the research, the significance of the research, and the scope of the research. They will be presented in the following sections respectively.

### 1.1 The Background of the research

English as an international language that is used to communicate among people all over the world. It plays an important role in international relationship in every kind of fields, such as tourism, business, science, and technology. Many people in the world, especially those who come from nonactive speakers of English want to learn English. McKay (2002:132) stated that International English is used by native speakers of English and bilingual users of English for cross-cultural communication. International English can be used both in a local sense between speakers of diverse cultures and languages within one country and in a global sense between speakers from different countries. In Indonesia, English is taught as a foreign language. The government has decided that English is a compulsory subject intended for Junior High School and Senior High School students.

Nowadays, based on the curriculum of 2013 or K-13, the students are expected to master the three aspects that cover aspects of knowledge, aspects of skills, aspects of the attitudes and behavior. K-13 will not be successfully achieved if the language teaching does not consider the language components such as grammatical structure, vocabulary, and pronunciation. From those skills and language components, writing is one of important skills in learning English because writing is another way to express their ideas with people in written form. Leo, et.al (2007:1) said that writing as a process of expressing ideas or thoughts in words.



Writing plays an important role for students who are in the process of learning language. In writing, the students can express their ideas, thoughts, feelings, and opinions through sentences and paragraphs. Axelrod and Cooper (2012:2) state “When you write sentences, paragraphs, and whole essays, you generate ideas and connect the ideas in systematic ways. By combining words into phrases and sentences with conjunction, you create complex new ideas”. In writing, any idea must be supported by specific reasons.

Writing is a difficult English skill to be taught by English teacher, as well as to be mastered by students. Writing is still big problem for students, because there are so many aspects to be mastered by sentences such as content, organization, vocabulary, grammar, and mechanics. The students still have difficulties to write paragraphs, because they can not develop the topic, and unable to produce grammatically correct sentences. Therefore, writing skill is complicated. Widodo (2006:173) says, “It is generally agreed that writing is the most difficult skill to master for foreign or second language learners”. Nowadays, social media especially Facebook can use to help them in writing. Because they can post and sharing their ideas with friends in Facebook. So, this study is to look at the effectiveness Facebook as media in teaching writing.

Facebook was founded by Mark Zuckerberg with his college roommates and fellow Harvard University students Eduardo Saverin, Andrew McCollum, Dustin Moskovitz and Chris Hughes in 2004. The name of the social networking site term from the colloquial name from face and book. The face means what you first see of the body in front of you. It is also clearest part of the body that gives you an indication of what is the person in front of you like which is related to the social field. While the word book is related to the academic. So, the word face has social roots and the word of book has academic roots and the social networking site (Facebook) was a new tool that could be ‘repurposed’ for education (Allen, 2012).

An opinion in previous study is delivered by Shukor (2014:8), a Malaysia researcher in his thesis entitled “Effect of Facebook Collaborative Writing Groups on ESL Undergraduates’ Writing Performance”. It can be said that students’ writing performance was improved with the use of Facebook in collaborative writing. With Facebook, more meaningful learning environment can be created and comment feature makes the learning process more easy and fun. Facebook also allows students to discuss with peers, give feedback and comment on the writing activities. The result of this research is the use Facebook is more significant and get positive effect in writing skill. The second opinion are delivered by Ping and Maniam (2015:3), Malaysia researchers in their journal article entitled “The Effectiveness of Facebook Group Discussions on Writing Performance”. They stated that Facebook group discussion helped some of the shy students to communicate without fearing or making mistakes in front of the class. They also said Facebook group discussion forum offer safe environment to communicate their messages while maintaining a conversational format. Learners can also increase their fluency through writing their comment, because group discussion allows learners the option to discuss one topic step-by-step, so that their language and knowledge of the topic improves accordingly. The findings from the study showed that there were positive attitudes of college students on Facebook group discussions. On the aspects of Facebook group discussions, all the eight areas stated in the questionnaire got positive feedback from the respondents. In contrast, there was significant effect of Facebook group discussion on students’ writing performances.

From the result of two previous studies, the writer uses Facebook to facilitate students in learning writing, an experimental research entitled “The Effect of Facebook as Media on Descriptive Text Writing Achievement of the Tenth Grade Students’ at Senior High School”. The researcher is interested in the use of Facebook

to know the significant effect on the tenth grade students on descriptive writing achievement.

## **1.2 The Problem of the Research**

Based on the background of the research and the rationale above, the problem of the research were formulated as follows: is there any significant effect of Facebook on Descriptive Text Writing Achievement of the Tenth Grade Students' at Senior High School?

## **1.3 The Objectives of the Research**

Based on the problem of the research, the objective of this research is: to know whether or not there is The Effect of Facebook as Media on Descriptive Text of the Tenth Grade students' writing achievement.

## **1.4 The Significances of the Research**

The results of this experimental research and expected to be useful for the English teacher, the students, and the future reserachers.

### **1.4.1 The English Teacher**

The results of the research are expected to be a useful reference for English teachers particularly at Senior High School, SMAN 1 Gambiran Banyuwangi and generally at all schools in Indonesia in teaching English, especially in writing class by using Facebook. By applying Facebook, which consequently makes teachers have two kinds of class namely face to face class and experimental class, students will find a new experience in their class. Applying Facebook will contribute some benefits in teaching learning activity as well as will improve students' achievement on writing skill.

## **1.4.2 The Students**

The results of this research are expected to encourage and motivate the students in order to know their descriptive writing achievement in writing class to be better.

## **1.4.3 The Future Reseracher**

The results of this research are expected to be beneficial and useful basis and reference for the future researchers that are interested in conducting a research by using Facebook to teach writing or in different language skills or components achievement.

## **1.5 The Scope of the Research**

The scope of this research is limited to the tenth grade students' achievement of descriptive writing by using Facebook in a Senior High School, SMAN 1 Gambiran Banyuwangi. The time allocation of the study is about 90 minutes. And the theme of the study is descriptive text.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents of some aspects dealing with review of related literature. They include competence of writing in the curriculum of senior high school, descriptive text writing, aspects of writing assessed in descriptive text, the use of facebook in language education, the use of Facebook in teaching writing, previous research, and hypothesis.

### 2.1 Competence of Writing in the Curriculum of Senior High School

Curriculum is an essential part of education component. In Indonesia, curriculum has already undergone several changes. Among others, the newly introduced and implemented one is called Curriculum 2013 (K-13). Involving a “scientific approach”, this curriculum is expected to answer both the needs and the challenges to improve the quality of education in Indonesia.

Curriculum is one of the main education components stated on the Indonesia Education Act number 20/2003. The general statement of the constitution defines curriculum as a set of plans and arrangements covering education goals, contents, learning materials, and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. Therefore, curriculum always a very important role in providing fundamental reference concerning what students should learn and achieve.

Curriculum 2013 (K-13) is also used in senior high school. English Curriculum 2013 for the tenth grade, target many skills that must be mastered by the students. One of the skills is writing. In the curriculum 2013, there are many types of writing texts, among them are descriptive, narrative and recount text. The students must master all the aspects of writing. The basic competence are:

- 3.4 Understanding the purpose, the structure of the text, and linguistic elements of the type descriptive text spoken and written, simple, about people, tourist attractions, and famous historic buildings.
- 4.4 Develop spoken and written descriptive text about the simple, tourist attractions, and famous historic buildings, taking into account the purpose, the structure of the text, and linguistic elements correctly and appropriate with the context.
- 3.4 Memahami tujuan, struktur teks, dan unsur kebahasaan dari jenis teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

Writing is one way to communicate with other people. The word “writing” seems to be very simple and easy to understand. However, the students need a hard thinking to compose good writing, and they have to extend knowledge to be able to develop ideas fully. When they write, they do not only produce some words, sentences, or paragraphs, but also to think about the spelling, punctuation, and grammar. Mourtaga (in Ibrahim, 2013) says, “writing is the vital means of communication within organization. He also explained that writing is a critical way of communication which is a necessary component of education, livelihood and basic functioning in our society. Writing is how much of the world communicates. If the person doest not write well, she/he will be cut off from the a large community”. The important thing of writing for the students is to express their ideas, thoughts and their feelings and to produce their own language on the paper. Writing is complicated than the other skills, because it needs many aspects not only vocabulary. The writers should deliver their messages clearly, because writing is the vital means of communication.

Axelrod and Cooper (2012:2) state that “Writing contributes to learning by helping you remember what you are studying, by leading you to analyze and connect information and ideas from different sources, and by inspiring new insights and understanding”. When the students write, they collect many information in their mind and put them together in the form of sentences or paragraphs. Writing can help the students to explore their knowledge dealing with their experiences.

## **2.2 Descriptive Text Writing**

### **2.2.1 Definition of Descriptive Text**

Wong (1999:373) says that a descriptive text is used to describe a person, a place, or an object so precisely that the reader sees the items clearly in his or her imagination. According to Kane (1988:351), description is about sensory experience how something looks, sounds, tastes and mostly it is about visual experience. According to Stanley (1998), description presents the appearance of things that occupy space, whether they are objects, people, buildings, or cities. Based on the explanation above, it can be concluded that a descriptive text is a kind of text which has a purpose to describe particular thing, person, place, or animal. It has two generic structures that consist of identification and description.

### **2.2.2 Characteristic of Descriptive Text**

Generic structure is a general form of genre. Each of the genre has its own generic structure. According to Priyana et al. (2008:8), the generic structures of descriptive text are identification and description.

#### **a. Identification**

The aim of identification is to identify the phenomenon to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the readers what is going to be described in the next paragraph (Mardiyah et al, 2013:218).

## b. Description

The function of description is to describe parts, qualities, and characteristics. In this part, the writer explains about subject in detail. It is used to support the identification (Mardiyah et al, 2013:219).

Descriptive text also uses lexico-grammatical features that support the form of descriptive text. According to Sudarwati and Grace (2007:135), there are three language features in descriptive text. They are as follows:

### a. Focusing on specific noun

The purpose of descriptive text is to describe a particular person, thing, or place. A good description has to use details to help the reader to imagine the thing. The subject that is going to be described is not general, but more specific. We can describe a particular person. For examples: my mother, my city, my school, etc.

### b. Using different kinds of adjectives

Another feature of a descriptive text is using different kinds of adjectives. According to Eastwood (2008:230), an adjective modifies a noun. The adjectives express physical qualities or opinions or classify something. Some examples are: good, tall, excellent, etc.

### c. Using simple present tense

Simple present tense is usually used in writing a descriptive text. According to Eastwood (2008:53), simple present tense is used for a present state, a feeling, an opinion, or the fact that something belongs to someone. It is also used for repeated action such as routines, habits, jobs, hobbies, and things that always happen.



### 2.2.3 Example of a Descriptive Text

This is the example of descriptive text taken from book of Bahasa Inggris SMA/MA, SMK/MAK kelas X semester 1 page 55.

#### My Best Friend

Identification

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at the junior high school orientation and we've been friends ever since.

Description

Dinda is good-looking. She's not too tall. She has fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

Source: Kemdikbud. 2014. *Buku Pegangan Siswa Bahasa Inggris SMA Kelas X Semester 1*. Jakarta: Kemdikbud.

## 2.3 Aspects of Writing assessed in Descriptive Text

To compose a good writing, in this case is descriptive writing, students are required to know or master the aspects of writing. They cannot be forsaken for they are the things to form a coherent and readable writing. Weigle (2002:116) propose some aspects of writing in his scoring rubrics, among them are mechanics, organization, content, vocabulary, and grammar.

The more detailed explanation about the aspects of writing are follows:

### 2.3.1 Mechanics

Mechanics refers to punctuation and spelling (Heaton, 1990:148). Fairbairn and Winch (2011:84) state, “Punctuation helps us to structure what we write. It holds our words and ideas together and keeps them in order, so that the meanings we want to convey are clear. Poor punctuation has the opposite effect”. They contend that using bad punctuation can make your writing difficult to read and may cloud or even alter your intended meanings, especially where it is overused. According to Hornby (2010:1483), spelling is the act of forming words correctly from individual letters. Therefore, wrong spelling must be avoided by the writer in order to make his writing make sense and meaningful. The last mechanical skill is capitalization. The students should consider the use of words capitalization in their writing. Lindner (2005:181) states that capitalization can turn common noun into a proper noun. It can indicate that a certain word in writing is about something in specific or about something in general. In conclusion, Heaton (1990:135) states that Mechanical skill is the ability to use correctly the mechanics in a piece of writing.

## 2.3.2 Organization

Organizing paragraph has important intention to make the readers easy in reading the paragraphs. The organizational skill of paragraph covers unity and coherence. According to Bram (1995:21) unity and coherence play a crucial role in making a paragraph read well. These will be reviewed in detail in the following parts.

### a) **Unity**

Unity is one of the strategies to organize paragraph. Wong (1999) stated that unity means that all the supporting sentences in the paragraph are related to the main idea. Further, Bram (1995:20) say that the word 'unity' is synonymous with 'oneness' in which all sentences in paragraph should focus on the one thing expressed in the topic sentence; all of the sentences stick together.

The characteristic of unity is one topic sentence in paragraph. Based on Carino (1991:158), when paragraph has unity, it has topic and does not shift from the topic. In addition, Wingersky et al. (1999:24) confirm that a good paragraph contains several related sentences that support one main idea, and also has a unity if all sentences in the paragraph relate to the main idea. It is expressed through the topic sentence. The topic sentence is often found in the beginning, in the middle or even at the end of the paragraph. Sometimes, it is not explicitly stated at all.

The example of descriptive text.

## My Best Friend

**I have a lot of friends in my school, but Dinda has been my best friend since junior high school.** We don't study in the same class, but we meet at school every day during recess and after school. I first met her at the junior high school orientation and we've been friends ever since.

Paragraph 1

Dinda is good-looking. She's not too tall. She has fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Paragraph 2

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

Paragraph 3

There are three paragraphs on the essay above. The first line in the first paragraph is topic sentence, the second paragraph is support sentence, and the third paragraph is concluding sentence.

## **b) Coherence**

A paragraph must be coherent aside from unity. According to Wingersky et al. (1999:45), one of the most important considerations in writing paragraph is coherence that is the way all the sentences are clearly connected to each other. Without connecting word or phrase, supporting ideas may be hard to follow and may even seem unrelated to the topic sentence and to each other. Wong (1999:369) states that coherence means that the ideas and the sentences flow together smoothly in a logical and organized manner. In addition, Bram (1995:21) also says that coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. It can be concluded that coherence paragraph has logical related sentences. Thus, coherence means that the sentence should be clearly connected to each other with supporting ideas which related to the topic.

A paragraph can be developed coherently by using transitional word. As Bram (1995:22) says, to achieve coherence, the writer needs to use transitions, such as: however, although, finally, unfortunately and nevertheless. It means that transitional word can be used to connect sentences and paragraphs.

### 2.3.3 Content

In order to make the reader understand about the content of writing, the writer has to consider about the ideas and messages expressed in his or her writing. In addition, content deals with the ability to develop and reflect their relevant ideas to the topic. The content of writing refers to methods of development and the completeness of which ideas are expressed. Meanwhile, according to Wingersky et al. (1999:36), completeness means that there are sufficient details or information in it to give the reader a clear picture or a full discussion of its main ideas. Therefore, in writing, it is needed for the writer to have enough knowledge about a certain topic in order to make the writing flows smoothly and easy to understand.

## 2.3.4 Vocabulary

Vocabulary is the number of words which make up a language. Bram (1995:48) states that words are the basic tool for writing which consists of sentences and words. This aspect plays important role because it is the element of a paragraph. Students must also have competencies to produce a good piece of writing. They must have knowledge about topic and have vocabulary mastery.

Commonly, vocabulary used in this type of text is “adjective”. For examples: beautiful, tall, handsome, long, etc. when we write something we need words to transfer our feeling to have a communication. A good writing can be composed if the writer has a great store of words which must be used appropriately. The word choice used in writing will influence the success of the transformation of the message to the reader. The readers will not be able to understand the content of writing if the writer cannot choose the words appropriately. Word choice can influence the reader’s understanding because if the words are often used and they are general, it can make the reader understand better about what they are reading.

## 2.3.5 Grammar

Grammatical aspect is necessary in creating a good writing. Fairbain and Winch (1996:108) stated that grammar is a set of rules to help the writer to construct sentences that make sense and acceptable in English. It means that grammar is essential in constructing sentences in order to make it understandable. In fact, writing grammatically correct sentences are not easy. If the sentences are not grammatically correct, it cannot make the paragraph understandable.

Furthermore, there are a number of very common grammatical errors made by students (Fairbain and Winch, 1996:108). The examples of common grammatical errors are making sentence without “to be” or using verbs that do not agree with noun or pronoun and tense. Simple present tense is used to teach by using this technique, because one of the language features of descriptive text is simple present tense. For

examples: wears, has, looks, etc. Relating to this, the teacher may give guidance in order to help the students avoid making grammatical mistakes. It can be done by giving the students some points about the way in which they can construct sentences better.

## **2.4 The Use of Facebook in Language Education**

Facebook is one of the social media that can be used in education, because Facebook has many features that could be used by students in learning English. Downes (2007) in Bosch (2009:191-192) says that “Facebook is distinctive from other social networking sites because it has stronger roots in the academic community, and further proposes that the site has varied and distinctive functions allow it to provide a very different model of how online tools can be used in educational contexts”. It means that, Facebook can be used as a media in learning English. Because in Facebook, the students can type, share, and send anything to their friends or the teacher. And Facebook does not have limited words.

Facebook as a tool that can contribute significantly to the quality of education are: fostering positive relationships among students and encompassing students’ motivation and engagement (Kabilan et al., 2010). It means that Facebook as a media for the students to increase their knowledge with sharing their task or the problem with friends or the teacher. It makes the student motivate in learning English. Baker (in Munoz and Towner, 2009), Facebook is a network that connects students with other students, indirectly creating a learning community – a vital component of student education. Facebook provides instructors opportunities and structures by which students can help and support one another by make their courses by the students themselves.

## **2.5 The use of Facebook in Teaching and Learning Writing**

Facebook is also a new tool for education. Facebook can help students in learning English, especially in writing. They can do writing and share ideas in

Facebook with friends and teacher. Choi and Hilary (in Al-Smadi, 2013) says, students and teachers collaborate and share ideas relevant to their interests and concerns by communicating with friends all over the world. Axelrod and Cooper (2012:3) also state “Nearly all of us use writing in one form or another — whether via e-mail, text messaging, instant messaging, blogging, Twitter, or Facebook — to keep in touch with friends and family. Many of us also use writing to take part in academic discussions and participate in civic debate and decision making. By writing about our experiences, ideas, and observations, we reach out to readers, offering them our own points of view and inviting them to share theirs in return”. Therefore, social media platform like Facebook has attracted users especially students to become avid users and also motivated them to participate in learning activities. Students nowadays have experienced interesting learning process in comparison with previous years via social networking sites such as Twitter, video sharing (Instagram, Youtube, Keek) (Schroeder et al. 2010; Ebner et al. 2010; Grosseck & Holotescu; Rankin 2009) and latest addiction is the Facebook.

In Facebook, there are many features. One of the features is a Facebook group. The teacher can make a Facebook group for the students. This is to facilitate the students to type, send and share their task. The other students and the teacher can give comment in their task on a Facebook group. Allen (2012:4) stated that for most educational purposes, it would be groups (probably kept private), plus some of the private communications, that would seem most obviously important but, of course, using Facebook will necessarily involve its other features, even in finding ways to avoid them. Facebook group contain some limited capability for exchange documents, organising and managing events, as well as a shared space for collective discussion (effectively a newsfeed from and for all group members). (Kwong, 2007) say that in Facebook, users can have their own group of interests, share and exchange messages via the applications easily.



In Facebook, the students should write and upload their work in Facebook group. Every student should give comments to each other in comment column every work. They should give comments about content, organization, vocabulary, language use, or mechanics.

## 2.6 Previous Research

A research entitled “*The Effect of Using Facebook on Improving Students’ Writing Skills in English*”, was conducted by Ibrahim (2013) in Palestine. This research chose the ninth graders in the Latin Patriarchate Private School in Qabatia District in Zababdeh. It consisted of 40 ninth grade students at the Latin Patriarchate Private School in Zababdeh in the first semester on the scholastic year 2012-2013. The result of the research showed that the use Facebook was more significant and had positive effect in writing skill.

Another journal article entitled “*The Effectiveness of Facebook Group Discussions on Writing Performance: A Study in Matriculation College*” was written by Ping and Maniam (2005) in Malaysia. This journal article chose excellent students were required to sit for the Malaysian University English Test (MUET) before pursuing their studies in local colleges and universities. MUET comprises all the four language skills of listening, speaking, reading, and writing. However, matriculation students were still unable to perform well in MUET examination especially the writing component. The respondents of these were fifteen students. All of them were active in social networks, especially Facebook. They spent nearly 2 hours daily to socialize online.

The result of this journal showed that group Facebook discussion help some of the shy students to communicate without fearing or making mistake about the task in front of the class. They also said Facebook group discussion forum offers safe environment to communicate their messages while maintaining a conversational format. Learners could also increase their fluency through writing their comment,

because group discussion allows learners the option to discuss one topic step-by-step, so that their language and knowledge of the topic improves accordingly. The findings of the study showed that there are positive attitudes of college students on Facebook group discussions. On the aspects of Facebook group discussions, all the eight areas stated in the questionnaire got positive feedback from the respondents. On the contrary, there is significant effect of Facebook group discussion on students' writing performances.

The learning procedures of Facebook group are (1) the students should bring laptop or smart phone, (2) the students should open the Facebook group, (3) the students should read the exercise in the Facebook group, (4) the students should write and post the task in the Facebook group, (5) every student should give comment in each other's task in Facebook group.

## **2.7 Hypothesis**

Based on the review of related literature and previous studies on the use of Facebook, the hypothesis of this experimental research is formulated as follows: there is a significant effect of Facebook as Media on Descriptive Text Writing Achievement of the Tenth Grade Students at Senior High School.

## CHAPTER 3. RESEARCH METHODOLOGY

This chapter presents the research methods applied in this research. It covers the research design, area determination method, research respondents, data collection method, and data analysis method.

### 3.1 Research Design

The purpose of this research was to know whether or not the use of Facebook as media has significant effect on descriptive text writing achievement of the tenth grade students' at senior high school. Based on the aim of this research, the researcher would use experimental research design. According to Creswell (2012:295), experimental research is a research design to determine whether the idea (or practice or procedure) influence an outcome or dependent variable. In this research, there would be two variables; dependent and independent variable. The dependent variable was the students' writing achievement, while the independent variable was media Facebook. In short, this research would be conducted to know whether or not the use of independent variable (media Facebook) caused or probably caused the dependent variable (students' writing achievement).

More specifically, this research would use quasi-experimental research with post-test only control group design. In quasi-experimental design, the research subjects were in the form of intact group (class).

There would be two groups in this experimental research. Those were experimental class and control class. The experimental class would receive the media Facebook as the treatment, while the control class would receive no treatment. In this case control group would be taught without the use of Facebook. The design of this experimental research is illustrated in the following table

**Table 3.1 Diagram of Quasi Experimental Research using Post-test only Group Design**

Control Group	No Treatment	Posttest
Experimental Group	Experimental Treatment	Posttest

(Creswell, 2012:310)

### 3.2 Research Procedure

Based on the research design illustrated in table 3.1, this research follows the following procedures:

1. Collecting the students' English scores from the teachers.
2. Analyzing the writing scores from the teacher by using ANOVA (Analysis of Variance).
3. If the value of variance was significant, the two classes with similar mean scores will be selected lottery.
4. Deciding which class as the experimental group and which class as the control group by random.
5. Giving the treatment to the experimental class, that is teaching writing by using Facebook and teaching writing without the presence of Facebook in control class. In this case, writing is also used in control group to keep balance between the experimental and control group.
6. The teaching learning process will be conducted in three meetings for both classes and the assessment will be done in one meeting.
7. Administering posttest for both classes to know the result of the treatment on writing achievement.
8. Applying independent sample t-test formula to find out the mean difference of both classes.

9. Comparing the result of the test to know the significance of using media Facebook toward the students' writing achievement.

### **3.3 Area Determination Method**

The area of this research was determined by purposive method. There were three reasons why SMAN 1 Gambiran was purposively chosen as the research area. The first reason was the head master of the school has already given permission to the researcher to conduct the research. The second reason was based on the interview with the English teacher; Facebook had never been used in teaching writing in this school. The third reason the research about the use of media Facebook to teach writing has never been conducted at this school.

### **3.4 Research Respondents**

The tenth grade students of SMAN 1 Gambiran were determined to be the respondents of this research. The total number of the population was 210 students from six classes of different departments. Each class consisted of about 35 students. Curriculum has been implemented in this school, and all departments use the same curriculum of 2013. The researcher applied cluster random sampling as the sampling methods. In line with the statement, Fraenkel et al. (2012:96) also state that a cluster random sampling is a way to obtain respondents by using groups as the sampling unit rather than individuals. To make the sampling objective, it is important to know the homogeneity of the groups. Therefore, the researcher analyzed the tenth grade students' English scores obtained from teacher's document to know the homogeneity the population. If the value of variance was more than 0.05, two groups were using Anova. And then, the researcher would choose randomly as the respondents of the research.

## 3.5 Data Collection Method

There were two kinds of data in this research, primary and secondary data. The primary data was taken from the test. It deals with students' English scores. Meanwhile, the secondary data were taken from the results of writing test and observation.

### 3.5.1 Writing Test

Test was used to measure the tenth grade students' writing achievement which covered content, organization, vocabulary, grammar, and mechanics. The achievement test is used to know how successful individual students, group of students or course themselves in achieving the learning objectives. (Weigle, 2002:116).

In the writing test every student in both classes would select one of the topics to write a descriptive text consisting of two paragraphs (60 - 80 words). Students have to complete the test in 90 minutes.

A good writing test needs to be valid and reliable. Heaton (1990:159). Hughes (2003:26) says that a test is considered to be valid if it can measure what is intended to measure. To meet the content validity of the test, the researcher constructs the test based on the Curriculum 2013.

Concerning the scoring method, the researcher would use analytical scoring method. According to Weigle (2002:114) in analytical scoring, scripts are rated on several aspects of writing criteria rather than given a single score. It means that the writing will be scored separately based on the certain aspects. In this research, there were five aspects that will be evaluated covering content, organization, vocabulary, language use and mechanics. The following is the analytical scoring rubric that will be used adapted from Weigle (2002:116). Because the researcher wants to adjust the student needs, the theories in chapter two, and easily to scoring their writing.

## The original scoring rubric

SCORE	LEVEL	CRITERIA
<b>C O N T E N T</b>	30 – 27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough development of thesis – relevant to assigned topic.
	26 – 22	GOOD TO AVERAGE: some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail.
	21 – 17	FAIR TO POOR: limited knowledge of subject – little substance – inadequate development of topic.
	16 – 13	VERY POOR: does not show knowledge of subject – non-substantive – not pertinent – OR not enough to evaluate
<b>O R G A N I Z A T I O N</b>	20 – 18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive.
	17 – 14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	13 – 10	FAIR TO POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.
	9 – 7	VERY POOR: does not communicate – no organization – OR not enough to evaluate.

V O C A B U L A R Y	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	17 – 14	GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	13 – 10	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – <i>meaning confused or obscured</i> .
	9 – 7	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate.
L A N G U A G E  U S E	25 – 22	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement, tense, number word order/function, articles, pronouns, prepositions.
	21 – 18	GOOD TO AVERAGE: effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/function, articles, pronouns, preposition <i>but meaning seldom obscured</i> .
	17 – 11	FAIR TO POOR: major problems in simple/complex construction – frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run-ons, deletions – <i>meaning confused or obscured</i> .
	10 – 5	VERY POOR: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – OR not enough to evaluate.



M E C H A N I C S	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> .
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – <i>meaning confused or obscured</i> .
	2	VERY POOR: no mastery of convention – dominated by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – OR not enough to evaluate.
Total Score =		

Table 3.5.2 Scoring rubric that has been adapted.

SCORE	LEVEL	CRITERIA
<b>C O N T E N T</b>	5	EXCELLENT: very relevant to topic - very relevant to content.
	4	GOOD: knowledgeable – substantive – relevant to assigned topic.
	3	AVERAGE: some knowledge of subject – adequate range – mostly relevant to topic, but lacks detail.
	2	POOR: limited knowledge of subject – little substance – inadequate development of topic.
	1	VERY POOR: does not show knowledge of subject – non-substantive – not pertinent – OR not enough to evaluate
<b>O R G A N I Z A T I O N</b>	5	EXCELLENT: very fluent expression - very clearly ideas - very well organized.
	4	GOOD: fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive.
	3	AVERAGE: loosely organized but main ideas stand out – limited support – logical but incomplete sequencing.
	2	POOR: non-fluent – ideas confused or disconnected – lacks logical sequencing and development.
	1	VERY POOR: does not communicate – no organization – OR not enough to evaluate.

V O C A B U L A R Y	5	EXCELLENT: very effective word - very appropriate vocabulary.
	4	GOOD: sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register.
	3	AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> .
	2	POOR: limited range – frequent errors of word/idiom form, choice, usage – <i>meaning confused or obscured</i> .
	1	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate.
L A N G U A G E  U S E	5	EXCELLENT: very effective complex construction – no errors of agreement, tense, number word order/function, articles, pronouns, prepositions.
	4	GOOD: effective complex construction – few errors of agreement, tense, number word order/function, articles, pronouns, prepositions.
	3	AVERAGE: effective but simple constructions – minor problems in complex construction – several errors of agreement, tense, number, word order/function, articles, pronouns, preposition <i>but meaning seldom obscured</i> .
	2	POOR: major problems in simple/complex construction – frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and/or fragments, run-ons, deletions – <i>meaning confused or obscured</i> .
	1	VERY POOR: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – OR not enough to evaluate.

<b>M E C H A N I C S</b>	5	EXCELLENT: very good demonstrates mastery of conventions – no errors of spelling, punctuation, capitalization.
	4	GOOD: demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization.
	3	AVERAGE: occasional errors of spelling, punctuation, capitalization.
	2	POOR: frequent errors of spelling, punctuation, capitalization, poor handwriting.
	1	VERY POOR: no mastery of convention – dominated by errors of spelling, punctuation, capitalization, handwriting illegible.
Total Score =		

(Adapted from Weigle, 2002:116)

Based on the kinds of scoring, test is divided into two: objective test and subjective test. Objective test is a kind of test that does not need any judgment from the scorer. Meanwhile, subjective test is a kind of test that needs judgment/opinion/impression from the scorer. The answer of subjective test is usually in the form of sentences, paragraph, or text/description including the essay type of test. In this research, the test that will be used belongs to subjective test which is constructed in the form of essay.

Due to the high subjectivity of subjective test, it can be reduced by using inter-rater or intra-rater reliability. According to Weigle (2002:135) intra-rater reliability refers to the tendency of a rater to give same score to the same script on different occasion, while inter-rater reliability refers to the tendency of different raters to give the same scores to the same script. In this research, the researcher will apply inter-rater scoring method. There will be two raters in this research, the first rater is the researcher and the second rater is the English teacher.

### 3.5.2 Observation

Observation will be used to collect data about during the English teacher teaching writing using Facebook in experimental class and learning atmosphere without using Facebook in control class. The data will be used to support the discussion the finding of the research. The English teacher will help observe the teaching and learning process using Facebook.

### 3.6 Data Analysis Method

The collected data were analyzed statistically by using t test formula. This analysis was useful to know whether the mean difference was significant or not between the experimental group and the control group.

In this research the Independent-Samples T Test by SPSS (*Statistical Package for Social Science*) was used to analyze the data obtained. SPSS is a computer program used to make statistical analysis. The reason of using SPSS was because in applying it, it was easier and more accurate than calculating using formulation of t-test manually. The following is the formula of independent sample t-test:

$$t = \frac{M_x - M_y}{\sqrt{\left[ \frac{\sum X_x^2 + \sum X_y^2}{n_x + n_y - 2} \right] \left[ \frac{1}{n_x} + \frac{1}{n_y} \right]}}$$

$M_x$  : Mean of post-test on the experimental group

$M_y$  : Mean of post-test on the control group

$X_x$  : Individual score deviation of  $M_x$

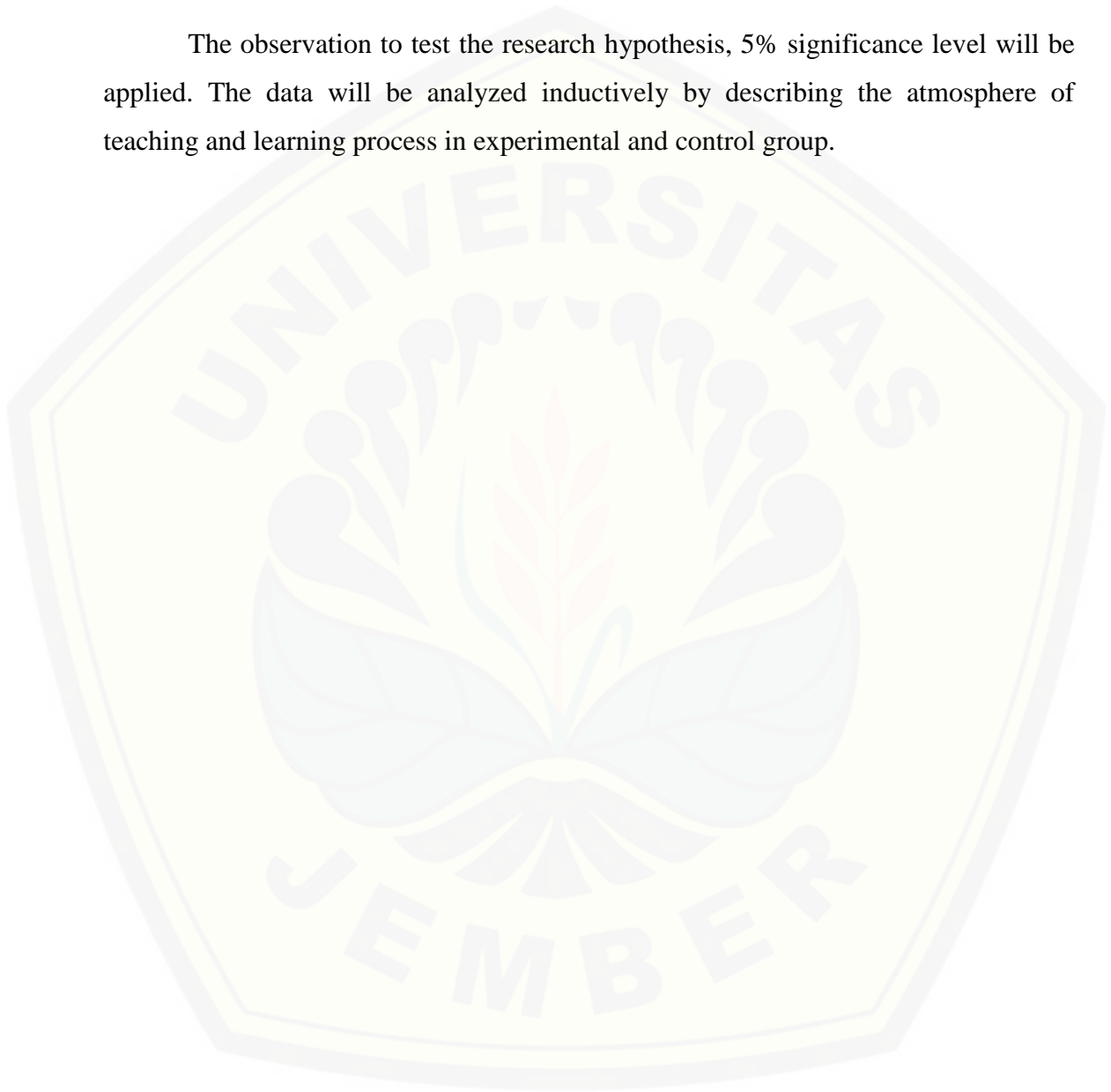
$X_y$  : Individual score deviation  $M_y$

$N_x$  : The number of students in the experimental group

$N_y$  : The number of students in the control group

(Adapted from Arikunto, 2013:354)

The observation to test the research hypothesis, 5% significance level will be applied. The data will be analyzed inductively by describing the atmosphere of teaching and learning process in experimental and control group.



## CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teacher, the students, and the future researchers.

### 5.1 Conclusion

The result of the data analysis showed that the statistical value of significant column is 0.000, it was lower than 0.05. Based on the result, it could be concluded that the experimental group taught writing by using Facebook as media got better writing scores than the control group taught writing without using Facebook. It could also be said that there was a significant effect of Facebook as media on descriptive text writing achievement of the tenth grade students at Senior High School.

### 5.2 Suggestions

Since using Facebook as media in the teaching learning process of writing gave a significant effect on the students writing achievement in this research, this media can be used as a consideration to be used as an alternative activity for writing class. Thus, the researcher proposes some suggestion to the following people.

#### 5.2.1 The English Teacher

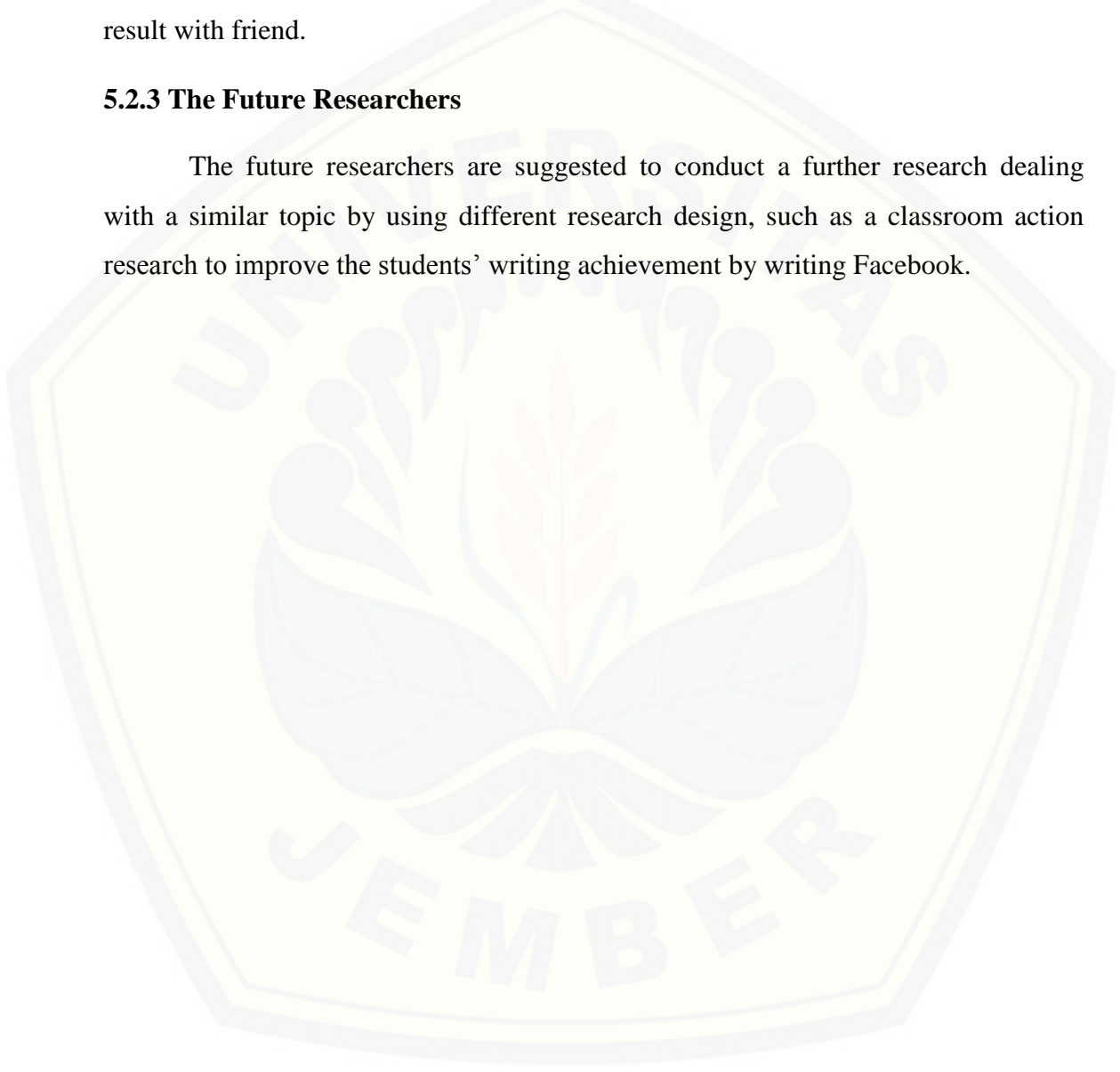
It is suggested that the English teacher of the tenth grade of Senior High School apply Facebook as the teaching media, especially in teaching writing. It is easier for the students to organize their ideas especially in a descriptive text by using Facebook. Because they can share with friend, and in Facebook there was no limited word. Besides, the use of Facebook as media in teaching learning process is interesting to the students for using language in productive skills, especially in writing.

## **5.2.2 The Students**

The students are suggested to use Facebook when they practice writing. It helps them to organize their ideas in writing more easily. Because they can share the result with friend.

## **5.2.3 The Future Researchers**

The future researchers are suggested to conduct a further research dealing with a similar topic by using different research design, such as a classroom action research to improve the students' writing achievement by writing Facebook.





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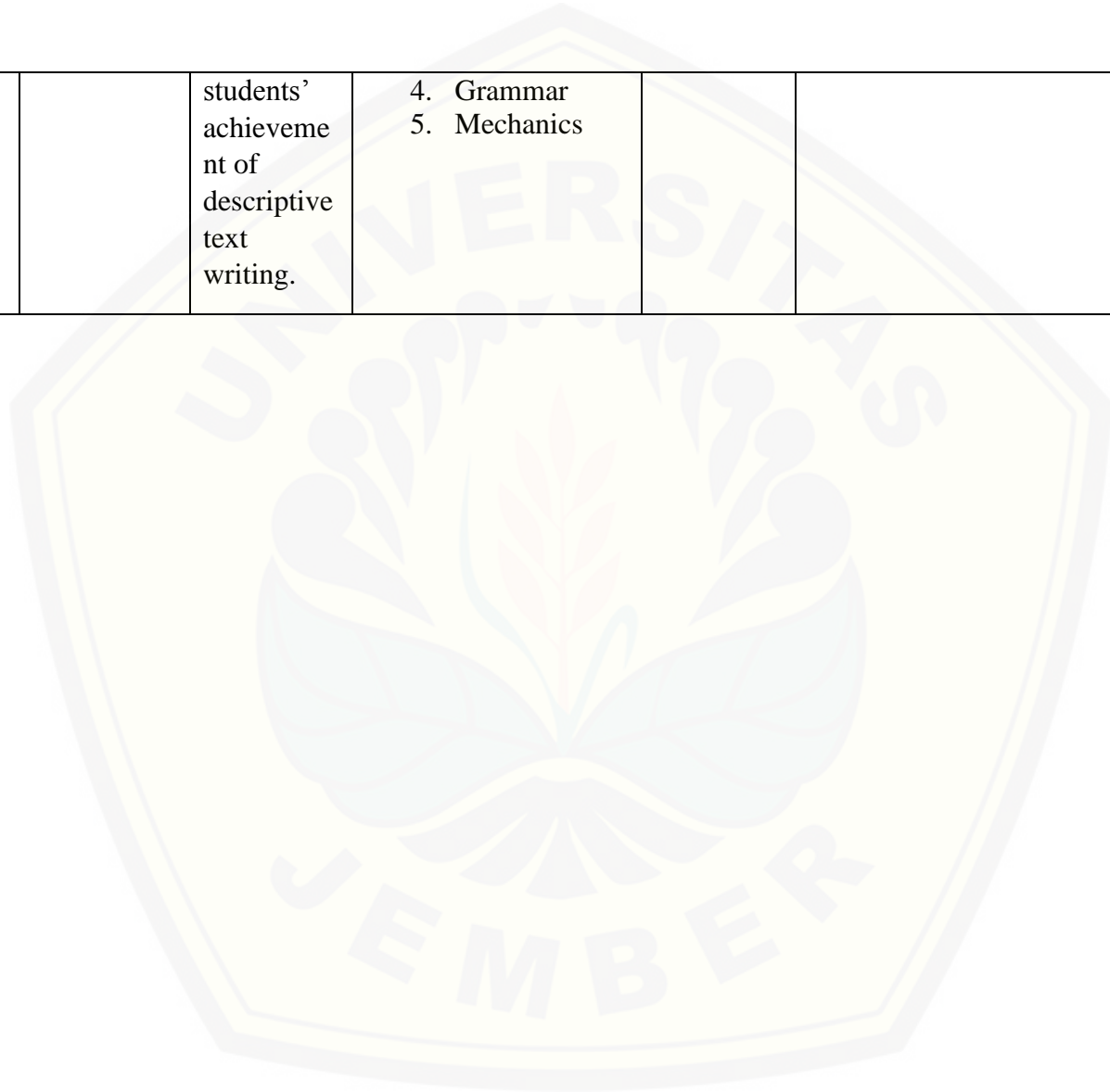
## Appendix A

### RESEARCH MATRIX

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Facebook as media on Descriptive Text Writing Achievement of the Tenth Grade Students' at Senior High School.	Is there any significant effect of Facebook as Media on Descriptive Text Writing Achievement of the Tenth Grade Students' at Senior High School?	Independent Variable: The use of Facebook in teaching descriptive text.	1. The teacher give the example of descriptive text. 2. The teacher asking the students to make some questions based on the example. 3. The teacher asking the students to clasified general and spesific paragraph.	Participan ts of the reserach:  The X MIA 1 and X MIA 3 Students of Senior High School.	1. Research Design Nonequivalent-groups posttest-only 2. Area Determination Method Purposive sampling 3. Respondent Determination Method Intact groups 4. Data collection Methods Writing test Observation 5. Data Analysis Method: $t = \frac{Mx - My}{\sqrt{\left[ \frac{\sum x^2 + \sum y^2}{Nx + Ny - 2} \right] \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$	There is a significant effect of Facebook as Media on Descriptive Text Writing Achievement of the Tenth Grade Students' at Senior High School.

				<p>Note:</p> <p><math>t = t\text{-test}</math></p> <p><math>Mx = \text{mean score of the experimental group}</math></p> <p><math>My = \text{mean score of the control group}</math></p> <p><math>\sum x^2 = \text{individual score deviation of the experimental group } (Mx)</math></p> <p><math>\sum y^2 = \text{individual score deviation of the control group } (My)</math></p> <p><math>Nx = \text{the number of subject in the experimental group}</math></p> <p><math>Ny = \text{the number of subject in the control group}</math></p> <p>(Arikunto, 2013: 354)</p>	
		<p>Dependent Variable: The</p>	<ol style="list-style-type: none"> <li>1. Content</li> <li>2. Organization</li> <li>3. Vocab</li> </ol>		

		students' achievement of descriptive text writing.	4. Grammar 5. Mechanics			
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**Appendix B**

**LESSON PLAN I**

**(Experimental and Control Class: Treatment I)**

<b>School</b>	<b>: Senior High School</b>
<b>Subject</b>	<b>: English</b>
<b>Grade/ Semester</b>	<b>: 10/ 1</b>
<b>Language skill</b>	<b>: Writing</b>
<b>Theme</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: Friendship</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

**I. CORE COMPETENCE**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.



4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **II. BASIC COMPETENCE**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.
- 4.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## **III INDICATORS**

- 3.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
  - 3.1.1 Being happy to learn English.
  - 3.1.2 Showing enthusiasm and motivation in learning English.
- 3.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
  - 3.2.1 Showing good manners in communicating with teacher

and friends.

3.2.2 Being interactive during the writing class both in face to face class and virtual class.

3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

3.3.1 Noting some adjectives.

3.3.2 Noting some present tenses words.

3.3.3 Analyzing generic structure of the text

3.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

3.4.1 Making a model based on the descriptive text

3.4.2 Writing a well-organized descriptive text by following the sentence structure and the language features

#### **IV LEARNING OBJECTIVES**

4.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

4.1.1 Students will be happy to learn English.

4.1.2 Students will be able to show enthusiasm and motivation in learning English.

4.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

4.2.1 Students will be able to show good manners in communicating with teacher and friends.

4.2.2 Students will be interactive during the writing class both in face to face class and virtual class.

4.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

4.3.1 Students will be able to note some adjectives

4.3.2 Students will be able to note some present tense words.

4.3.3 Students will be able to analyze generic structure of the text.

4.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.4.1 Students will be able to make model based on the descriptive text

4.4.2 Students will be able to write a well-organized descriptive text by following the sentence structure and the language features

## **V MATERIALS**

### **A. The Generic Structure of Descriptive Text**

- Descriptive text is a kind of text which has a purpose to describe particular thing, person, place, or animal. It has two generic structures that consist of identification and description.
- Identification is to identify the phenomenon to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the readers what is going to be described in the next paragraph.
- Description is to describe parts, qualities, and characteristics. It is used to support the identification.

### **B. The Language Feature of Descriptive Text**

- Using simple present tense.
- Using adjective.
- The use of has or have.

### C. The Example of Descriptive Text

#### My Best Friend

Identification

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school every day during recess and after school. I first met her at the junior high school orientation and we've been friends ever since.

Description

Dinda is good-looking. She's not too tall. She has fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favorite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

Source: Kemdikbud. 2014. *Buku Pegangan Siswa Bahasa Inggris SMA Kelas X Semester 1*. Jakarta: Kemdikbud.

**VI TEACHING AND LEARNING STRATEGY**

**Experimental group**

Method : Direct Instruction

Technique : Guided Practice

Media : Facebook Group

**Control group**

Method: Direct Instruction

Technique: Guided Practice

**VII TEACHING AND LEARNING ACTIVITIES**

No	Experimental Group	Time	Control Group	Time
<b>I</b>	<b>Set Induction</b>			
	1. Greeting	1'	1. Greeting	1'
	2. Checking the students' attendance	1'	2. Checking the students' attendance	1'
	3. Giving some leading questions to the students	2'	3. Giving some leading questions to the students	2'
	4. Stating the learning objectives	1'	4. Stating the learning objectives	1'
<b>II</b>	<b>Main Activities</b>			
	1. Tell the class that they will use Facebook group as the media in writing descriptive text, followed by forming Facebook group (students	40'	1. Explain the social function, generic structure and language features of descriptive text	40'

	<p>operate their cellular phone).</p> <p>2. Guide students how to participate in Facebook Group through demonstration. The teacher will demonstrate:</p> <ol style="list-style-type: none"> <li>1) how to share their writing drafts,</li> <li>2) how to give comments/ suggestions/ corrections on their friend's writing drafts</li> <li>3) how to revise their drafts based on their friends' suggestions</li> <li>4) how the teacher give correction feedback based on students' revised draft</li> </ol> <p>3. give students' opportunities to practice of what has been modelled by the teacher</p>	<p>25'</p> <p>20'</p>	<p>2. Through model text, students analyze the generic structure and important language features of descriptive text</p> <p>3. Give students' opportunities to practice of what has been modelled by the teacher</p>	<p>25'</p> <p>20'</p>
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III	Closure			
	1. Leading the students to draw conclusion about descriptive text.	1'	1. Leading the students to draw conclusion about descriptive text.	1'
	2. Asking some questions and giving feedback.	1'	2. Asking some questions and giving feedback.	1'

### VIII MEDIA AND SOURCES

#### 8.1 Media

1. Laptop
2. Power point
3. Whiteboard

#### 8.2 Source

Kemdikbud. 2014. *Buku Pegangan Siswa Bahasa Inggris SMA Kelas X Semester 1*. Jakarta: Kemdikbud.

Banyuwangi, 5 Oktober 2016

The Researcher

Felya Sakresma I.

**Appendix C**

**LESSON PLAN II**

**(Experimental and Control Class: Treatment II)**

<b>School</b>	<b>: Senior High School</b>
<b>Subject</b>	<b>: English</b>
<b>Grade/ Semester</b>	<b>: 10/ 1</b>
<b>Language skill</b>	<b>: Writing</b>
<b>Theme</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: Favorite Artist</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

**I. CORE COMPETENCE**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.



4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **II. BASIC COMPETENCE**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.
- 3.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## **III INDICATORS**

- 3.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
  - 3.1.1 Being happy to learn English.
  - 3.1.2 Showing enthusiasm and motivation in learning English.
- 3.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 3.2.1 Showing good manners in communicating with teacher and friends.
- 3.2.2 Being interactive during the writing class both in face to face class and virtual class.

3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

- 3.3.1 Noting some adjectives.
- 3.4.2 Noting some present tenses words.
- 3.4.3 Analyzing generic structure of the text

3.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

- 3.4.1 Outlining their writing (prewriting).
- 3.4.2 Making a draft writing based on their writing online.
- 3.4.3 Writing a well-organized descriptive text by following the sentence structure and the language features on Facebook group.
- 3.4.4 Revising their writing on Facebook group (post writing).

#### **IV LEARNING OBJECTIVES**

4.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 4.1.1 Students will be happy to learn English.
- 4.1.2 Students will be able to show enthusiasm and motivation in learning English.

4.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 4.2.1 Students will be able to show good manners in communicating with teacher and friends.
- 4.2.2 Students will be interactive during the writing class both in face to face class and virtual class.

4.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

4.3.1 Students will be able to note some adjectives

4.3.2 Students will be able to note some present tense words.

4.3.3 Students will be able to analyze generic structure of the text.

4.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

3.4.1 Students will be able to make outline their writing (prewriting).

3.4.2 Students will be able to make a draft writing based on their writing online.

3.4.3 Students will be able to write a well-organized descriptive text by following the sentence structure and the language features on Facebook group.

3.4.4 Students will be able to revise their writing on Facebook group (post writing).

## **V MATERIALS**

### **A. The Generic Structure of Descriptive Text**

- Descriptive text is a kind of text which has a purpose to describe particular thing, person, place, or animal. It has two generic structures that consist of identification and description.
- Identification is to identify the phenomenon to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the readers what is going to be described in the next paragraph.
- Description is to describe parts, qualities, and characteristics. It is used to support the identification.

**B. The Language Feature of Descriptive Text**

- Using simple present tense.
- Using adjective.
- The use of has or have.

**C. The Example of Descriptive Text**

Taylor Swift

Identification

Taylor Alison Swift is a popular country singer from Tenese. She was born on December 13, 1989. Her father’s name is Scott Swift and her mother’s name is Andrea Swift.

Description

Taylor is beautiful. She has curly and brown hair, oval face, pointed nose, white skin, and beautiful blue eyes. She has beautiful voice. Everyone always wants to listens her voice.

She is a friendly girl. She loves kids. She likes to write a song and sing it. She has three albums. Her first album is Taylor Swift, the second album is Fearless, and the third album is Speak Now.

**VI TEACHING AND LEARNING STRATEGY**

**Experimental group**

Method : Direct Instruction  
Technique : Guided Practice  
Media : Facebook Group

**Control group**

Method: Direct Instruction  
Technique: Guide Practice

**VII TEACHING AND LEARNING ACTIVITIES**

No	Experimental Group	Time	Control Group	Time
<b>I</b>	<b>Set Induction</b>			
	1. Greeting	1'	1. Greeting	1'
	2. Checking the students' attendance	1'	2. Checking the students' attendance	1'
	3. Giving some leading questions to the students	2'	3. Giving some leading questions to the students	2'
	4. Stating the learning objectives	1'	4. Stating the learning objectives	1'
<b>II</b>	<b>Main Activities</b>			
	1. On Facebook group, the teacher explains the social function, the generic structure and the language features of descriptive text	10'	1. The teacher explains the social function, generic structure and language features of descriptive text	10'
	2. On Facebook group, the students analyze the generic structure and important language features of descriptive text model given by the teacher	10'	2. Through model text, students analyze the generic structure and important language features of descriptive text	10'

	<p>3. On Facebook group, in pairs students reconstruct descriptive text from the learning task given by the teacher</p> <p>4. Individually student makes an outline</p> <p>5. Student makes draft the descriptive text based on the outline</p> <p>6. Students upload draft to be discussed on Facebook group</p> <p>7. Students revise draft based on peer suggestions and teacher feedback</p> <p>8. Students send the final version of the descriptive text writing to Facebook group</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p>	<p>3. In pairs, students reconstruct descriptive text from the learning tasks given by the teacher</p> <p>4. Individually student makes an outline</p> <p>5. Student makes draft the descriptive text based on the outline</p> <p>6. Students share the draft to get peer revision</p> <p>7. Students revise draft based on peer suggestions and teacher feedback</p> <p>8. Students collect the final version of the descriptive text writing to the teacher</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p>
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III Closure				
	1. Leading the students to draw conclusion about descriptive text.	3'	1. Leading the students to draw conclusion about descriptive text.	3'
	2. Asking some questions and giving feedback.	2'	2. Asking some questions and giving feedback.	2'

## VIII MEDIA AND SOURCES

### 8.1 Media

1. Computer devices (connected to the internet)
2. Laptop
3. Modem
4. Wifi (internet access)

### 8.2 Source

[www.biografiku.com/2011/09/biografi-taylor-swift.html?m=1](http://www.biografiku.com/2011/09/biografi-taylor-swift.html?m=1)

### 8.3 Assessment

#### Experimental Class

Please write a short descriptive text about people (family, friend, artist, or athlete) individually consisting of 60 – 80 words by following generic structure and language features of descriptive text and upload on Facebook group.

#### Control Class

Please write a short descriptive text about people (family, friend, artist, or athlete) individually consisting of 60 – 80 words by following generic structure and language features of descriptive text on the paper.

Jember, 8 Oktober 2016

The Researcher

Felya Sakresma I.





**Appendix D**

**LESSON PLAN III**

**(Experimental and Control Class: Treatment III)**

<b>School</b>	<b>: Senior High School</b>
<b>Subject</b>	<b>: English</b>
<b>Grade/ Semester</b>	<b>: 10/ 1</b>
<b>Language skill</b>	<b>: Writing</b>
<b>Theme</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: Special Person</b>
<b>Time Allocation</b>	<b>: 2 x 45 minutes</b>

**I. CORE COMPETENCE**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis, pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **II. BASIC COMPETENCE**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.
- 4.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## **III INDICATORS**

- 3.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
  - 3.1.1 Being happy to learn English.
  - 3.1.2 Showing enthusiasm and motivation in learning English.
- 3.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 3.2.1 Showing good manners in communicating with teacher and friends.
- 3.2.2 Being interactive during the writing class both in face to face class and virtual class.

3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

- 3.3.1 Noting some adjectives.
- 3.4.4 Noting some present tenses words.
- 3.4.5 Analyzing generic structure of the text

3.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

- 3.4.1 Outlining their writing (prewriting).
- 3.4.2 Making a draft writing based on their writing online.
- 3.4.3 Writing a well-organized descriptive text by following the sentence structure and the language features on Facebook group.
- 3.4.4 Revising their writing on Facebook group (post writing).

#### **IV LEARNING OBJECTIVES**

4.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 4.1.1 Students will be happy to learn English.
- 4.1.2 Students will be able to show enthusiasm and motivation in learning English.

4.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

- 4.2.1 Students will be able to show good manners in communicating with teacher and friends.
- 4.2.2 Students will be interactive during the writing class both in face to face class and virtual class.

4.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya.

4.3.1 Students will be able to note some adjectives

4.3.2 Students will be able to note some present tense words.

4.3.3 Students will be able to analyze generic structure of the text.

4.4 Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

4.4.1 Students will be able to make outline their writing (prewriting).

4.4.2 Students will be able to make a draft writing based on their writing online.

4.4.3 Students will be able to write a well-organized descriptive text by following the sentence structure and the language features on Facebook group.

4.4.4 Students will be able to revise their writing on Facebook group (post writing).

## **V MATERIALS**

### **A. The Generic Structure of Descriptive Text**

- Descriptive text is a kind of text which has a purpose to describe particular thing, person, place, or animal. It has two generic structures that consist of identification and description.
- Identification is to identify the phenomenon to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the readers what is going to be described in the next paragraph.
- Description is to describe parts, qualities, and characteristics. It is used to support the identification.

**B. The Language Feature of Descriptive Text**

- Using simple present tense.
- Using adjective.
- The use of has or have.

**C. The Example of Descriptive Text**

**My Beloved Mother**

Identification

Endang Sugiarti is my beloved mother. She was born on August 04, 1969. She is a housewife and cat lover. Her husband's name is Kamdan Abadi, and her daughter's name is Kresma.

Description

My mother has great physical appearance. She is good looking. She has long black hair, oval face, pointed nose, tall, and fair skin. She is very beautiful. She is kind person to her family and friends. She likes cooking foods and cakes. Every day she always keeps her house, because she likes cleanness. That's why I loved my mother.

**VI TEACHING AND LEARNING STRATEGY**

**Experimental group**

Method : Direct Instruction  
Technique : Guided Practice  
Media : Facebook Group

**Control group**

Method: Direct Instruction  
Technique: Guide Practice

**VII TEACHING AND LEARNING ACTIVITIES**

No	Experimental Group	Time	Control Group	Time
<b>I</b>	<b>Set Induction</b>			
	1. Greeting	1'	1. Greeting	1'
	2. Checking the students' attendance	1'	2. Checking the students' attendance	1'
	3. Giving some leading questions to the students	2'	3. Giving some leading questions to the students	2'
	4. Stating the learning objectives	1'	4. Stating the learning objectives	1'
<b>II</b>	<b>Main Activities</b>			
	1. On Facebook group, the teacher explains the social function, the generic structure and the language features of descriptive text	10'	1. The teacher explains the social function, generic structure and language features of descriptive text	10'
	2. On Facebook group, the students analyze the generic structure and important language features of descriptive text model given by the teacher	10'	2. Through model text, students analyze the generic structure and important language features of descriptive text	10'

	<p>3. On Facebook group, in pairs students reconstruct descriptive text from the learning task given by the teacher</p> <p>4. Individually student makes an outline</p> <p>5. Student makes draft the descriptive text based on the outline</p> <p>6. Students upload draft to be discussed on Facebook group</p> <p>7. Students revise draft based on peer suggestions and teacher feedback</p> <p>8. Students send the final version of the descriptive text writing to Facebook group</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p>	<p>3. In pairs, students reconstruct descriptive text from the learning tasks given by the teacher</p> <p>4. Individually student makes an outline</p> <p>5. Student makes draft the descriptive text based on the outline</p> <p>6. Students share the draft to get peer revision</p> <p>7. Students revise draft based on peer suggestions and teacher feedback</p> <p>8. Students collect the final version of the descriptive text writing to the teacher</p>	<p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p> <p>10'</p>
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III Closure				
	1. Leading the students to draw conclusion about descriptive text.	3'	1. Leading the students to draw conclusion about descriptive text.	3'
	2. Asking some questions and giving feedback.	2'	2. Asking some questions and giving feedback.	2'

### VIII MEDIA AND SOURCES

#### 8.4 Media

5. Computer devices (connected to the internet)
6. Laptop
7. Modem
8. Wifi (internet access)

#### 8.5 Source

[www.elc.byu.edu/classes/buck/w\\_garden/students/students\\_descriptive.html](http://www.elc.byu.edu/classes/buck/w_garden/students/students_descriptive.html)

#### 8.6 Assessment

##### Experimental Class

Please write a short descriptive text about people (family, friend, artist, or athlete) individually consisting of 60 – 80 words by following generic structure and language features of descriptive text and upload on Facebook group.

##### Control Class

Please write a short descriptive text about people (family, friend, artist, or athlete) individually consisting of 60 – 80 words by following generic structure and language features of descriptive text on the paper



Jember, 15 Oktober 2016

The Researcher

Felya Sakresma I.



**Appendix E**

**POST TEST**

**1. Experimental Class**

Please write a short descriptive text about people (family, friend, artist, or athlete) individually consisting of 60 – 80 words by following generic structure and language features of descriptive text on the paper.

**2. Control Class**

Please write a short descriptive text about people (family, friend, artist, or athlete) individually consisting of 60 – 80 words by following generic structure and language features of descriptive text on the paper.

**Appendix F**

**Total Scores of Post Test the Experimental Group (X MIA 1)  
(the researcher)**

No.	Initial Names	C	O	V	L	M	Total / 25 x 100	Scores
1.	AN	5	5	3	5	5	23	92
2.	AASS	5	5	3	5	5	23	92
3.	APF	5	4	5	5	5	24	96
4.	ASA	5	5	4	3	5	22	88
5.	ANH	5	5	5	4	4	24	96
6.	CI	5	4	4	4	5	22	88
7.	CRA	5	4	3	4	4	20	80
8.	CRN	5	5	5	4	5	24	96
9.	DWHM	5	5	4	4	5	23	92
10.	FP	5	4	5	5	5	24	96
11.	FKH	5	5	5	5	4	24	96
12.	FMA	4	5	5	4	5	23	92
13.	FAF	5	5	5	5	4	24	96
14.	FT	5	5	5	4	5	24	96
15.	GEA	5	5	4	5	5	24	96
16.	HAM	5	5	5	4	4	23	92
17.	IR	5	5	5	4	4	23	92
18.	IA	5	5	5	4	4	23	92
19.	KNDA	5	5	4	4	5	23	92
20.	LAD	4	5	4	4	5	22	88
21.	LA	5	5	4	4	4	22	88
22.	MYE	5	5	4	5	5	23	92
23.	MNM	5	5	4	4	4	22	88
24.	MAF	5	5	4	4	5	23	92
25.	NNA	5	5	4	4	5	23	92
26.	NY	5	5	4	4	5	23	92
27.	NMNR	5	5	4	4	4	22	88
28.	NIS	5	5	4	4	5	23	92
29.	NAH	5	5	4	4	5	23	92
30.	RDS	5	5	5	4	4	23	92
31.	RMA	5	5	4	4	5	23	92
32.	SKK	5	5	4	4	5	23	92
33.	TNAS	5	5	5	4	5	24	96
34.	YPP	5	5	4	4	5	23	92
35.	ZRM	5	5	5	4	4	23	92

**Appendix G**

**Total Scores of Post Test the Control Group (X MIA 3)**

**(the researcher)**

No.	Initial Names	C	O	V	L	M	Total / 25 x 100	Scores
1.	AC	5	5	4	4	4	22	88
2.	APAS	5	5	4	4	4	22	88
3.	AF	5	5	4	4	4	22	88
4.	AFR	5	5	5	4	4	23	92
5.	ALM	5	5	4	5	4	23	92
6.	AFR	5	4	5	4	4	22	88
7.	BNK	5	5	4	4	4	22	88
8.	BPM	4	5	4	5	4	22	88
9.	BM	5	5	4	3	3	20	80
10.	DAS	4	5	4	4	5	22	88
11.	DCW	5	5	4	4	4	22	88
12.	DSD	5	5	4	4	4	22	88
13.	ESS	5	5	4	4	4	22	88
14.	EYDA	5	5	4	3	4	21	84
15.	FD	4	5	3	3	5	20	80
16.	HA	4	5	4	4	5	22	88
17.	JNF	5	5	4	4	4	22	88
18.	LU	5	4	5	4	4	22	88
19.	LOP	5	5	4	3	4	21	84
20.	LDR	5	5	4	4	4	22	88
21.	MTU	5	4	5	4	4	22	88
22.	MKB	5	5	4	4	4	22	88
23.	MFT	4	5	4	4	5	22	88
24.	MIR	5	5	4	5	4	23	92
25.	NFPP	5	5	4	4	4	22	88
26.	OMZ	5	5	4	4	4	22	88
27.	RW	5	5	4	4	4	22	88
28.	RAP	5	5	4	4	4	22	88
29.	RAU	5	5	4	4	4	22	88
30.	RF	5	5	4	4	4	22	88
31.	RK	5	5	4	4	4	22	88
32.	SME	5	5	4	4	4	22	88
33.	TKS	5	5	4	4	4	22	88
34.	YGD	5	5	4	4	4	22	88
35.	YDR	5	5	4	4	4	22	88

**Appendix H**

**Total Scores of Post Test the Experimental Group (X MIA 1)**

(from teacher)

No.	Initial Names	C	O	V	L	M	Total / 25 x 100	Scores
1.	AN	5	5	5	4	4	23	92
2.	AASS	5	5	3	5	5	23	92
3.	APF	5	5	4	5	4	23	92
4.	ASA	5	5	4	4	3	21	84
5.	ANH	5	5	5	4	4	23	92
6.	CI	5	5	4	4	3	21	84
7.	CRA	5	4	3	4	4	20	80
8.	CRN	5	5	5	5	4	24	96
9.	DWHM	5	5	5	4	4	23	92
10.	FP	5	5	4	5	5	24	96
11.	FKH	5	5	5	5	4	24	96
12.	FMA	5	5	5	4	4	23	92
13.	FAF	5	5	4	4	5	23	92
14.	FT	5	5	5	5	4	24	96
15.	GEA	5	5	5	5	4	24	96
16.	HAM	5	5	5	4	4	23	92
17.	IR	5	5	5	4	4	23	92
18.	IA	5	5	4	4	5	23	92
19.	KNDA	5	5	5	4	4	23	92
20.	LAD	5	5	4	4	3	21	84
21.	LA	5	5	3	4	4	21	84
22.	MYE	5	5	4	4	4	22	88
23.	MNM	5	5	4	4	3	21	84
24.	MAF	5	5	5	4	4	23	92
25.	NNA	4	5	5	4	4	22	88
26.	NY	5	5	4	4	4	22	88
27.	NMNR	5	5	4	4	3	21	84
28.	NIS	5	5	5	4	4	23	92
29.	NAH	5	5	4	4	5	23	92
30.	RDS	5	5	5	4	4	23	92
31.	RMA	5	5	4	4	5	23	92
32.	SKK	5	5	4	4	4	22	88
33.	TNAS	5	5	4	5	5	24	96
34.	YPP	5	5	5	4	4	23	92
35.	ZRM	4	5	5	4	5	23	92

## Appendix I

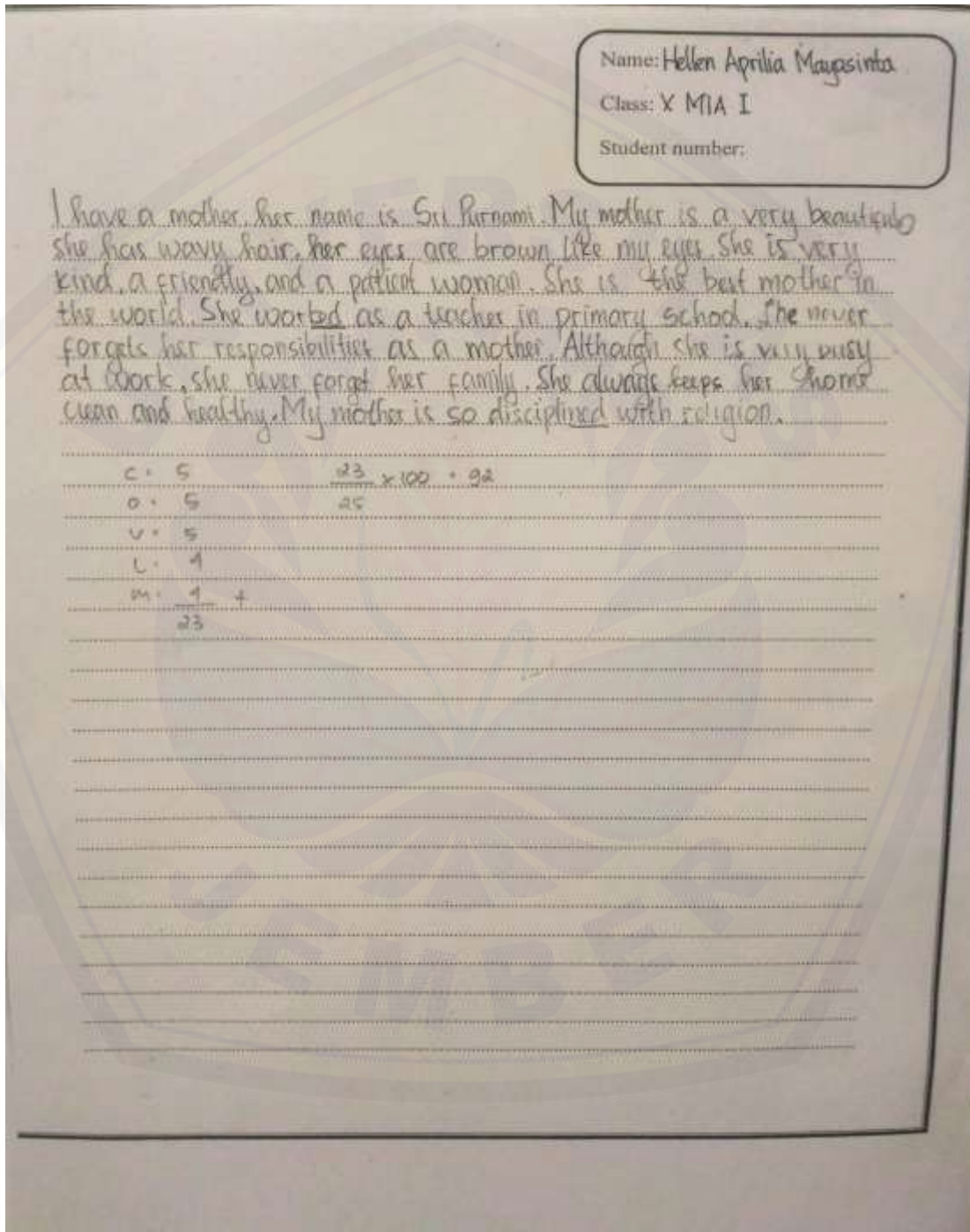
### Total Scores of Post Test the Control Group (X MIA 3)

(from teacher)

No.	Initial Names	C	O	V	L	M	Total / 25 x 100	Scores
1.	AC	5	5	4	4	3	21	84
2.	APAS	5	5	4	4	3	21	84
3.	AF	5	5	4	4	4	22	88
4.	AFR	5	5	5	4	4	23	92
5.	ALM	5	5	4	4	4	22	88
6.	AFR	4	5	5	4	3	21	84
7.	BNK	5	5	4	4	3	21	84
8.	BPM	5	5	4	4	4	22	88
9.	BM	5	5	4	3	3	20	80
10.	DAS	4	5	4	5	3	21	84
11.	DCW	5	5	4	4	3	21	84
12.	DSD	5	5	4	4	3	21	84
13.	ESS	5	5	4	4	4	22	88
14.	EYDA	5	5	4	3	4	21	84
15.	FD	5	4	4	4	3	20	80
16.	HA	5	5	4	4	4	22	88
17.	JNF	5	5	4	4	3	21	84
18.	LU	5	5	4	4	3	21	84
19.	LOP	4	5	5	4	3	21	84
20.	LDR	5	5	4	4	3	21	84
21.	MTU	5	5	4	4	3	21	84
22.	MKB	4	5	5	4	3	21	84
23.	MFT	5	5	4	4	3	21	84
24.	MIR	5	5	5	4	4	23	92
25.	NFPP	4	5	5	4	3	21	84
26.	OMZ	5	5	4	4	4	22	88
27.	RW	4	5	5	4	4	22	88
28.	RAP	5	5	4	4	3	21	84
29.	RAU	5	5	4	4	3	21	84
30.	RF	4	5	5	4	3	21	84
31.	RK	4	5	5	4	3	21	84
32.	SME	5	5	4	4	3	21	84
33.	TKS	4	5	5	4	3	21	84
34.	YGD	5	5	4	4	4	22	88
35.	YDR	5	5	4	4	3	21	84

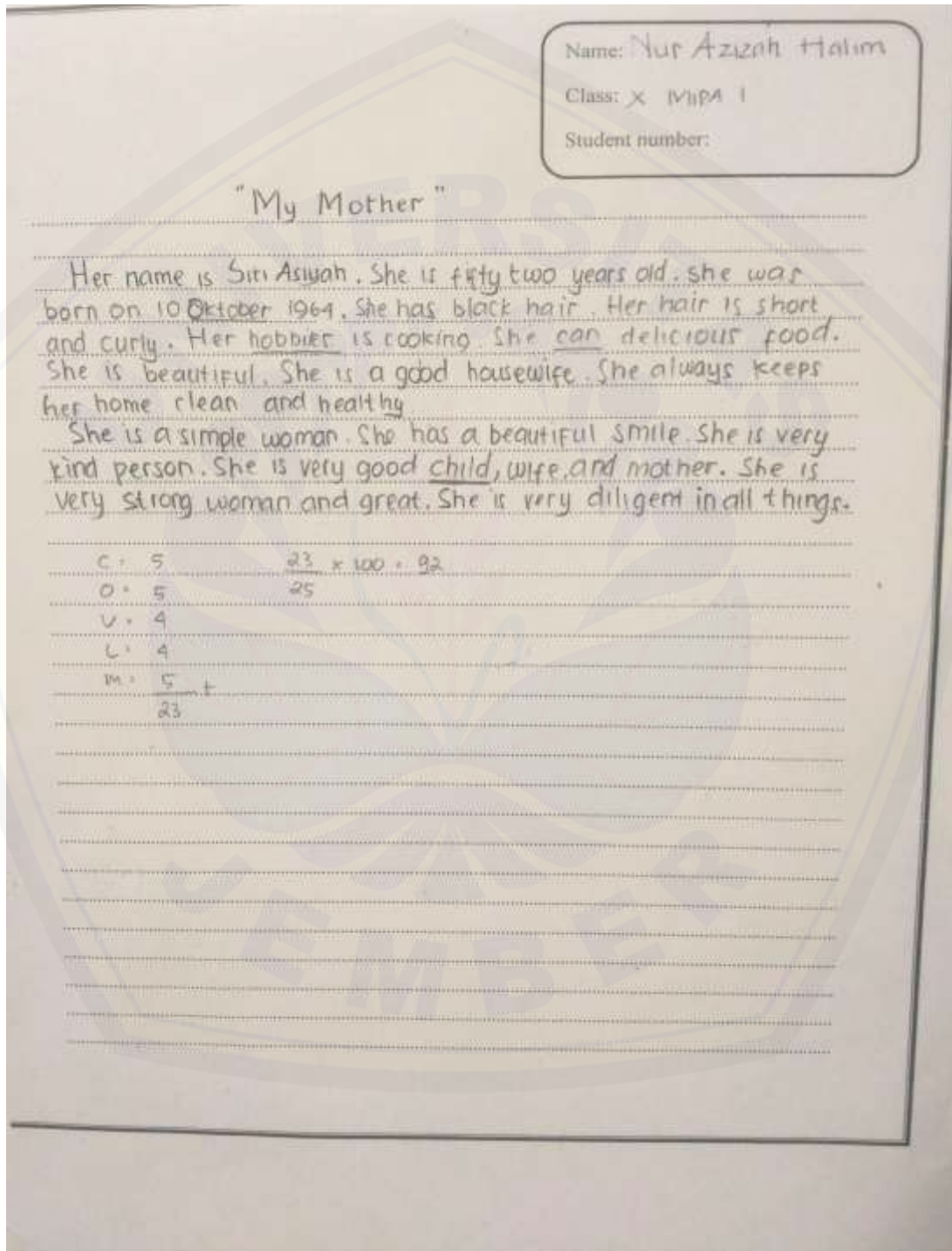
Appendix J

The Sample of Students' Writing Experimental Group (the researcher)



Appendix J

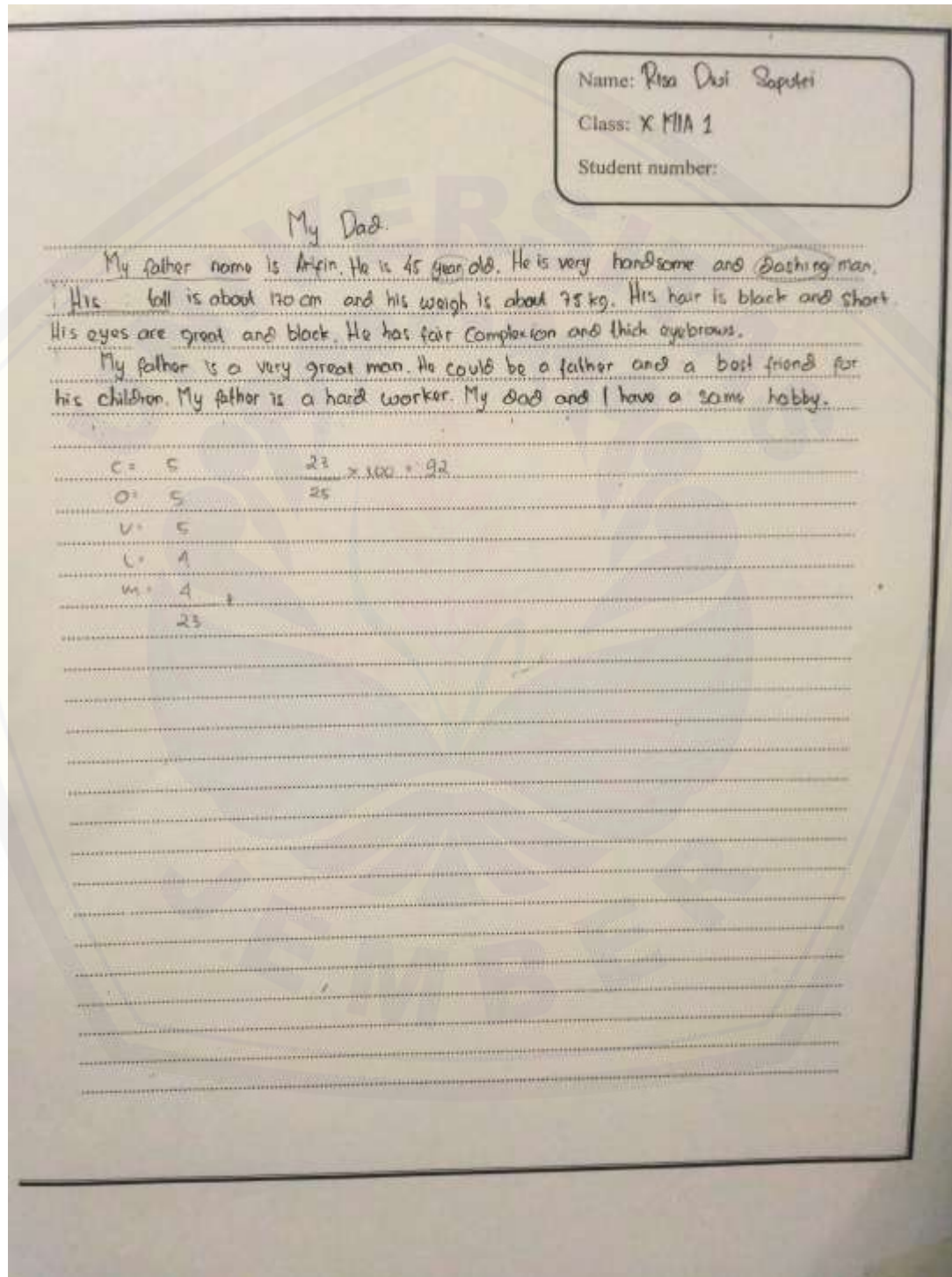
The Sample of Students' Writing Experimental Group (the researcher)





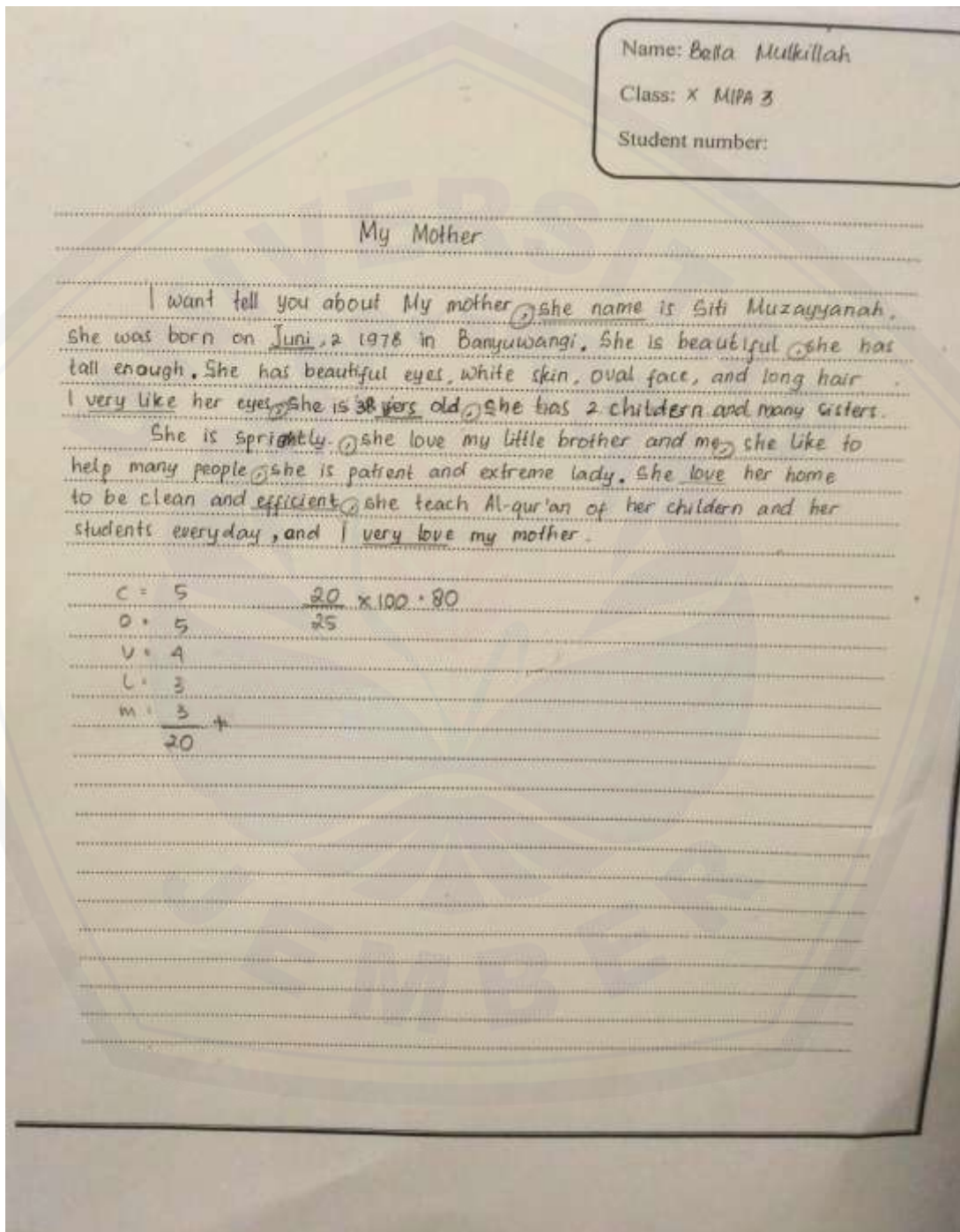
Appendix J

The Sample of Students' Writing Experimental Group (the researcher)



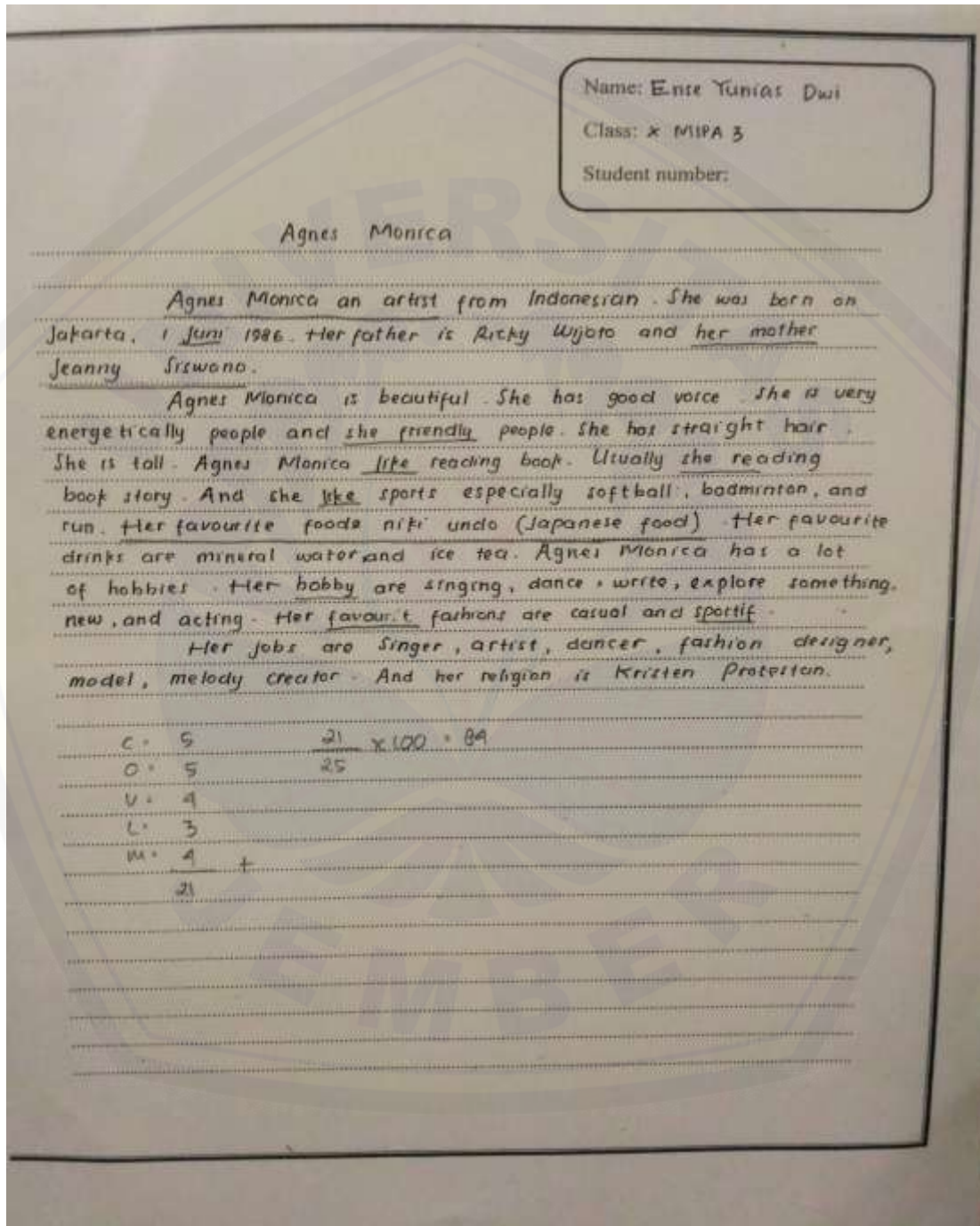
Appendix K

The Sample of Students' Writing Control Group (the researcher)



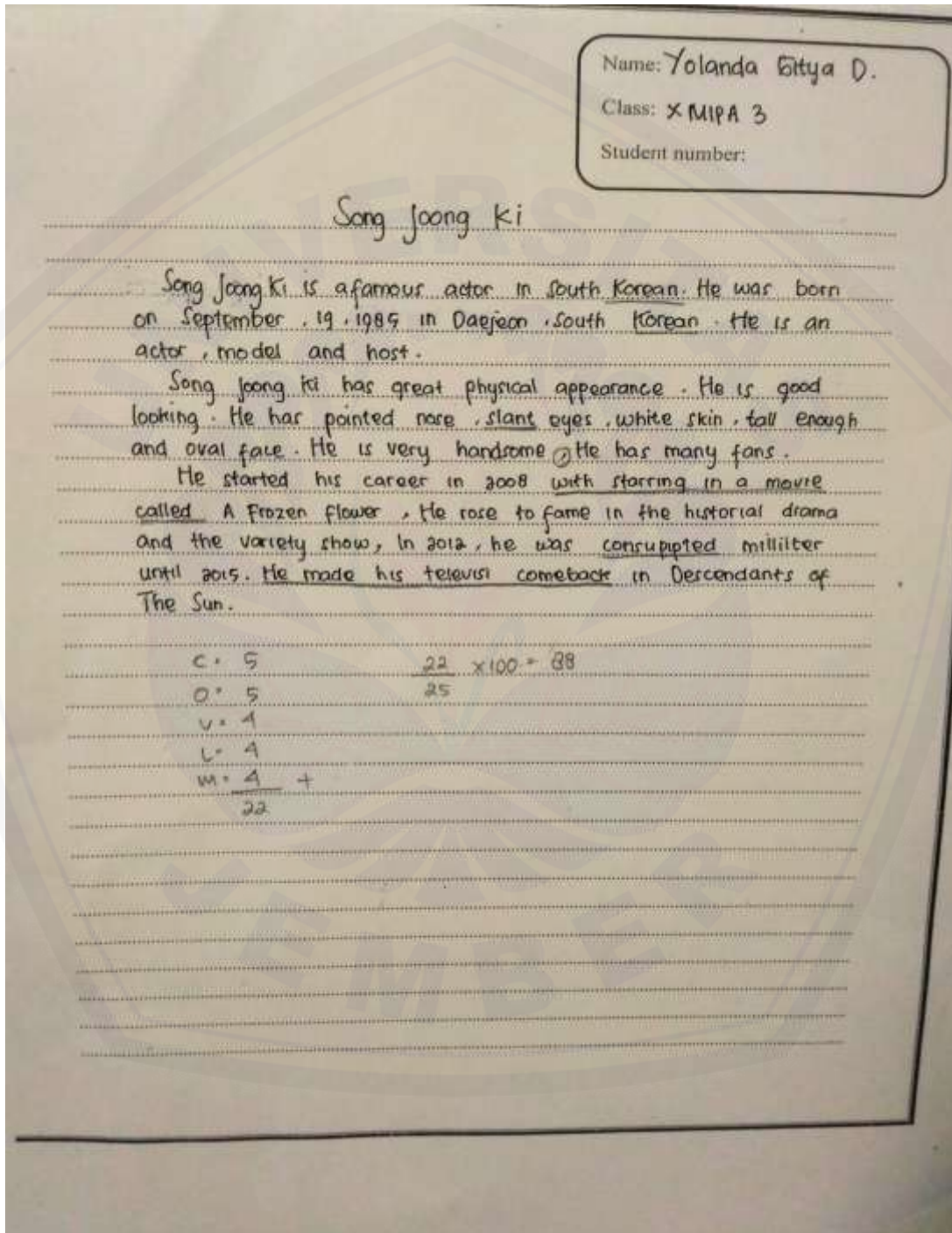
Appendix K

The Sample of Students' Writing Control Group (the researcher)



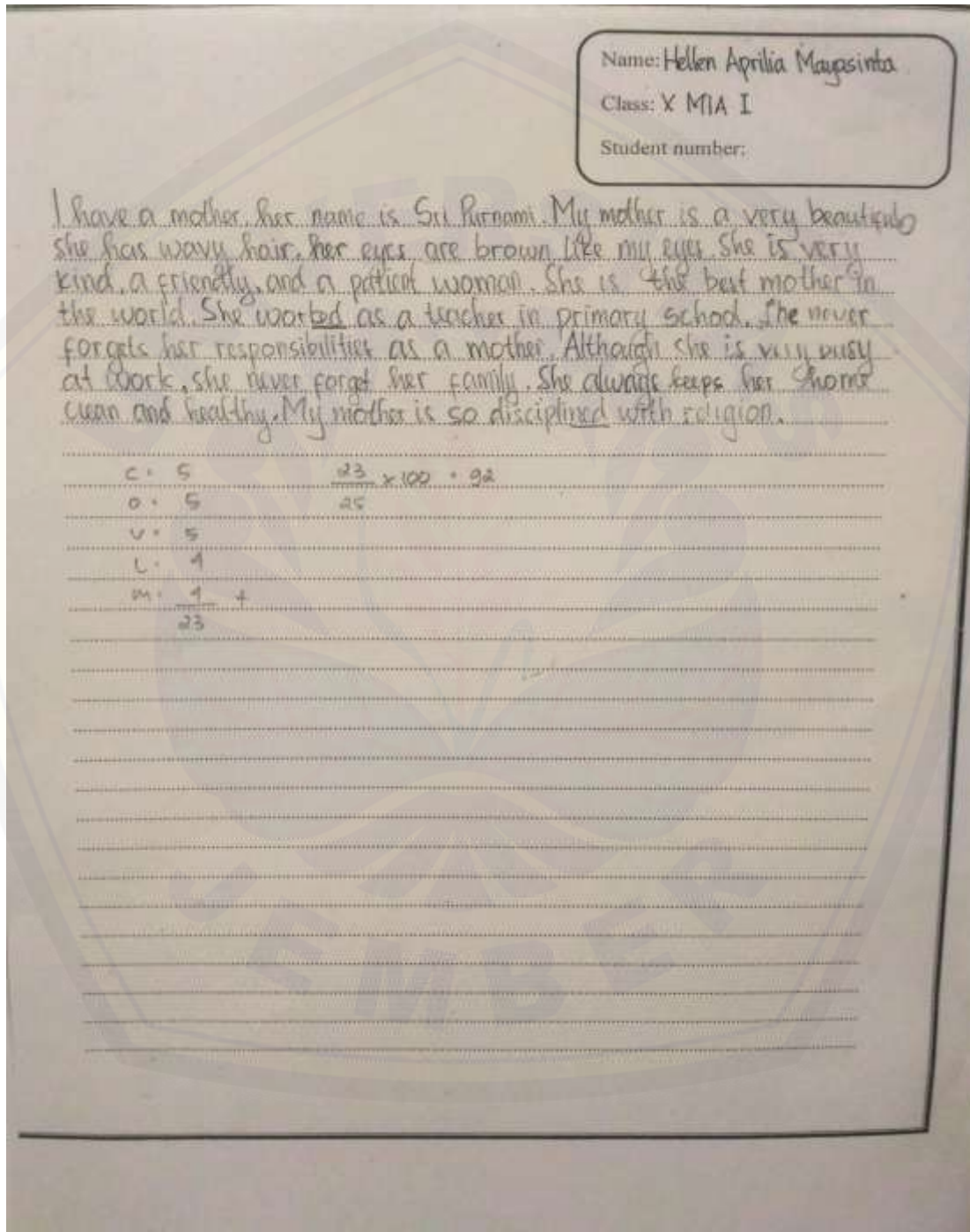
Appendix K

The Sample of Students' Writing Control Group (the researcher)



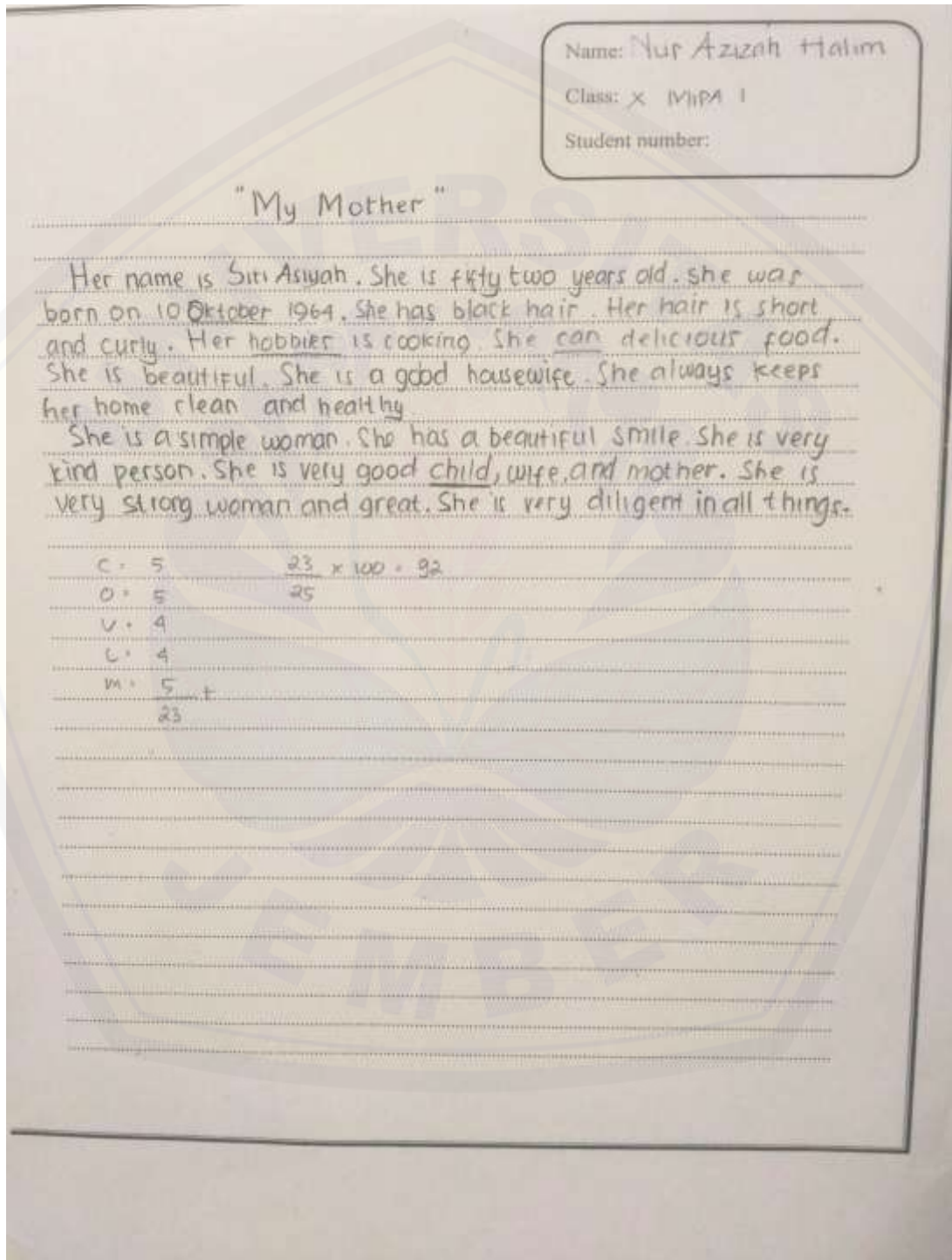
Appendix L

The Sample of Students' Writing Experimental Group (the teacher)



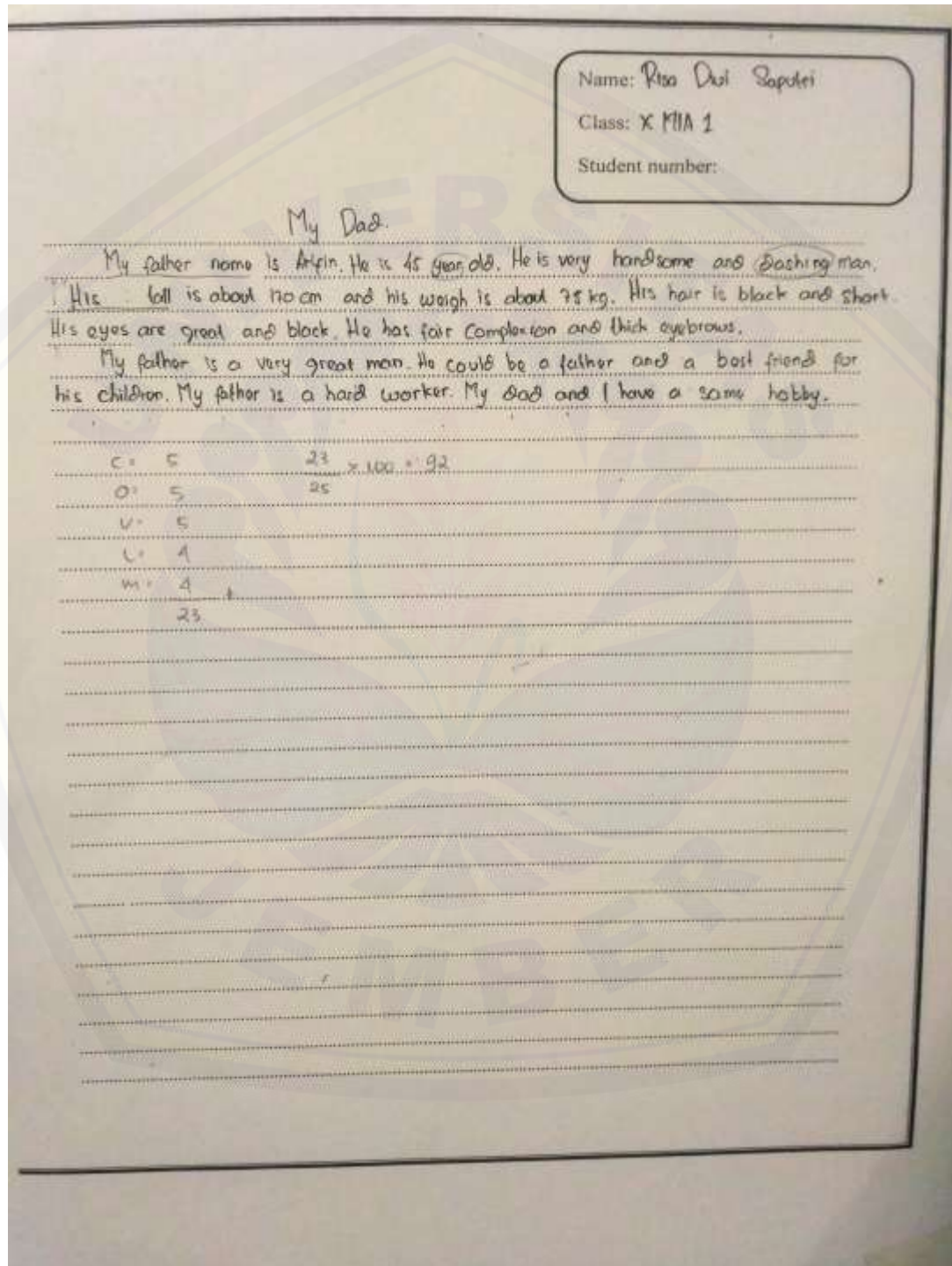
Appendix L

The Sample of Students' Writing Experimental Group (the teacher)



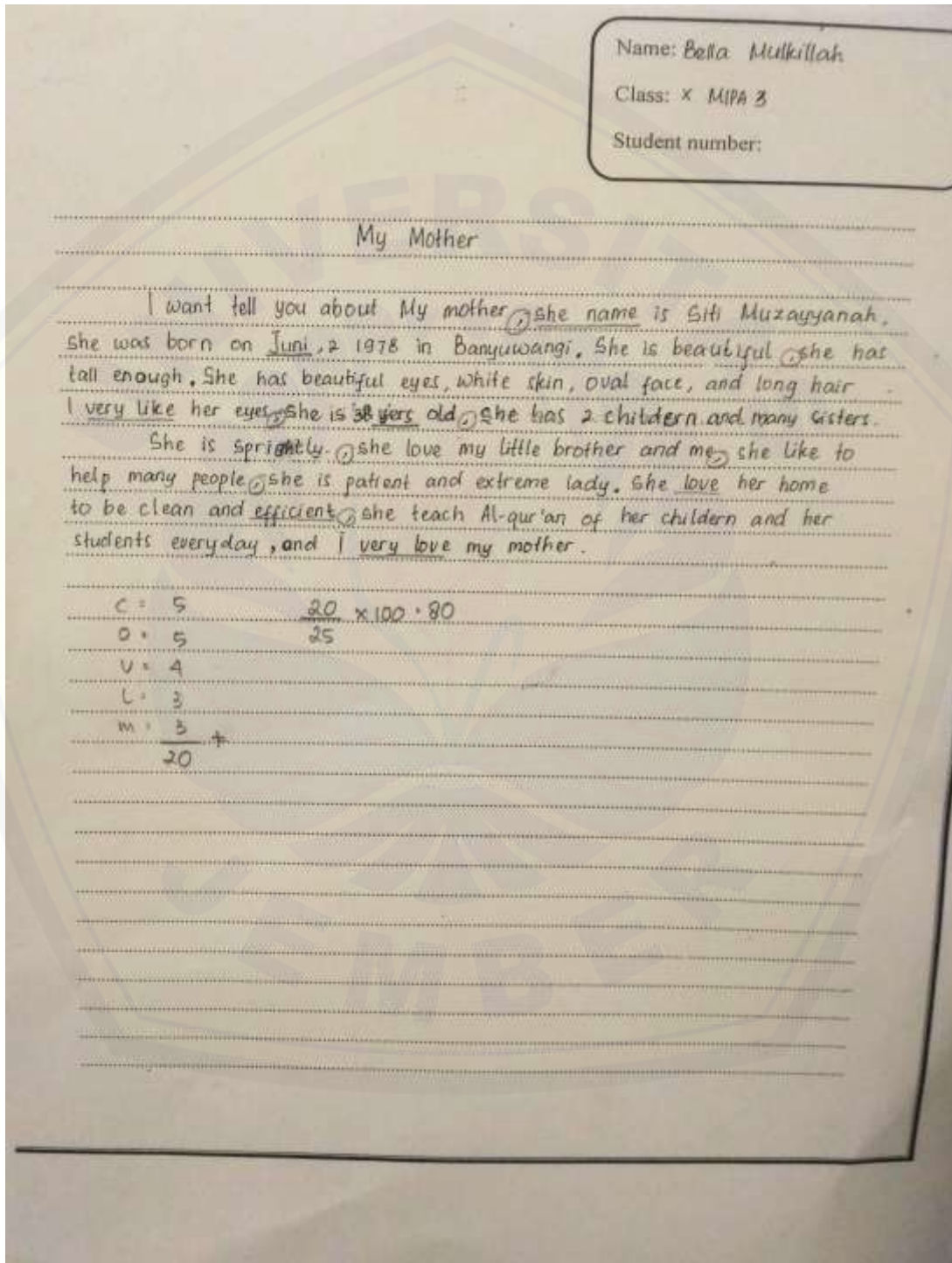
Appendix L

The Sample of Students' Writing Experimental Group (the teacher)



Appendix M

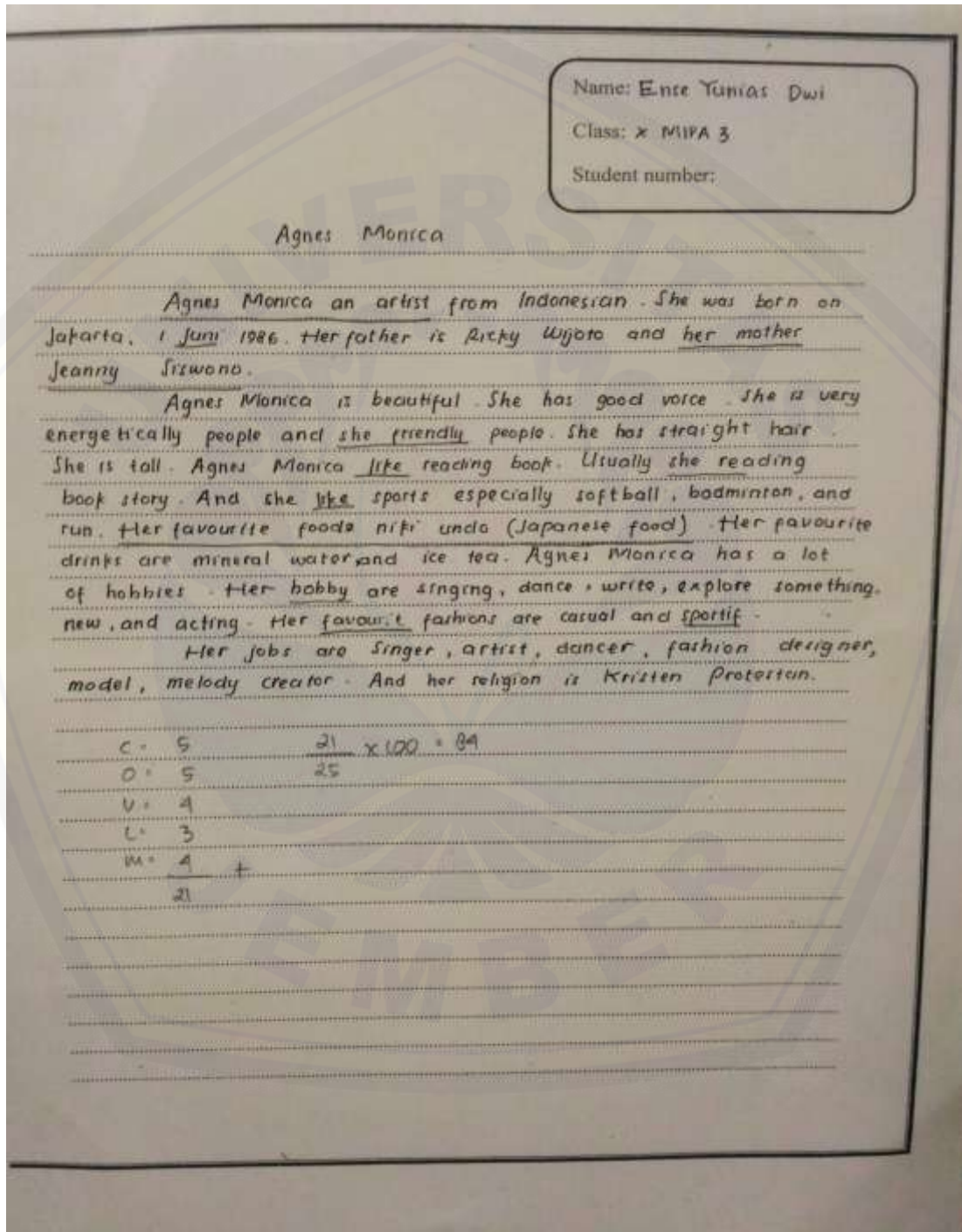
The Sample of Students' Writing Control Group (the teacher)





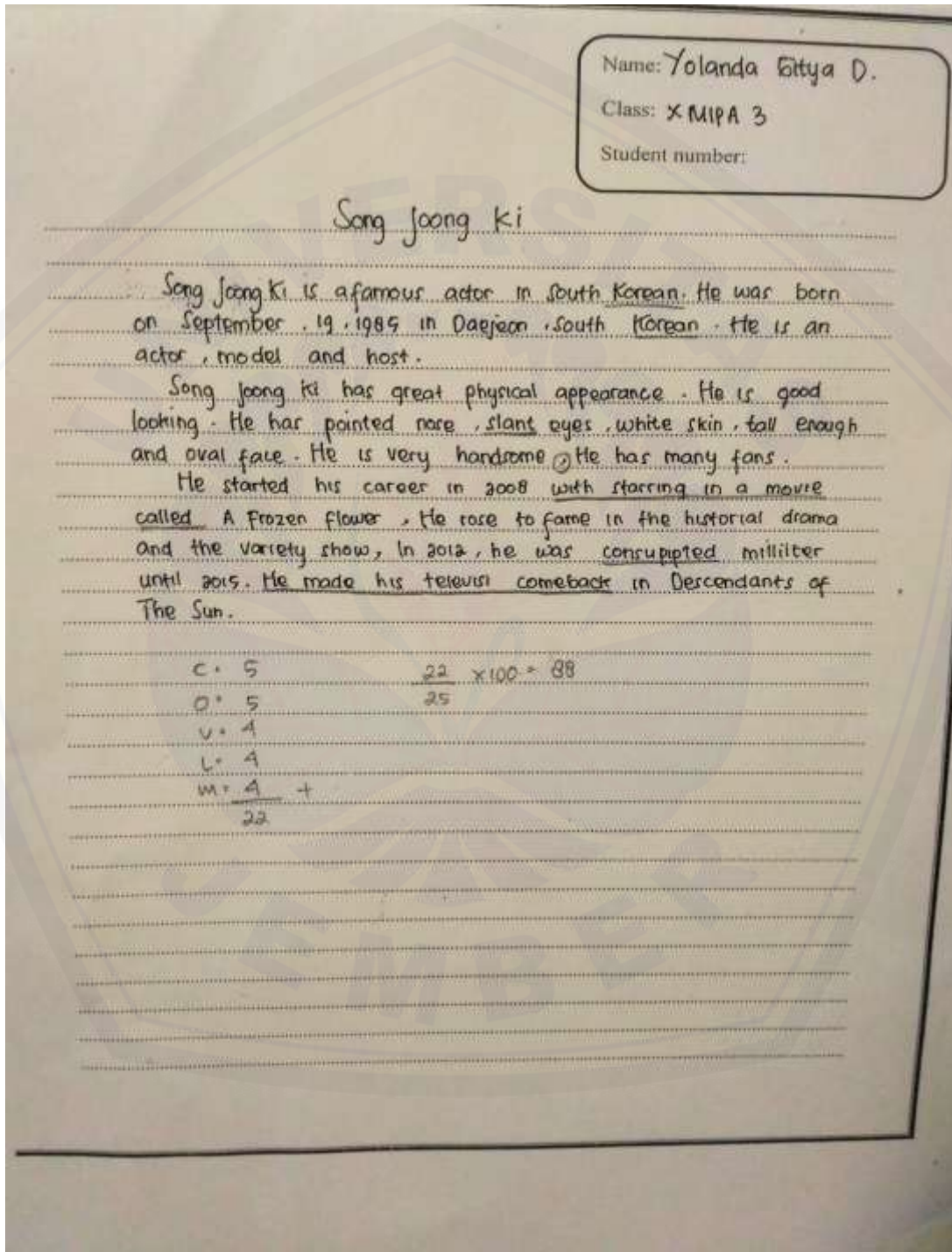
Appendix M

The Sample of Students' Writing Control Group (the teacher)



Appendix M

The Sample of Students' Writing Control Group (the teacher)



**Appendix N**

**Total Mean Score of Post Test for Experimental and Control Group**

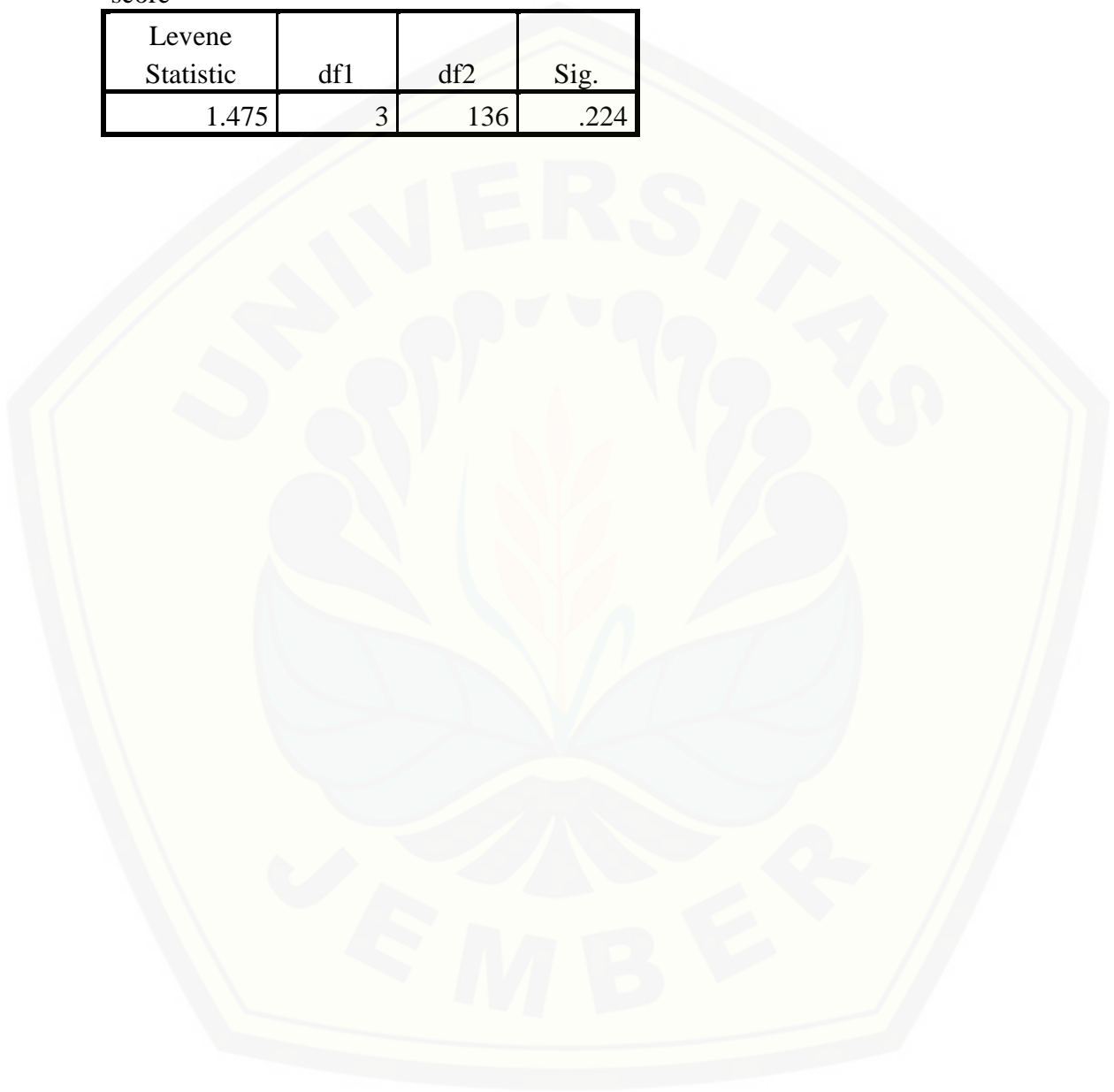
No.	X MIA 1	Score	X MIA 3	Score
1.	AN	92	AC	86
2.	AASS	92	APAS	86
3.	APF	94	AF	88
4.	ASA	86	AFR	92
5.	ANH	94	ALM	90
6.	CI	86	AFR	86
7.	CRA	80	BNK	86
8.	CRN	96	BPM	88
9.	DWHM	92	BM	80
10.	FP	96	DAS	86
11.	FKH	96	DCW	86
12.	FMA	92	DSD	86
13.	FAF	94	ESS	88
14.	FT	96	EYDA	84
15.	GEA	96	FD	80
16.	HAM	92	HA	88
17.	IR	92	JNF	86
18.	IA	92	LU	86
19.	KNDA	92	LOP	84
20.	LAD	86	LDR	86
21.	LA	86	MTU	86
22.	MYE	90	MKB	86
23.	MNM	86	MFT	86
24.	MAF	92	MIR	92
25.	NNA	90	NFPP	86
26.	NY	90	OMZ	88
27.	NMNR	86	RW	88
28.	NIS	92	RAP	86
29.	NAH	92	RAU	86
30.	RDS	92	RF	86
31.	RMA	92	RK	86
32.	SKK	90	SME	86
33.	TNAS	96	TKS	86
34.	YPP	92	YGD	88
35.	ZRM	92	YDR	86

**Appendix O**

**Test of Homogeneity of Variances**

score

Levene Statistic	df1	df2	Sig.
1.475	3	136	.224



Appendix P

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
Equal variances assumed	5.852	.018	6.546	68	.000	4.85714	.74195	3.37660	6.33768
Equal variances not assumed			6.546	57.857	.000	4.85714	.74195	3.37189	6.34240

Appendix Q



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121  
Telepon (0331)-330224, 334267, 337422, 333147 \* Faximile (0331)-339029  
Laman : www.unej.ac.id

Nomor : 8756 / UN25.1.5 / LT / 2016  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

02 SEP 2016

Yth. Kepala SMAN 1 Gambiran  
Banyuwangi

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Felya Sakresma Islami  
NIM : 120210401002  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Facebook as Media on Descriptive Text Writing Achievement of The Tenth Grade Students at Senior High School". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan  
Pembantu Dekan I,  
  
Dr. Sukatman, M.Pd.  
NIP. 19640123 199512 1 001

Appendix R



PEMERINTAH KABUPATEN BANYUWANGI  
DINAS PENDIDIKAN  
**SMA NEGERI 1 GAMBIRAN**  
Jalan Sriwijaya Nomor 11 ☎ (0332) 397448 Fax: 0332-397448, 02 68486  
Email: smangambiran@yahoo.co.id Gambiran, Banyuwangi

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**SURAT KETERANGAN PENELITIAN**  
Nomor : 421/386/429.135/151/2016

Yang bertanda tangan di bawah ini:

Nama : NURIHADI SUTJIPTO, S.Pd.  
NIP : 19580810 198403 1 016  
Pangkat/ Gol. Ruang : Pembina Utama Muda, IV/c  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Negeri 1 Gambiran

Menerangkan bahwa :

Nama : FELYA SAKRESMA ISLAMI  
NIM : 120210401002  
Universitas : Negeri Jember  
Jurusan/Prodi : FKIP S-1 Bahasa Inggris  
Judul Penelitian : The Effect of Facebook as Media on Descriptive Text Writing Achievement of the Tenth Grade Student at Senior High School

Telah melaksanakan penelitian di SMA Negeri 1 Gambiran, pada tanggal 5 Oktober 2016 samapai tanggal 19 Oktober 2016 di kelas X MIA 1 dan X MIA 3.  
Demikian surat keterangan ini dibuat sebagai bukti nama mahasiswi tersebut di atas melakukan tugasnya

Gambiran, 13 Desember 2016  
Kepala Sekolah

  
Nurhadi Sutjipto, S.Pd.  
NIP. 19580810 198403 1 016

**Appendix S**

**Previous Scores of X MIA 1-4**

No.	X Mia 1	Score	X Mia 2	Score	X Mia 3	Score	X Mia 4	Score
1.	AN	70	AHP	70	AC	80	AR	70
2.	AAS	80	AM	80	APA	80	AWH	78
3.	APF	72	BRM	70	AF	70	AMP	70
4.	ASA	80	BBN	80	AD	70	AAH	80
5.	ANH	75	BAI	78	AFR	70	BZ	70
6.	BOP	70	DPA	70	ALM	70	BM	70
7.	CI	70	DZP	75	BNK	78	DAP	80
8.	CRN	75	DAS	70	BPM	75	DKA	70
9.	DWH	78	DAF	75	BM	70	DRD	72
10.	FP	70	ED	70	DAS	70	DWP	70
11.	FKH	70	FHN	80	DCW	70	DAP	73
12.	FMA	70	FAS	70	DSD	70	DAA	78
13.	FAF	75	FWS	80	ESS	75	DF	78
14.	FT	78	IH	78	EYD	72	EL	70
15.	GEA	70	LLV	70	FD	70	ENI	70
16.	GDH	70	LTA	70	HA	70	ESD	75
17.	IAV	70	MDN	70	JNF	70	GPL	75
18.	I	70	MAF	70	LU	70	HCE	70
19.	IA	70	MAN	70	LOP	70	KCW	75
20.	KND	70	MM	75	LDR	70	MAZ	73
21.	LAR	70	MRF	72	MTU	70	MRF	70
22.	LA	72	NSA	70	MKB	78	NF	80
23.	MYE	70	NDS	70	MIR	80	NDN	74
24.	MNA	70	NDP	70	MRK	70	RMP	75
25.	MAF	70	NLA	70	NFP	70	RWR	75
26.	NNA	70	PPR	70	OMI	70	RNS	70
27.	NY	70	RHF	70	RW	75	RW	75
28.	NMN	70	RHH	70	RAP	80	SCM	70
29.	NIS	70	RN	70	RAU	70	SFO	70
30.	NAH	70	RAD	70	RF	70	SN	75
31.	RDS	70	RAW	70	RK	72	SDR	70
32.	RSB	70	SID	70	SME	70	SA	75
33.	RMA	70	SA	80	TKS	70	TIK	70
34.	SKK	70	TNK	70	VAM	70	TS	75
35.	TNA	70	TYD	70	YGD	70	VAK	70