AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING FACEBOOK AS MEDIA ON THE
STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY OF THE
ENGLISH EDUCATION DEPARTMENT AT IAIN METRO
IN THE ACADEMIC YEAR OF 2019/2020

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2019 M

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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ABSTRACT

By:

HARY RAHMAT WICAKSONO

The purpose of this research was to determine whether the use facebook media can affect student's ability in writing descriptive text ability on IAIN Metro. In this study, researchers gave test in the form of pre-test to determine student's ability writing descriptive text and a post-test to find out the results of students in working on descriptive text after using facebook media.

This research is conducted at the research quantitative in IAIN Metro at second semester that students numbered 30 students. The technique used to obtain the sample is cluster random sampling.in the data collection researchers used test. Researchers used the test to obtain data on students through a task to create a descriptive text. This test is used to determine whether students can use facebook media to write descriptive text, then researchers used an analysis is by using t-test.

Finally, the data show that t = 21,353 is greater than the t table = 2,021, with thus it can be concluded that Hi is received and H_0. This shows that the use facebook media has influence on students' ability to write descriptive text in class second semester IAIN Metro.

Keywords: *Descriptive Text, facebook and Quantitative.*

PENGARUH PENGGUNAAN MEDIA FACEBOOK TERHADAP KEMAMPUAN SISWA MENULIS TEKS DESKRIPTIF DI JURUSAN PENDIDIKAN BAHASA INGGRIS IAIN METRO

ABSTRAK

Oleh:
HARY RAHMAT WICAKSONO

Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan media facebook dapat mempengaruhi kemampuan siswa dalam kemampuan penulisan deskriptif text pada kelas bahasa inggris di IAIN Metro. Dalam penelitian ini peneliti memberikan tes berupa pre-tes untuk mengetahui kemampuan siswa dalam penulisan deskriptif teks deskriptif setelah menggunakan media facebook.

Penelitian ini merupakan jenis penelitian kuantitatif yang dilaksanakan di IAIN Metro pada mahasiswa semester dua yang siswanya berjumlah 30 siswa. Teknik yang digunakan untuk memperoleh contoh adalah cluster random sampling. Dalam pengumpulan data peneliti menggunakan test. Peneliti menggunakan tes untuk memperoleh data siswa melalui tugas untuk membuat tulisan deskriptif teks. Tes ini digunakan untuk mengetahui apakah media facebook dapat digunakan siswa dalam kemampuan menulis deskriptif teks, analisa yang digunakan peneliti adalah dengan menggunakan t-test.

Akhirnya data menunjukan bahwa t_{hitung} =21.353 lebih besar dari pada t_{table} =2.021, dengan demikian dapat disimpulkan bahwa Hi di terima dan H_0 ditolak. Hal ini menunjukan bahwa penggunaan media facebook mempunyai pengaruh terhadap kemampuan menulis deskriptif teks siswa pada semester dua di IAIN Metro.

Kata kunci: *Teks Deskriptif, Facebook dan Kuantitatif.*

APPROVAL PAGE

Title   : THE INFLUENCE OF USING FACEBOOK AS MEDIA THE STUDENTS' DESCRPTIVE WRITING ABILITY STUDENTS AT THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR OF 2019/2020

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To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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NOTIFICATION LETTER

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To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Hary Rahmat Wicaksono

Students Number : 1501070215P

Title   : THE INFLUENCE OF USING FACEBOOK AS MEDIA THE STUDENTS' DESCRPTIVE WRITING ABILITY STUDENTS AT THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR OF 2019/2020

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikumWr.Wb

Metro, 29 November 2019

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Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Judul Skripsi   : THE INFLUENCE OF USING FACEBOOK AS MEDIA THE STUDENTS' DESCRPTIVE WRITING ABILITY STUDENTS AT THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO IN THE ACADEMIC YEAR OF 2019/2020

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Metro,29 November 2019

Sponsor   Co-sponsor

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An Undergraduate thesis entitled: THE INFLUENCE OF USING FACEBOOK AS MEDIA ON THE STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO IN THE ACADEMIC YEAR OF 2019/2020 , Written by: Hary Rahmat Wicaksono, Number: 1501070215P English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 16[h], 2019, at 09.00-11.00. AM

BOARD OF EXAMINERS

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STATEMENT OF RESEARCH ORIGINALITY

The undersign :

Name   : Hary Rahmat Wicaksono

Students Number   : 1501070215P
Study Program   : English Education

Department   : Tarbiyah

State that this undergraduate thesis is original except certain part of it quoted from bibliography mentioned.

Metro,December 16th 2019

Hary Rahmat Wicaksono
NIP. 1501070215P

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

My beloved parents and my Crush who always support me in their endless love.

Then, to all my friend, thanks for your inspiration, motivation, loving, praying,

and always give support for me until finished this thesis, and my beloved
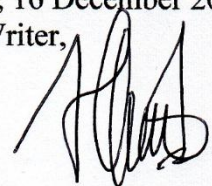
almamater IAIN Metro.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the words whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the writer can accomplish this Thesis entitles "THE INFLUENCE OF USING FACEBOOK AS MEDIA THE STUDENTS' DESCRIPTIVE WRITING ABILITY STUDENTS AT THE ENGLISH EDUCATION DEPARTMENT OF IAIN METRO".

Regarding to the undergraduate thesis, the writer offers his big thank to the Ahmad Subhan Roza, M.Pd as the sponsor and to Trisna Dinillah Harya, M.Pd as the co-sponsor. May allah SWT give them His better reward for their spending time to support and guide during the writing process.

The researcher do apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 16 December 2019
The Writer,

Hary Rahmat Wicaksono
St. Number: 1501070215P

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CURRICULUM VITAE

CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the languages in the world. It has become an International Language that is used by almost all countries as the first. The second, or the foreign language. Moreover, English has been declared as a formal language of International communication for a long time ago.

on the other hand, Indonesia is one of the countries that declared English as a foreign language. Can be known as the education in Indonesia teaches english until University. Moreover, English has become a constant curriculum in the each school level.

The four skills of the language that should be mastered by all language learners are listening, speaking, reading, and writing. Listening and Reading are receptive skills, speaking and writing are productive skills. All students have to learn both receptive and productive skills.

As a productive skill, writing is one of the important skills, which is taught at school. It has a very significant role in teaching English as a foreign or second language. By writing, we can remember something and think critically as well. Moreover, it is not only to communicate to each other, but also to express an idea.

In addition, Rosenberg states that "writing enable the students to mull over and examine ideas carefully, to explore their implication, and to create new

ideas."[1] Lerning to write will take a longer time than learning to speak because writing requires greater accuracy and variation.

In this case, the writer tries to study about the process of writing a descriptive text among the second semester students at English Education Department of IAIN Metro. The writer has conducted a pre-survey on February 6th 2019, and met by the lecturer of writing, Yeasy Agustina Sari, M.Pd. he has given the list of writing score to the writer as described in the following table.

Table 1.1
The data of Pra-Survey score in Class:

No	Name of Students	The score	Category
1	CIS	55	Enough
2	ENK	55	Enough
3	FAR	55	Enough
4	JE	60	Enough
5	LD	60	Enough
6	LM	55	Enough
7	MRZ	60	Enough
8	RY	80	Good
9	SA	65	Good
10	TPS	80	Good
11	SA	55	Poor
12	DHD	40	Poor
13	DSI	70	Good
14	IR	80	Good
15	IA	65	Enough
16	IS	75	Good
17	MRTS	68	Enough
18	MK	50	Poor
19	NUA	66	Enough
20	AI	68	Enough
21	DS	75	Good
22	DW	80	Good
23	LOS	80	Good

24	NDU	80	Good
25	NM	71	Good
26	AFD	60	Poor
27	EAA	65	Enough
28	FM	75	Good
29	NRA	80	Good
30	HLN	55	Poor

Table 1.2
The percentage of the Students' score of Writing

No	Score	Students	Percentage	Category
1	85-100	0	0	Very Good
2	71-85	11	40%	Good
3	61-70	6	15%	Enough
4	55-10	13	45%	Poor

By analyzing the pre-survey result above, it can be concluded that a great deal of students of English Education Department gains some errors in writing. From the table above the writer thought that there is a problem in English subject. Where is the problem? So the writer asked some students what the problem is when they study English subject. Is it so difficult to think about the idea? Has the teacher ever tried using media?

Then the students answered that sometimes they feel hard to come up with the idea because of lack of vocabularies. Some others said that they have no idea what to put on the paper because their mood is bad. And then, they want to study English that will make them creative and when they use media, it is easier to understand or use.

So, the writer has the idea to do research about English subject by using Facebook as media, because the students said that they have no idea what to write animal, place or event that they want to describe. Therefore, the writer wants to conduct a research entitled "The Influence Of Using Facebook As Media On The Students' Descriptive Text Writing Ability Of The English Education Department At Iain Metro In The Academic Year Of 2019/2020."

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. The students have difficulties to write a descriptive paragraph because they do not have sufficient vocabulary and grammar mastery.

2. The students have difficulties to put ideas and to transform thoughts into words in a coherent organization.

C. Problem Limitation

Based on the problem identification above, the writer limits the problems only at the last problem. The students' lack of facebook using can influence their ability to write a descriptive text. This research has conducted at the second semester students of English education department of IAIN Metro.

D. Problem Formulation

The problem that will be researched is formulated as "is there any positive and significant influence of using facebook on the writing ability among the second semester students of English education department at IAIN Metro?

E. Objective and Benefit of the Study

1. Objective of the study

To know the influence of using facebook as media on the descriptive writing ability among the second semester students of English education department at IAIN Metro.

2. Benefits of the study

a. For the students:

1) To enable the students to write effectively.

2) To enable the students to use facebook before they begin to write a descriptive text.

b. For the lecturer

1) To help the lecture to help the students in solving the problems while writing a descriptive text.

2) To help the lecture to know the advantages of using facebook in order to teach writing ability more effectively and interestingly.

c. For the writer

1) As a learning source for the writer to learn more about writing.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains the theories that support the research. It includes the concept of writing, concept of descriptive writing, concept facebook and concept of descriptive writing teaching through Facebook, and the explanations of each sub-topic are:

1. The Concept of Writing

a. The Definition of Writing

Writing is a psychological activity of the language user to put information in the written text. Brown says writing is a process to and up thinking something you cannot have started our thinking.[1] According to Hammerly in his book, writing is putting down on the paper what we can say and would say in the presence of a listerner[3]. It means that writing our idea is writing down on the paper so other people can know what in our brain is.

According to Wallance, Writing is the final product of several actions learning that are hugely challenging to learn simultaneously.[2] It is explained that writing is one of the learning results such as note taking, identifying a central idea, outlining, drafting and editing.

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[1] Brown, H. Douglas, *teaching by principle: An interactive Approach to Language Pendagogy, second addiction,* (Addison Wesley: Longman, 2001), p.337

[2] Harmelly, Hector, *Synthesis in language Teaching an Introduction to Linguistics*, (Simon Fraser Uniersity, 1986), p. 506

Besides that, Jeremy said writing as a tool to reflect and as a way to promote written fluency. It is also a way that the teachers and students can do to start a new kind of dialogs in the classroom.[3] The other definition of writing is from Zemach, he said that it becomes a difficult skill to master in both first language and second language.[4]

In term of skill, producing a coherent, fluent, extended piece of writing is probably the most difficult thing to do in language. It defies that writing academic papers is particularly difficult. On the other hand, Nathan said that writing is a complex cognitive demanding activity, which is done by students in learning process.[5]

From those explanations above, we can say that writing is the result of transforming our thoughts or ideas and the process of monitoring any single words, readings, and revising.

b. The Types of Writing

1) Description

Description is about sensory experience. How something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Description helps the reader trough his/her imagination to visualize a scene or a person or to understand a sensation or an emotion.

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[3] Zemach, Dorothy E, and Charlos Islam, *Paragraph Writing From Sentence to Paragraph*, (Macmilan), p. i

[4] 7Mertens, Nathan L, Writing Processes, tools and techniques, (nova science publisher inc, new York, 2010), p.vii

[5] Kane, Thomas S, The Oxford Essential Guide to Writing, (New York, Oxford University Press 2000), p.351

2) **Argumentation**

Argumentation means supporting one side or the other of a controversial topic. Its method is to make a general statement and support it-or sometimes to lead logically to a general conclusion by a series of facts.

3) **Narration**

Narration is the form of the writing used to relate the act of events. Narration tells the event meaningfully in words that happen chronological, not randomly[9]. Narration places occurrence in time and tells what happened according to natural time sequence.

4) **Exposition**

Exposition writing is designed to convey information or explain what difficult to understand is. It means that exposition writing is used to explain a process or procedure or to give directions or instructions.

Those are the types of writing which are usually used. Those types must be known and learned by students who are learning English. The students have to know what the purpose of the writing text is.[6]

c. **The Process of Writing**

According to Mc-Crimmon, the writing process will be divided into three stages, as follows:

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[7]*Ibid*., P.347

1) Planning

   Planning is an orderly procedure used to bring a desire result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

2) Drafting

   Drafting is a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

3) Revising

   Revising is a procedure for improving or correcting a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that has created a piece of writing.[7]

d. **The Characteristics of a good Writing are:**

1) Good writing is interesting. Meanwhile, This is true regardless of whether it is designed to amuse, inform, or persuade the reader. Writting generally stimulates interest by presenting some knowledge or insight that is new and important to the readers, Hence, writers need to be experts, but they should avoid telling readers what obvious or already known.

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[8]Mc Crimmon, James M, *Writing With a Purpose*,(New York: Houghton Miffin, 1984), p.119

2) Good writing is clear. Its ideas have been organized logically, words are selected carefully and the sentences are constructed skillfully so that readers can understand what the writers means.

3) Good writing is concise. It contains no unnecessary words, phrases, or sentences. If not the readers will feel that their time is wasted.

4) Good writing is affective. It conveys a message to readers in such a way that will achieve the effect that the writer intended. To achieve this objective, the writer must choose the good wisely, sentences and paragraph must be structured that will best communicate to their readers will not be destructed from the message, good writer also follows the accepted convention of spelling, punctuation, capitalization and so on.

5) Good writing refers to authentic voice of the writer. It conveys the sound of thinking to another person. However, good writers adapt that "speaking style" to suit the appropriate to relationship the purpose and audience of the writing occasion.[8]

Moreover, Davies said, "writing is probably the linguistic skill that is least used by most people in their native language".[9] It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

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[8] Mc Crimmon, James M, *Writing With a Purpose*, (New York: Houghton Miffin, 1984), p.147

[9] Paul Daies and Eric Pearse, *Success in English Teaching*, (New York: Oxford University Press, 2002)

According to Davies, "good writing skills usually develop from extensive reading, some specific training, and a good deal of practice. Writing involves the following basic skills: hand writing or typing, spelling, constructing grammatical sentences, punctuating".[10]

The writer's aim is the beautiful writting needs the knowledge which they get from reading, writing training and also practice of writing itself and it has basic skill which develops writing, for instant, the hand writing or typing, spelling, the grammar, punctuation.[11]

Based on the statement above, it can infered that in writing a person can arrange letters word, sentences, and paragraph by using the knowledge of systematical structure in written form and hopes the readers understand what he means.

Referring to the previous statement, in writing, a person puts down graphic symbols that have meaning and they should be in the right rules. In addition, the writer will be more focus on descriptive writing.

2. Concept of Descriptive Writing

According to Siahaan, descriptive is also a text. It is a paragraph in which a writer tries to picture out an object to the reader. The object can be anything. It can be a concrete object such as an opinion, idea, or love, hate, or believe etc.[12]

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[10] Paul Daies and Eric Perse, *loc. cit*
[11] Mc Crimmon, James M, *Writing With a Purpose*, (New York: Houghton Miffin, 1984), p.157
[12] *Ibid p.167*

One of the test types used in research is descriptive text. A descriptive text is a text that describes a particular person, place, and things. It means that descriptive text is able to provide the factual information. The purpose of descriptive writing is to share with reader some object, person, scene, activity, or mood that the writer experienced. In addition to inform and attack other, description adds to the enjoyment of life.[13]

Descriptive text can be presented as written or spoken text. In a descriptive text, the writer as the authority informs something to the unknown readers or listener. The descriptive text may come in any forms, such as text books, encyclopedia, or essay test answers. This type of text consists of two main parts. Identification and description:

a. **Identification:**

It identifies a particular person, place, or thing to be described. The identification can be in the form of definition.

b. **Description:**

it contains sub-topics, they describe parts, qualities, and characteristics.

It means that descriptive text is able to provide detailed information about the particular thing in order to make the readers understand what the writer means. Furthermore, descriptive text is used to describe particular thing, person, or place. It talks about one specific thing, person or place by mentioning its characters, parts, quantities, or

qualities. The subject being described is explained as clearly as possible to make the readers or listener able to see the image of the subject in their mind clearly as the author sees in his/hers.

For instance, a student wants to describe his sister to his new friend. In his mind, he has a very clear picture of his sister, including the pointed nose and the happy chuckle of her laugh. His goal, then, is to use sufficient carefully chosen, specific details in his description so that his friend could pick his sister out of a group of people.[14]

According to Wikipedia, descriptive writing has a goal, characteristics and uses. Here are the explanations:

a. Goal

Descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.

b. Characteristics

The general characteristics of descriptive writing include:

1) Focus on specific participants: a particular class or thing, person or place (e.g. The Time, JKW President, garden) rather than generalized participants (e.g. The Happy Family, newspaper, marketing).

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[15]M. Sudarwati And Eudia Grace, *Look Ahead*, (Jakarta: Erlangga, 2007)

2) Used of attributive and identifying process: additional adverbs of the subject mentioned (e.g. adjective clause, adjective phrase, and linking verb).

3) Use of simple present tense.

4) Frequent use of classifier in nominal group (e.g. one of …., many of …., etc).

c. Uses

Descriptive writing appears in almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in a narrative. The following is the examples of descriptive text:

Table 2.1
The Example of Descriptive Writing:

	My Pet
Identification ←	I want to tell you about my pet
Description ←	My pet is cat. I have many pets in my house, like Bird and kittens. However, I just like my cat. She is a sweet and healty cat. She has two blue yellow eyes and one yellow tail. The body hair is black and there is mustache on his nose. She is very funny.

From the explanation of the descriptive text above, it can be seen that the organization of the text consists of two parts, general

classification and descriptions. General classification or sometimes called as identification introduces the topic being described (my pet). On the other hand, descriptions tell the topics more clearly (such as its parts and characteristics).[15]

3. Concept of Facebook

a. Definition of Facebook

In this era of technology, Social media has been being a part of our daily life. Social media has become a part of human life. It is successfully integrated to human is daily activity not only for social purposes, but also for business and educational. The current most popular social network site is Facebook (FB). According to Hub Westminster, Facebook is a social utility that connects us with the people, brands and organizations we care about. Founded in 2004, it has quickly become one of the most used and visited platforms for people of all ages to communicate and connect with friends and others who work, study and live around them,[16] By May 2013 there were 1.1bn people using Facebook around the world, helping to make it a tool rich with potential for learning. Facebook's mission is to make the world more open and connected. It is in this spirit that Facebook has been working with schools, colleges and universities to better understand how the service can be used in

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[15] *http://www.thewritingsite.org/resources/genre/descriptive.asp*
[16] *Westminster, Hub. 2013. Facebook Guide for Educators. London: The Education Foundation*

and out of classrooms as a tool for learning, and harness its potential to improve learning outcomes for young people.

According To Ralf Caers and Tim De Feyter do not assume all readers are familiar with Facebook and the services available to its users. Therefore, we provide a short overview of its features. This overview is based on the Facebook Timeline layout as it was available in October 2012. Individuals can create an account on the website Facebook.com. After providing some personal information (name, date of birth, gender, email address), the new use chooses a password and gets account access. Facebook opts for a highly standardized layout of user accounts. Regardless of whose account it is, many features appear on the same place on the screen, making it easy to recognize and find the data one is searching for. There are two important pages on this account: home and profile. The profile page, also often called 'the wall', is where users present themselves. A small profile picture adds to a large cover photo at the top of the page, below which the name of the user is presented along with some basic information and a few buttons referring to friends, photos, and "likes." Below that is the area where "status updates" appear. Users can post anything they want in their status, and friends can respond to this statement by text comments or by liking it (shown directly below the status).[17] Boyd & Ellison note that Facebook

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[17] *Ralf Caers, Professor HR & Social Media, Human Relations Research Group 2013, Facebook: A literature review, Hogeschool-Universiteit Brussel (HUB), Warmoesberg 26, 1000, Brussels, Belgium.*

began in early 2004 as a Harvard- only social network site, but in September 2005, had successfully expanded to include high school students, professionals inside corporate networks, and, eventually, everyone.[18] www.socialbakers.com reported that at the end of 2018, there are 1.44 billion Facebook users worldwide. Asia became the continent with the most users, with 471 million users. Facebook grows rapidly in many countries including Indonesia. According to Facebook statistics, the total number of Facebook users in Indonesia is reaching 60,3 million. This number of users has placed Indonesia as fourth in the highest number of Facebook users in the whole world following United States, India, and Brazil.[19] It means that Indonesia placed second in the whole Asia and placed first in South East Asian.

Table 2.2
The Facebook statistic by country (ten highest-Facebook-users country) in the last 2018 can be seen in

No	Country	Number of User	Change	(+%)	Penetration
1	United State	163.071.460	-3.635.940	-2.20%	52.56%
2	Brazil	66.552.420	+3.380.700	+5.06%	33.09%
3	India	61.499.220	+291.120	+0.47%	5.24%
4	Indonesia	47.165.080	-3.728.760	-7.91%	19.41%
5	Mexico	39.945.620	+7.520	+0.02%	35.52%
6	Turkey	32.438.200	+264.900	+0.82%	41.69%
7	United Kingdom	32.175.460	-1.165.240	-3.57%	51.61%
8	Philiphines	30.094.560	+33.800	+0.11%	30.12%
9	France	25.307.820	+54.960	+0.22%	39.07%
10	Germany	25.063.880	-206.800	-0.83%	30.64%

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[18] *Boyd, D.M, Ellison, N.B. 2007. Social Network Sites: Definition, History, and Scholarship.Michigan State Unversity*
[19] *http://www.socialbakers.com/facebook-statistics/*

From the total user's of facebook in Indonesia, most of the users are teenagers. For the teenagers, facebook is a trendsetter in the their lives in Indonesia. The teenagers have the assumption that they will be considered as modern people if they have a Facebook account (Budiardi & Anggraini:2012). So, it can be concluded that most of the students have Facebook account, but we do not know the use of their facebook hanging preposition.

b. The Feature of Facebook

Facebook provides many interesting features for its users such as, teenagers and adult. They like to use facebook because if has many easy features to use. The features are wall profile, inbox, photo, group, event, games, chat, and blog.

1) Wall is a way to connect be your friends. It gives some informations about the users activity. The user can share his status, so his status can be seen by other users and can be commented, the wall selection is a wildly popular feature in facebook. Here you can leave not only messages, but also links or videos for other.

2) Profile is the general information of the user. Stated that the profile is our face on facebook. Profile section includes home page, status, network, and birthday (Alba, 2008:8-9). The newest feature of profile section for user is timeline, most of the facebook user have changed their profile setting into timeline profile. This timeline

consists of the information of the user such as "profile", "friends", "photos", and "status updates". The timeline profile as follows:

Figure 2.1
Facebook Profile
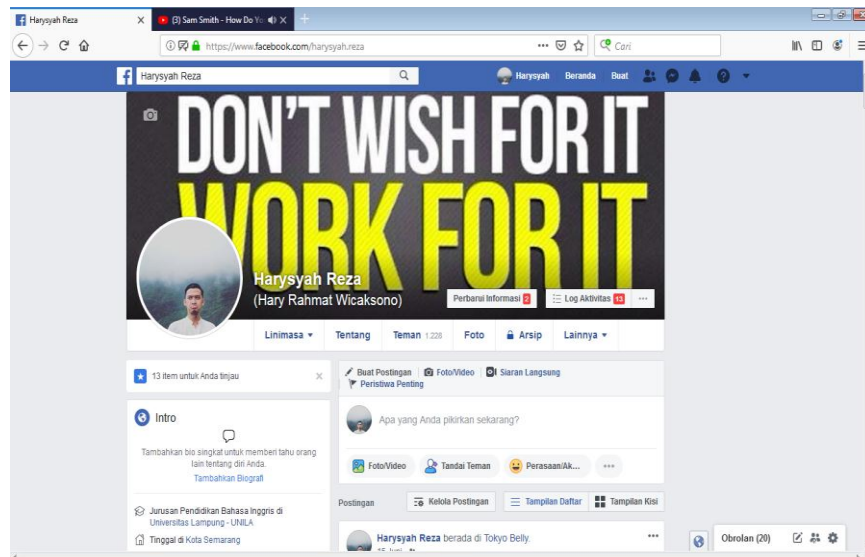
3) According to Collier message makes it possible for the users to send or receive message to or from anyone's email address.[20]

4) Photo is a section where the photo of the users appears. In this section, the user can upload as many photos as they can, and they can create the photo into an album. When the user post a photo or video, share link, or write a status update, they can choose the appropriate audience for that post (the facebook team.[21]

5) Group is a facebook page where members can interact with each other and start discussions.[22]

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[20] *Collier, anne and lary magid. 2009. A parents guide to facebook. Connect safety.org*
[21] *The facebook team, facebook for educator and county leader, a practical guide to help teen navigate facebook, facebook family safety center, 2013.*
[22] *Holzner, Steven. 2009. Facebook laverage social media to grow your business marketing, Newyork: Que Publishing*

4. Facebook as Media in Writing Teaching

In this modern era, facebook is a part of people's daily life without realizing that some people waste their life to play facebook. They interact with others on Facebook, mainly in written form. Based on the survey by Socialbakers, people may stay on their computer or gadget at least four hours per day, and most of them use it as "informal competition" to be the most up to date person by having a good, attractive, and colorful profile on their Facebook account and also being active on it.[23]

Indirectly, Facebook can be the reason why teenagers are motivated to go online and waste their time. Consequently, it may disturb their main activities because they are too concerned on their Facebook because people will prefer playing facebook rather than studying and working. It makes the implementation of Facebook on learning writing is considerable.

Bringing Facebook to students learning is supposed to engage the students in the learning activities. This statement is supported by Friedman & Friedman who argue that "the best way to bring courses to life and make learning more excited, energetic, and enjoyable is by using social networking site in their learning".[24] Furthermore, Majid, Stapa, & Keong state that "Facebook is a social networking site which can be utilized as an

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[23] *Budiardi, Alfian Cahyo and Baity Anggraeni. 2012. Facebook Base Writing Learning for TEFL: A Case Study of ELT in Malang, Indonesia.Retrieved*

[24] *Friedman, L. W. & Friedman, H. H. 2012. Using Social Media Technologies to Enhance Online Learning.*

educational technology tool that facilitates online communications between second language learners and their friends".[25]

Roberts emphasizes the reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cell phones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use, students only need to have e-mail address and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities. Tenanting and Graf (2011) added, there are some benefits when using Facebook as a medium in the teaching and learning, especially teaching and learning writing.[26]

The first benefit of Facebook is that it seems to have a significant impact on language learning because Facebook allows students to engage with peers in a familiar format and for an academic purpose, provides opportunities for informal conversations in the target language and allows for access to authentic materials and the sharing of culturally relevant photos, videos, and music to promote social and active language learning that is allowing the students to have a discussion room to share their knowledge or problems related to the English teaching and learning.

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[25] *Majid, Azis Nurkholis. 2011. The Use of Information Technology in Teaching English: An Attempt to Develop Student-Centered Learning at Telkom Polytechnic.*
[26] *Roberts, W.G. 2009. Facebook Interactions and Writing Skills of Spanish Language Students.Thesis. Concordia College.*

The second, the nature of the student-to-student and student-to instructor interactions is more multidimensional than in the traditional writing assignments. It happens because in the Facebook environment, feedback can be delivered more dynamically. It can be more easily given and can be done so immediately.

The third, the students are motivated to write in the target language. The students will seem to enjoy checking, reading, and writing completely in the target language. Even students who were typically reserved and non-participatory in class quickly emerged as highly productive students in this environment.

The teacher can use Facebook group to improve a writing learning process by several activities. Those are:

a. The teacher asks the students to write sentences in English every day. It will provide students to practice writing.

b. The teacher uploads some pictures, and the students must make a sentence based on the picture.

c. The teacher divides the students in to several groups and asks them to make a text and post it in Facebook and the other groups must give feedback to them.

d. The teacher gives a material in Facebook, and the students can discuss the materials and share their problems.

e. The teacher gives some wrong sentences and the student must rewrite it in the correct form.

f. The students can utilize the chatting room in Facebook to ask the teacher about the problems related to the materials in the classroom.

In conclusion, Facebook offers new ways of teaching which is never possible before. Teachers need to realize the special quality of implementing Facebook especially in teaching writing. However, they must also be aware of the possible bad effects of it and continually examine the uses and outcomes of using it in teaching and learning process.

B. The Advantages and Disadvantages of Using Facebook as Media in Learning Writing

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

Many researchers believe that Facebook has the potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site. First, advantage is that Facebook allows for unique interaction. In Facebook, besides sharing experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing, and etc. As stated by Yunus, Shalehi, & Chenzi, "Facebook enhance outside classroom interaction and education between the students and the teacher". Obviously, this is not a special quality that traditional classroom board has.[27]

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[27] *Yunus, M. Md., Salehi, H. & Chenzi, C. 2012. Integrating Social Networking Tools into ESLWriting Classroom: Strengths and Weaknesses. English Language Teaching, Vol. 5 No. 8. Canada: Canadian Center of Science and Education.*

Second, Facebook enables fun learning environment. Traditional writing class used to be boring and unattractive. By integrating Facebook in formal classroom, students will feel more enjoy and fun during the class. Third, Facebook provides an atmosphere in which all people have the freedom of expression. We know that the students have different characters, some of the students cannot easly express ideas, ask questions, or answer it in the real world. With facebook, the students will have freedom of expression without saying something directly.

From those explanation, it can be concluded that Facebook offers many excellences that make it potential to be used in writing classrooms: (1) Facebook allows for unique interaction, (2) Facebook enables fun learning environment, (3) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize not the Facebook has the potential to be used to enhance students writing.

2. **The Disadvantages of Using Facebook as Media in Learning Writing**

Beside the advantages, integrating Facebook in formal writing activity will also bring several disadvantages. Firstly, it obliges the availability of Internet access and devices and the teacher and students" ability to operate computer and Internet.

Secondly, Facebook offers so many kinds of entertainments which can distract students during the class activity. For example, "students will spare more time on playing computer games and chatting on-line on the

pretext of doing writing on Internet". Therefore, teacher should manage the students and give clear instruction of the class rules to avoid this to occur.

Thirdly, students will be lead to „copy-paste" from online resources rather than create their own writing. This is in line with Yunus, Salehi, & Chenzi"s statement, "Writing tasks online will lead students to „copy-paste" from the extensive online resources without thinking".[28] This phenomenon normally happens in this era of technology where any materials can be picked easily from the Internet.

To avoid this, teachers should guide the students in the process of writing so that students will experience the stages of writing step by step. It will make them feel comfortable and confident with their own writing rather than do, copy paste" from Internet. In addition, teachers will also know their progress well. The fourth disadvantage or challenge is the absence of nonverbal cues.

Communication with Facebook (except for the webcam Facebook) does not include nonverbal cues such as gestures and other body language, facial expression, etc. According to Khalsa, Maloney-Krichmar, & Peyton, "The absence of nonverbal cues may causes some problem since those cues are used to enhance understanding. As a result, people may misunderstand

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[28] *Yunus, M. Md., Salehi, H. & Chenzi, C. 2012. Integrating Social Networking Tools into ESLWriting Classroom: Strengths and Weaknesses. English Language Teaching, Vol. 5 No. 8. Canada: Canadian Center of Science and Education.*

the intentions of others in Facebook because of its absence of nonverbal cues".[29]

From the explanation above, the challenges or disadvantages of integrating Facebook in writing classroom can be summarized as follows: (1) it obliges the availability of Internet access and devices and the teacher and students" ability to operate computer and Internet, (2) Facebook offers so many kinds of entertainments which can distract students during the class activity, (3) students will be lead to „copy-paste" from online resources rather than create their own writing, (4) communication through Facebook (except for the webcam Facebook) do not include nonverbal cues.

In conclusion, integrating Facebook in writing classroom has strengths and weaknesses. Teachers who are interested in the advantages of using Facebook in their classroom need to be aware of the flaw and bad impacts of it too.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research, independent variable (X) and dependent variable (V). The independent variable is Facebook and dependent variable is students descriptive writing ability. Descriptive writing is one of the basic competencies that should be achieved in writing

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

English subject which the students have the ability to develop and produce simple function written text. Descriptive writing is clearly describing a person, place or thing which purpose is that the reader can get information from it.

Then, the students learn to clearly describe something by the language. Therefore, teaching descriptive writing is very important. The goal of teaching descriptive writing is to clearly describe a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience. There are many kinds of media in teaching the descriptive writing. One of them is the teacher should have the ability to choose the appropriate media and implement it in the teaching process to obtain the goal. The use of an interesting media is necessary to motivate the students to learn.

Therefore, in this research focuses on the teaching descriptive writing at the second semester students of English education department of IAIN Metro by using Facebook. The researcher believes that teaching by using Facebook on descriptive writing makes the students to be interested in the learning process and can learn the descriptive writing easily.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follow:

Figure 2.2
The Influence of using Facebook as media on the students' Descriptive Writing Ability at Second Semester of English Education Department of IAIN Metro
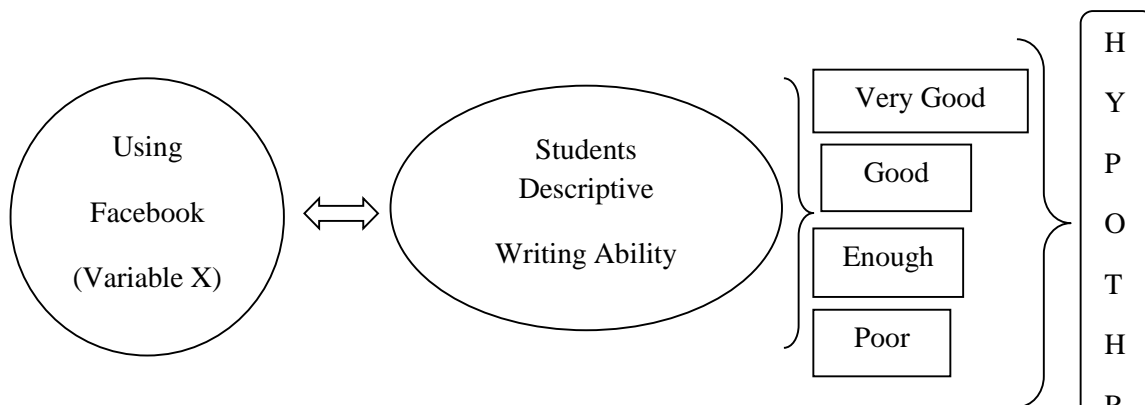
D. Hypothesis

1. Hypothesis Formulation

"A hypothesis is a tentative explanation that accounts for a s facts and can be tested by further investigation".[30] It can be understood that hypothesis as a statement about the condition of the parameter of the research with a sample. In other opinion, hypothese are predictions the writer holds about the relationship among variables.[31] It is used in the experiment in which writer compares among group. Based on the quotation above, it can be understood that hypothesis may be precisely defined as a tentative proposition suggested as a solution to a problem or as an explanation of some phenomena.

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[30]Daniel Mujis, *Doing Quantitative Research in Education*, (New Delhi: Sage Publication,2004), p.3.

[31] John. W. Creswell, *Research Design*, (London: Sage Publications, 2003), p.108.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

According to John. W. Creswell, research designs are plans and the procedures for researched to get detailed methods of data collection and analysis.[32] So, research design consists of data that the writer will be doing in the research.

The writer will use quantitative research. Quantitative research is used for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered of data can be analyze by using statistical procedures.[33] We can say that quantitative is the research which the numeric data are used to find knowledge. This research is descriptive correlation research which will be done as expose facto in IAIN Metro. This design can be illustrated as follow's:

$$X \Longrightarrow Y$$
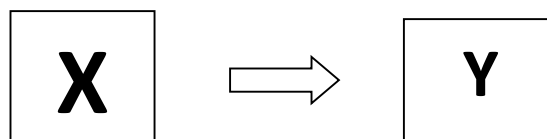
X = Independent Variable

Y = Dependent Variable (Descriptive Writing).[34]

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[27] John W. Creswell, *Research Design Quantitative, Quantitative, and Mixed Methods Approach*. (London: Sage Publication, 2002), p.20

[28] John W. Creswell, *Research Design*, (United State of America: SAGE. 2009), P.22

[34] Margono, *Methologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta,2005), p.139

This research consists of two variables: Dependent variable and independent Variable. The Dependent variable of this research is facebook and the independent variable is descriptive writing. This design is used to investigate whether there is an influence of the using of Facebook as the media to teach descriptive writing.

B. Population and sampling Technique

1. Population

Daniel Mujis "The Population is the group of people want to generalizeto".[35] As well as deciding on what information you need, you also need to decide exactly what your population is going to be. The population is the group you want to generalize to.[36]

Graeme Keith Porte "A population consists of an entire set of objects, observations, or scores that have something in common. It is entire group the writer is interested in, which he or she wishes to describe or draw conclusions about."[37] Based on the definition above, it means that the population is the whole subject that will be inspected in the research. The population of this research is the students of the second semester at the IAIN Metro.

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[35]Daniel Muijs, *Doing Quantitative Research in Education*, (California: sage Publication, 2004), p.15.

[36] Ibid., p.37.

[37] Graeme Keith Porte, *Appraising Research In Second Language Learning*, (Philadelphia: University of Granada,2002), p.241.

2. **Sample**

A sample is a group of units selected from a larger group (the population) to represent it, because the population is too large to be studied in its entirety. The sample is the group of participants in a study selected from the target population from which the writer generalizes to the target population.[38]

The writer concluded that a sample is subgroup of the target population that the writer plans to study for generalizing about the target population. The writer used 30 students as the sample from population.

3. **Sampling Technique**

In conducting the research to get the sample from population, the writer uses the cluster purposive sampling technique. The writer choose the cluster purposive sampling technique as sampling technique because the writer will take some students who have lower score from the students who have greater score.

C. **The Operational Definition of Variables**

Operational definitions of variables in this research are:

1. **Independent Variable**

The independent variables are those that (probably) cause, influence or effect out comes. They are also called treatment, manipulated,

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[38] John W. Creswell, *Educational Research*, (United State of America: Pearson,2012), p.381

antecedent, or predictor variable. The element that the writer believes may in some way.[39]

Relate to, or influence, the dependent variable.[40] Independent variable of this research is using of Facebook that is defined as technique to generate a lot of information by writing non-stop. Using Facebook will help the students to generate many ideas about the topic without considering about grammar and spelling.

It is not only making the students feel confident, but also make them feel comfortable when they write a descriptive text. The writer gave experimental treatments about using Facebook after they did pre-test.

2. Dependent Variable

The dependent variable is an attribute or characteristic that is dependent on or in influenced by the independent variable.[41] It means that dependent variable is variables that depend on the independent variable; it is the result of the influence of the independent variables.

Dependent variable of this research is writing ability. This research is limited only to writing a descriptive text which is defined by saying how some-body or something look, smell, taste, feel, or sound by making a visual image of people, places or things with the relevant and detailed information and try to make the readers to visualize the object clearly. It includes:

1. The ability to make topic sentence.

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[39] Graeme Keith Porte, *Appraising Research*, p.237
[40] *Loc.Cit* P.115
[41] *Ibid*.,p. 209

2. The ability to make the supporting sentences.[42]

3. The ability to make the concluding sentence.

4. The ability to make a coherent descriptive text.

5. The ability to make a cohesion descriptive text.

6. The ability to make a united descriptive text.

The writer used writing test of a descriptive text of a topic to measure the students' writing ability.

D. Data Collecting Method

In this research, test will be used as data collecting method. The test will be used to measure the students' ability in writing a descriptive text. The writer used pre-experimental design with one group pre-test and post-test.

1. Pre-test

The pre-test will be given before the experimental treatments. It was essay test form. The pre-test was done to measure the students' ability in writing a descriptive text before being given experimental treatments the using of facebook. The writer tested the students by asking them to make a descriptive text based on the topic.

2. Treatments

The teacher will give the experimental treatments for several times. The teacher will give the explanation and example about a descriptive text by using facebook. Using facebook will help the students to generate many

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[42] *Ibid*,p. 181

ideas about the topic without comparing about grammar and spelling. It makes the students not only feel confident, but also comfortable when they write a descriptive text.

3. **Post-test**

At last, the writer will give the post-test to know the students' ability in writing a descriptive text by using facebook. The post-test was carried out after giving the experimental treatments for several times. The writer will test the students by asking them to write a descriptive text of the preceded topic and post it to facebook.

4. **Documentation**

Brown defines documentation as the method which is used to get information from written language such as files, and theory of book, argumentation, etc. that is related with the problem of research.[43] It means that documentation is written language (paper) that gives the valid data or information.

5. **Observation**

The writer concludes, observation is activity when something around us is observed. It can be place, condition of students, etc. The writer uses the observation as a data collecting method from students' individual scoring to know the capability of each student. So it can be added to the assessment when the test result analyze.

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[43] Brown, H Douglas, *Teaching by Principles: An Interactive Approach To Language Pedagogy*, (San Fransisco: Longman, 2001), p. 270-271

E. Research Instrument

Instrument can be understood as the tool of research which will be used in each method. Furthermore, the research instrument involves:

1. Instrument Blueprint

a. The instrument which is used in documentation method is documentation guidance, as follows:

1) Documentation about the institution history of IAIN Metro.

2) Documentation about the building of IAIN Metro.

3) Documentation about the location sketch of IAIN Metro.

b. The instrument which is used in observation method is observation guidance, as follows:

1) The cognitive aspect; the students could generate many ideas about the topic.

2) The affective aspect; the students could feel more confident and comfortable when they write a descriptive text.

c. The instrument which is used in test method is test guidance, as follows:

1) Pre-test

The pre-test was given before the experimental treatments. It was essay test form. The pre-test was done to measure the students' ability in writing a descriptive text before given experimental treatments about using facebook. The writer tested the students by asking them to make a descriptive text based on the topic.

2) Post-test

At last, the writer gave the post-test to know the students' ability in writing a descriptive text by using facebook. The post-test was carried out after giving the experimental treatments for several times. The writer tested the students by asking them to write a descriptive text of the preceded topic by using facebook.

2. Instrument Calibration

Instrument calibration will be used to know the validity and of the realibility instrument degree.

a. Validity

Validity refers to the degree of which a test measures what it is supposed to measure and consequently permits appropriate interpretation of score.[44] So, it can be concluded, validity will used to get accurate data which has good quality. The writer will use content validity to know the relevance of the test and how the test samples will are being tested.

Content validity is the degree of which a test measures an intended content area. The writer will use validity based on the education study proposal English second semester syllabus and material.

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[44] *Ibid*, p. 160

b. Reliability

Reability is the degree of which a test consistently measures whatever it is measuring.[45] In other word it can be said that it is a test that can be trusted. If the instrument is reliable, the result data will be trusted or reliable. Moreover, the writer used the standard for test instrument as follows:

Table 3.1
The Composition Scoring Profile

Score		Criterions
Content	0-24	-thesis statement -related ideas -development of ideas through personal experience, illustration, facts, and opinions -use description, cause/effect, comparison/contrast -consistent focus
Organization	0-20	-effectiveness of introduction -logical sequence of ideas -appropriate length
Discourse	0-20	-topic sentence -paragraph unity -transition -Discourse markers -cohesion -rhetorical conentions -reference -fluency -economy -variation
Syntax	0-12	-
Vocabulary	0-12	-

[45] *Ibid*, p. 164

Methanics	0-12	-spelling -punctuations -cititation of refrences applicable neatness and appearance

F. Data Analysis Technique

To investigate whether there is any positive and significant influence to the classroom management toward English learning result at IAIN Metro. In applying experimental research to find out the differences between two samples, Chi-Square formulation is used. The formula of Chi-Square was used to find out the differences of significance between the frequencies which used to observe and the frequencies in hope. The writer analyzes the data by using Chi-Square.

The formulation of Chi-Square:

$$\chi^2 = \sum \left[\frac{(Fo - Fe)^2 Fe}{} \right]$$

Note:

χ^2 = Value of chi square

f_0 = Observed frequency

f_e = Expected frequency.[46]

The researcher used one class that is compared between pre-test and post-test. Here, the researcher analyzes the data by using T-test by using SPSS. According to Donal Ary the formulation of T-test as follows :

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[46]Donald Aryand Lucy Cheser Jacobs, *Introduction to Research in Education*. (Canada: WadworthCengage Learning, 2010), P. 188.

T-test   :

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Explanation:

t   : t (Ratio)

D : Average difference

ΣD^2 : Different scores squared, then summed

$(\Sigma D)^2$: The scores summed, then squared

N : Number of pairs [47]

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[47] Donald Ary *et al., Introduction to research,* p.177

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research

The data description included some points as follows (1) the profile of research setting (2) the data of research variable.

1. The Historical Background of IAIN Metro

a. The Brief History of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. It is the only one the State Institute for Islamic Studies in this city. As an Islamic institute which is one of favorite universities, IAIN Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution.

Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons who are smart, competent, and have good moral.

Likewise, as an Islamic institute, IAIN prepares the academic culture not only in developing Islam religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this institute as compared to general

universities. Furthermore, IAIN Metro as the Islamic institute has an education system which is based on the Islamic values.

IAIN Metro was built on April 23 to 25, 1997 based on the decree of president RI No. 11, 1997 on March 21, 1997. The establishment of IAIN cannot be separated from the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was deal to accomplish two faculties, Education faculty and Islamic law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27,1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. Therefore, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Lastly, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affair Decree No. 187/68 which was named "State Islamic Institute RadenIntan Tanjung Karang". Of the year 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Similarly, in 1967, the education and Islamic law faculty were established in metro city based on the request of metro society. Correspondingly, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the payment of institutional faculties IAIN outside the central institute should be changed to State Islamic College (STAIN). Then, based on the decree of president RI No.

11, 1997, STAIN was legalized. And finally, in 1st August 2016 changed to be the State Institute for Islamic Studies (IAIN) and was legalized. That was the history of establishment of STAIN JuraiSiwo Metro.

Now, IAIN Metro has four faculties namely tarbiya faculty, syari'ah faculty, economy business faculty and Islamic announcement and communication faculty. Firstly, tarbiyah and teacher training faculty covers Islamic education study program (PAI), Arabic education study program (PBA), English education study program (TBI), Islamic elementary school education study program (PGMI), Islamic childhood education study program (PIAUD), Mathematic education study program (TPM), biology education study program (TPB), social science education study program (IPS).

In addition, Syari'ah faculty includes Islamic law department (AS), Islamic economy law (Hesy), and Islamic constitutional law (HTNI). Furthermore, Islamic Economy and business facultycomprise D3 syari'ah banking (D3 PBS), bachelor's degree of syari'ah banking (S1 PBS), Islamic economy study program (ESy), Islamic accountant (AKS), and pilgrimage management (MHU). At the same time, Islamic announcement and communication faculty covers Islamic communication and broadcasting program (KPI), language and Arabic literature (BSA), and Islamic extension guidance (BPI).

b. **The Structural Organization of IAIN Metro**

The structural organization of State Institute for Islamic Studies

of Metro in academic year 2017/2018 as follows:

Figure 4.1
The organization structure of IAIN Metro
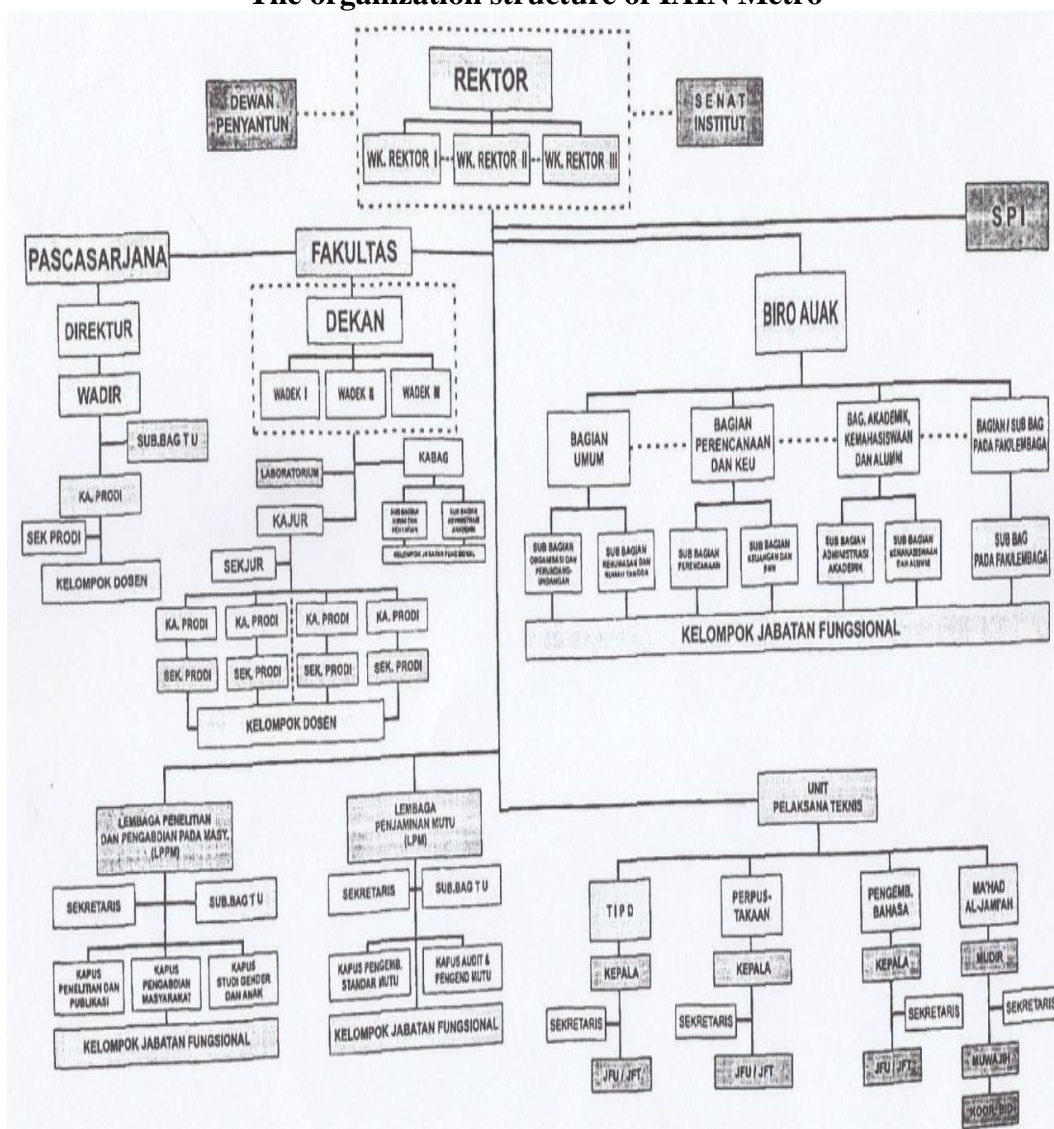
Source: observation of State Institute for Islamic Studies in The Academic Year of 2018/2019.

c. **The Facilities of IAIN Metro**

In order to support lectures and students, there are some facilities in state institute for Islamic studies of metro, namely; lectures room, computer laboratory unit and baitul mal watanwil, library unit, language laboratory unit, micro teaching laboratory, Islamic development unit, classroom, mosque, futsal field, basket ball field, wall climbing field, volley field, tennis field, auditorium, students activities unit (UKM) room, students committee office. For getting the details of facilities, it can be shown in the table bellow:

Table 4.1
Facilities in State Institute for Islamic Studies of Metro

No	Facilities	Total of unit	Large (m)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of state institute for Islamic studies of metro

d. **The sketch of location of IAIN Metro**

Figure 4.2
The location sketch of IAIN Metro (Campus 1)

STAIN Jurai Siwo Metro
Tahun 2013
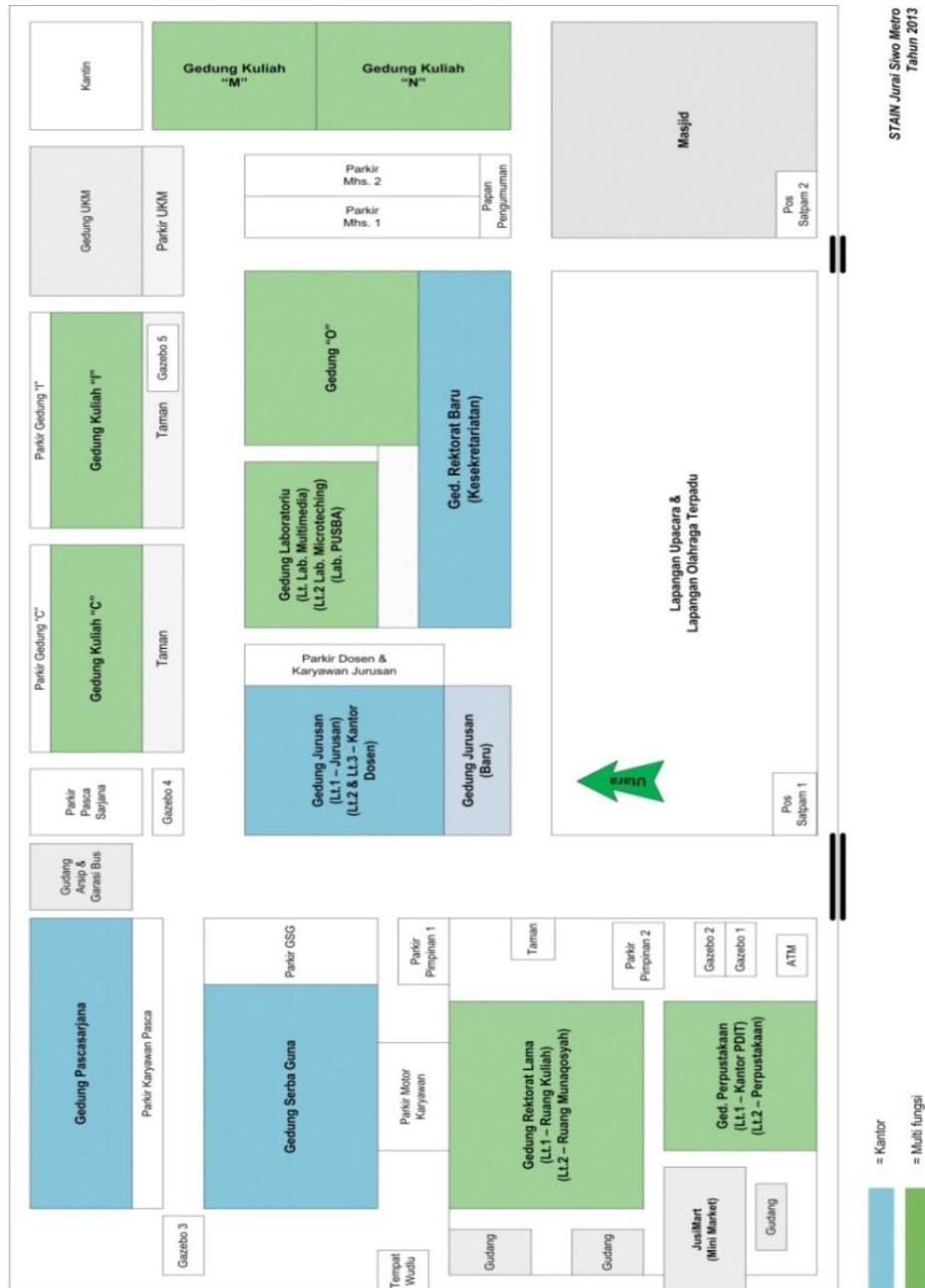
Figure 4.3
The location sketch of IAIN Metro (Campus 2)

A = Gedung Rektorat   F = Gedung Kuliah

B = Perpustakaan   G = Gedung Dosen

C = laboraturium   H = Gedung Kuliah

D = Gedung Kuliah   I = Gedung Kuliah

E = Gedung Kuliah
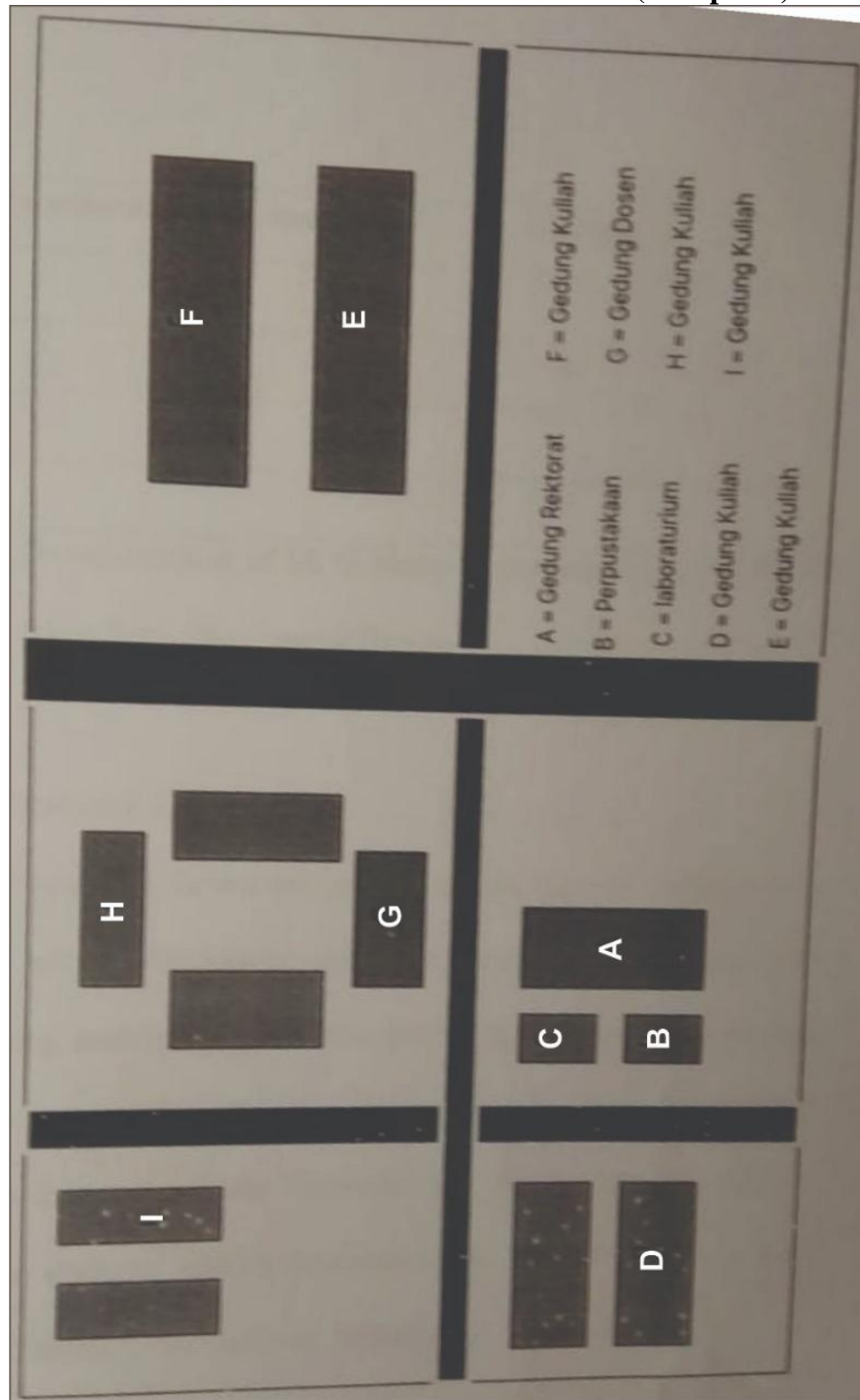
e. **The Students in IAIN Metro**

The total of the Students in State Institute for Islamic Studies of Metro is 7440 students.

Table 4.2
Total of Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English education program (TBI)	1018
		Islamic education program (PAI)	1268
		Arabic education program (PBA)	401
		Islamic elementary school education program (PGMI)	464
		Mathematic education program (TPM)	43
		Biology education program (TPB)	44
		Science social education program	39
		Islamic childhood education program (PIAUD)	146
2	Economy business faculty	D3 Syari'ah banking program (D3 PBS)	307
		S1 Syari'ah banking program (S1 PBS)	924
		Islamic accountant (AKS)	45
		Islamic economy program (Esy)	1179
		Pilgrimage management (MHU)	37
3	Syaria'ah Department	Islamic law program (AS)	422
		Islamic economy law program (HeSy)	708
		Islamic constitutional law (HTNI)	33

		Islamic communication and broadcasting program (KPI)	288
4	Islamic announcement and communication Department	Language and Arabic literature program (BSA)	50
		Islamic extension guidance (BPI)	24

Source: observation on IAIN Metro in Academic year 2018/2019

2. English Education Study Program (TBI)

English education program (TBI) is one of strata 1 (S1) majors of Tarbiyah faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English education study program (TBI has a vision in implementing education, namely: creating professional Descriptive Paragraph s in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are:

Developing the Students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

a. Building and developing humanist, democratic, and modern academic atmosphere.

b. Growing the professionalism ethic through theoretical knowledge basic mastery.

c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will be create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

3. **Research Data**

a. **Pretest Result**

To measure the students writing ability the researcher used the pretest before giving the treatment. The student has given the questions that must be answered. The researcher was gave the students about write description text in class used their imagine and have to finished on 30 minutes. The result of pretest can be shown as follows:

Table 4.3
The Pretest Score of Students Writing Description Ability of IAIN Metro taken on October 7, 2019

No	Name of Students	The score
1	CIS	60
2	ENK	60
3	FAR	50
4	JE	50

5	LD	70
6	LM	60
7	MRZ	65
8	RY	80
9	SA	70
10	TPS	75
11	SA	60
12	DHD	50
13	DSI	66
14	IR	75
15	IA	70
16	IS	80
17	MRTS	70
18	MK	60
19	NUA	70
20	AI	60
21	DS	70
22	DW	75
23	LOS	75
24	NDU	70
25	NM	75
26	AFD	65
27	EAA	60
28	FM	78
29	NRA	70
30	HLN	60
TOTAL		1983
AVERAGE		66,1
HIGHEST SCORE		80
LOWEST SCORE		50

The test is followed by 30 students which were cluster selected the highest score was 80 and the lowest score was 50 with total score was 1240 and the average of the score 45,95.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

R   = the highest score – the lowest score

       = 80 – 50

       = 30

K   = 1 + 3,3 log n

       = 1 + 3,3 log 30

       = 1 + 4,88

       = 5,88 ⟶ 6

P $= \dfrac{R}{K} = \dfrac{40}{6} = 6,7$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

Table. 4.4
The table of frequency distribution of pretest score

No	Class interval	frequency	Category	Percentage
1	85-100	0	Very Good	0%
2	71-85	11	Good	36,6%
3	61-70	6	Enough	20%
4	55-10	13	Poor	43,4%
	Total	30		100%

Based on the table frequency distribution, it can be divided :

1) For the class interval of 85-100, there were 30 students or 0% who are included in the very good category.

2) For the class interval of 71-85, there were 11 students or 36,6% who are included in the good category.

3) For the class interval of 61-70, there were 6 students or 20% who are included in the enough category.

4) For the class interval of 55-10, there were 13 students or 43,4%

who are included in the poor category.

So, the pretest is categorized into poor category.

Diagram 4.1
The Chart of Frequency Distribution of the Students Writing
Description Ability of IAIN Metro taken on October 7, 2019

	55-10	61-70	71-85	85-100
PERCENTAGE	43,40%	20%	36,60%	0%
FREQUENCY	13	6	11	0
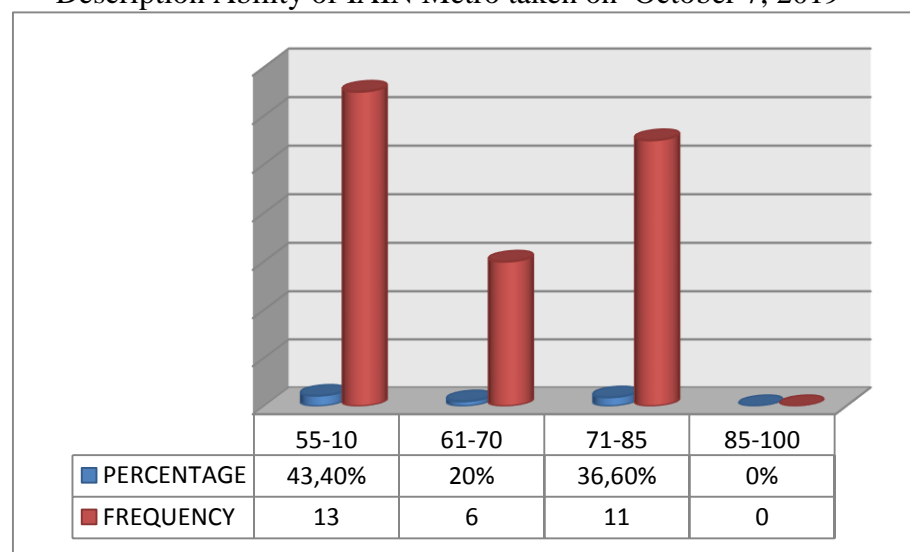
b. **Post test result**

After analyzing the weakness of students in descriptive writing

ability, the researcher conducted the treatment to help the students in

ability of descriptive writing. The researcher asked to the students about

the difficulties in writing and gave more explanation about the

descriptive text by using the facebook media until the student's

confidence with their ability.

After the students in this class has been given the treatment and

they have understood, further the researcher gives the post test to

measure their knowing of descriptive writing ability with same test. The

result of post test can be shown as follows:

Table 4.5
The post-test score of students descriptive writing
at the seconds' semester of IAIN Metro

No	Name of Students	The score
1	CIS	75
2	ENK	80
3	FAR	85
4	JE	70
5	LD	80
6	LM	85
7	MRZ	70
8	RY	75
9	SA	80
10	TPS	80
11	SA	80
12	DHD	75
13	DSI	90
14	IR	75
15	IA	75
16	IS	75
17	MRTS	85
18	MK	80
19	NUA	70
20	AI	80
21	DS	90
22	WD	75
23	NH	75
24	NDU	90
25	NM	80
26	AFD	55
27	EAA	65
28	FM	80
29	NRA	90
30	HLN	80
TOTAL		2345
AVERAGE		78,2
HIGHEST SCORE		90
LOWEST SCORE		65

The test is followed by 30 students which were cluster selected the highest score was 90 and the lowest score was 65 with total score was 2050 and the average of the score 78,2.

Based on the table above, the researcher measured the class interval.

R = Range

K = a lot of classes that will be created

P = class interval

R   =   the highest score – the lowest score

      =   90 – 65

      =   25

K   =   1 + 3,3 log n

      =   1 + 3,3 log 30

      =   1 + 4,88

      =   5,88 $\longrightarrow$ 6

P $=\frac{R}{K}=\frac{25}{6}=4,2$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

Table 4.6
The table of frequency distribution of post test score

No	Class interval	Frequency	Category	Percentage
1	85-100	7	Very Good	23,4%
2	71-85	20	Good	66,6%
3	61-70	3	Enough	10%
4	55-10	0	poor	0%
Total		30		100%

Based on the table frequency distribution above, it can be inferred that 30 students' as the research sample can be divided:

1) For the class interval of 85-100, there were 7 students or 23,4% who are included in the very good category.

2) For the class interval of 71-85, there were 20 students or 66,6% who are included in the good category.

3) For the class interval of 61-70, there were 3 students or 10% who are included in the enough category.

4) For the class interval of 55-10, there were 0 students or 0% who are included in the poor category. So, the post test is categorized into good category.

Diagram 4.2
The Chart of Frequency Distribution of the students descriptive writing at the seconds' semester of IAIN Metro

	55-10	61-70	71-85	85-100
PERCENTAGE	0%	10%	67%	23%
FREQUENCY	0	3	20	7
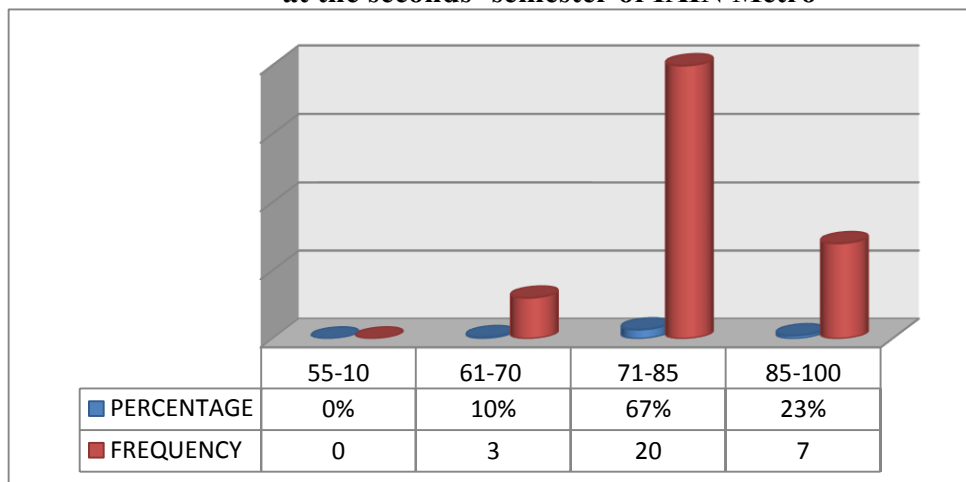
It means that the result of student's reading comprehension after using reading folklore was satisfactory. It has difference score between pre-test and post-test.

B. Hypothesis Testing

After applying the documentation and test the media, the researcher analyzed the data by using analysis of t-test in order to prove whether there is the influence of using Facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro, as follows:

1. Preparing the table in order to prove whether there is the influence of using facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro.

Table 4.7
The list of pretest score and post test score students' descriptive writing ability at the second semester of IAIN Metro.

No	Students Initial	Pre-test (X_1)	Post-test(X_2)	D (X_2-X_1)	D^2 (X_2-X_1)^2
1	CIS	55	75	20	400
2	ENK	55	80	25	625
3	FAR	55	85	30	900
4	JE	60	70	10	100
5	LD	60	80	20	400
6	LM	55	85	30	900
7	MRZ	60	70	10	100
8	RY	80	75	-5	25
9	SA	65	80	15	225
10	TPS	80	80	0	0
11	SA	55	80	25	625
12	DHD	40	75	35	1225
13	DSI	70	90	20	400
14	IR	80	75	-5	25
15	IA	65	75	10	100
16	IS	75	75	0	0

17	MRTS	68	85	17	289
18	MK	50	80	30	900
19	NUA	66	70	4	16
20	AI	68	80	12	144
21	DS	75	90	15	225
22	WD	80	75	-5	25
23	NH	80	75	-5	25
24	NDU	80	90	10	100
25	NM	71	80	9	81
26	AFD	60	55	-5	25
27	EAA	65	65	0	0
28	FM	75	80	5	25
29	NRA	80	90	10	100
30	HLN	55	80	25	625
Total		$\sum X_1 = 1983$	$\sum X_2 = 2345$	$\sum D = 362$	$\sum D_2 = 8630$
Average		66,1	78,17	12,1	287,67

Chi-Square and T-test in order to prove whether there is a positive and significant influence of using Facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro, as follows:

1. **Putting the data by using of Chi-Square (χ^2)**

   After administering the written test method, the researcher analyzed the data by using Chi-Square (χ^2)with two variable in order to prove whether using Facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro has normal distribution or not, as follows:

   $$\chi^2 = \sum \left[\frac{(Fo - Fe)^2}{Fe} \right]$$

Table 4.8
The Contingency Table of the Expected Frequency at the Result of
the Students Vocabulary in Pre Test and Post Test

Variables	Total			Total
	Very Good	Good	Enough	
Pre test	1 0	2 11	3 19	r N = 30
Post test	4 7	5 20	6 3	r N = 30
Total	c N = 7	c N = 31	c N = 22	N = 60

Hypothesis testing by using Chi-Square analyzed as follows:

Table 4.9
The Testing of Data

Sel:	f_o	$f_e = \dfrac{Cn \times Rn}{N}$	$f_o - f_e$	$(f_o - f_e)^2$	$\dfrac{(f_o - f_e)^2}{f_e}$
1	0	$\dfrac{7 \times 30}{60} = 3,5$	-3,5	12,25	3,5
2	11	$\dfrac{31 \times 30}{60} = 15,5$	4,5	20,25	1,3
3	19	$\dfrac{22 \times 30}{60} = 11$	-8	64	5,9
4	7	$\dfrac{7 \times 30}{60} = 3,5$	-3,5	12,25	3,5
5	20	$\dfrac{31 \times 30}{60} = 15,5$	-4,5	20,25	1,3
6	3	$\dfrac{22 \times 30}{60} = 11$	8	64	5,9
Total	N = 54	$f_e = 60$	-7	193	$\chi^2 = 21,4$

Furthermore, put the data into the formula of Chi-Square. It can be

calculated by using the formula as below:

$$\chi^2 = \sum \left[\frac{(Fo-Fe)^2}{Fe} \right]$$

$$\chi^2 = \frac{12{,}25}{3{,}5} + \frac{20{,}25}{15{,}5} + \frac{64}{11} + \frac{12{,}25}{3{,}5} + \frac{20{,}25}{15{,}5} + \frac{64}{11}$$

$$\chi^2 = 3{,}5 + 1{,}3 + 5{,}9 + 3{,}5 + 1{,}3 + 5{,}9$$

$$\chi^2 = 21{,}4$$

From the data above, the value of Chi-Square was 221,4. Then, to know the critical value of Chi-Square the researcher firstly counted df. It was degree of freedom. The formulation of df as follows:

Df = (c-1) (r-1)

Df = (3-1) (2-1) = 2

Note :

Df = Degrees of freedom

c = Column

r = Row

Table 4.10
The Table of Critical Value of Chi-square

Level of significant	5%	1%
Df 2	5,9914	9,2103

a. The critical value of X^2 table for 5% level was 5,9914

b. The critical value of X^2 for 1% level was 9,2103

From all data analysis above, it could be known that:

a. $X^2_{observed}$ = 21,4

b. $X^2_{table\ of\ expectancy}$ = 5% (5,9914) and 1% (9,2103)

The degrees of freedom is 2, so the values of X^2_{table} on degrees of freedom are 5% = 5,9914 and 1% = 9,2103. In this research, the students have done the entire test individually and group. It was benefit to know the influence of using Facebook as media toward the students' descriptive writing ability from the result of those tests.

From the data above the comparison X^2 bar with X^2 table was: 5,99146 < 21,4 > 9,2103 in 5% and 1% significant. It means that the alternative hypothesis (Ha) explains " there is positive and significant influence of using Facebook as media toward the students' descriptive writing ability."

2. Putting the data into formula t-test

Putting the data above into the formula of t-test in order to get "$t_{observed}$"

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{12,1}{\sqrt{\dfrac{8630 - \dfrac{(362)^2}{30}}{30(30-1)}}}$$

$$t = \frac{12,1}{\sqrt{\dfrac{8630 - \dfrac{131,044}{30}}{30(29)}}}$$

$$t = \frac{12,1}{\sqrt{\dfrac{8630 - 4368,13333}{870}}}$$

$$t = \frac{12,1}{\sqrt{\dfrac{4261,86667}{870}}}$$

$$t = \frac{12,1}{2,2}$$

$$t = 5,5$$

Therefore, $t_{observation}$ is 5,5 as result of the counting by using t_{test} formula above. To know the critical value of t_{test} (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of df = N-1. N is the number of research population:

df = N-1

= 30 - 1

= 29

Furthermore, the researcher demonstrated the data which was analyzed by using t_{test} in SPSS in the table below:

Table 4.11

Descriptive Statistic

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	30	40,00	80,00	1983,00	66,1000	10,93665
Posttest	30	55,00	90,00	2345,00	78,1667	7,71064
Valid N (listwise)	30					

The table above demonstrated that the total sample of pre-test or before treatment was 30 with the minimum value was 40 and maximum 80, sum of pre-test was 1983, and mean of pre-test was 66,1000 with the standard deviation was 10,93665. Meanwhile the total sample of post-test or after treatment was 30 with the minimum value was 55 and maximum 90, sum of post-test was 2345, it mean of post-test was 78,1667 with the

standard deviation 7,71064. Moreover, the table below illustrated the result of the calculation of t_{test} in SPSS.

After considering the t_{test} table by using df 29, so it can be found that:

Table 4.12
Critical Value of t_{table}

Level of significant	5%	1%
df 29	2,046	2,756

1) The critical value of t-test (t_{table}) for the 5% level is

2) The critical value of t-test (t_{table}) for the 1% level is

Based on the data analysis above, it can be found that:

1) "$t_{observed}$"   = 5,5

2) "t_{table}" level of 5%   = 2,046

3) "t_{table}" level of 1%   = 2,756

Its mean that "$t_{observed}$" higher that "t_{table}" or it can be written as 2,046 < 5,5 > 2,756. From the value above, it can be inferred that there is positive and significant influence of using Facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro.

C. Interpretation $t_{observation}$

The researcher has formulated the Alternative hypothesis (Hi) and Null hypothesis (Ho) as follows:

1. Alternative hypothesis (Hi)

There is a significant the influence of using Facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro.

2. Null hypothesis (Ho)

There is not a significant the influence of using Facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro.

After Hi and Ho above were formulated the writer consulted $t_{observation}$ to t $_{table}$ as follows:

a. If $t_{observed} >$ t $_{table,}$ Ha is accepted and Ho is rejected.

b. If t $_{observed} <$ t $_{table,}$ Ha is rejected and Ho is accepted.

Finally, the data confirmed that "$t_{observed}$" = 5,5 is higher than "t_{table}" 2,046 in 5% and 2,756 in 1%. Therefore, it can be concluded that " there is a positive and significant influence of using Facebook as media toward the students' descriptive writing ability at the second semester of IAIN metro."

D. Limitation

This research was conducted at IAIN Metro. Then subject of the research were the second semester of IAIN Metro. Furthermore, choice the subject was the facebook as media. The result of this research did not discuss all of the problems that faced by the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis and the result of the research, the researcher can conclude that: the facebook media has a positive influence on the students descriptive writing. It can be used as the media in learning descriptive writing and it can improve their ability in descriptive writing. It can be seen from the result of critical value "$t_{observed}$" is 21.353 and "t_{table}" is 2.021.

The data confirmed that "$t_{observed}$" is higher than "t_{table}". Therefore, it can be concluded that H_a is accepted and H_o is rejected. So, there is the influence of facebook on the students' descriptive writing ability at the second semester of IAIN Metro.

B. Suggestions

Based on the research, the researcher will give the suggestion to the side that related as the considered as follows:

1. For the Lectures

   a. Give the guidance to the students in descriptive writing.

   b. In teaching descriptive writing, using facebook as media actively.

   So, the students' can understand descriptive writing easier and faster

2. For the students

    a. The students always study hard in analyzing the reading text.

    b. The students must be accustomed to write descriptive.

    c. The student should try read the text using facebook as media.

3. For the Institute

    a. The facilities that more complete can support in learning process.

    b. Observe the teacher in learning process.

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THE APPENDICES

DOCUMENTATION GUIDANCE

1. Documentation about the profile of IAIN Metro.
2. Documentation about the condition of the lecturers and official employees in IAIN Metro.
3. Documentation about the quantity of the students of IAIN Metro.
4. Documentation about the organization structure of IAIN Metro.
5. Documentation about the facility of IAIN Metro.
6. Documentation about the location sketch of IAIN Metro.
7. Documentation of student's Descriptive Writing answers sheets.
8. Documentation of student's Descritive Writing scores.
9. Documentation of research picture.

OBSERVATION GUIDANCE

1. Observation about the condition of the students of English department of State Institute for Islamic Studies
2. Observation about the learning process at the second semester.
3. Observation about the students' difficulties on English writing describing text.

Observation about the students' writing ability including
1. The ability to make topic sentence.
2. The ability to make the supporting sentences.
3. The ability to make the concluding sentence.
4. The ability to make a coherent descriptive text.
5. The ability to make a cohesion descriptive text.
6. The ability to make a united descriptive text.

QUESTIONS OF INTERVIEW

1. Do you understand the overall meaning of Descriptive writing text?
2. Especially in descriptive in writing, do you find difficulties when you wrote the text?
3. What are the difficulties you when you wrote the text?

DOCUMENTATION

HARY RAHMAT WICAKSONO

HELLO!

I am 25 years old. I have good communication skill, fast learner, a hard worker, honest, willing to work under pressure and adapted easily to new environment. I am expecting to improve my work ability in other company especially.

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EXPERIENCE

Jan 2012 - March 2012
Training as a Receptionist staff at Puri Artha Hotel Yogyakarta
- Handle all reservation documents
- Answering and write all message by phone

December 2014 – april 2015
Receptionist Staff at Puri Artha Hotel Yogyakarta
- Handle and make all reservation documents
- Provide Customers service

EDUCATION

1999 – 2005
Elementary School
SD Negeri Pondok Cina 02 Depok

2005 – 2008
Junior High School
SMP Setia Negara Depok

2008 – 2011
High School
SMA Negeri 6 Depok

2011– 2014
Diploma 3 of English Language – Diponegoro University Semarang

LANGUAGE

English and Indonesian both oral and written

SKILLS

MS. WORD
MS. EXCEL
MS. POINT
COMMUNICATION