THE EFFECT OF USING FACEBOOK TOWARDS THE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMA N 1 PURBATUA ACADEMIC YEAR 2019/2020

A THESIS

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera (UINSU) Medan as a Partial Fulfillment of the Requirements for Degree of *Sarjana Pendidikan* (S-1) in the English Educational Department

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2021

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2021

Nomor : Istimewa   Medan , 22 Maret 2021

Lamp : -   Kepada Yth,

Perihal : Skripsi   Bapak Dekan Fakultas Ilmu
Tarbiyah

A.n. Ummi Damayanti Panggabean   dan Keguruan UIN-SU Medan

                                                      di-

                                                      Medan

Assalamu'alaikum Warahmatullah Wabarakaatuh

    Setelah membaca, meneliti, dan memberikan saran-saran seperlunya terhadap skripsi mahasiswi a.n.Ummi Damayanti Panggabean yang berjudul: **THE EFFECT OF USING FACEBOOK TOWARDS THE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMA N 1 PURBATUA.**

    Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk di munaqosahkan pada sidang munaqosah fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

    Demikian surat ini kami sampaikan atas perhatian saudara kami mengucapkan terimakasih.

Wassalamu'alaikum Warahmatullah Wabarakaatuh

Pembimbing I   Pembimbing II

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<center>**PERNYATAAN KEASLIAN SKRIPSI**</center>

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Judul Skripsi : **THE EFFECT OF USING FACEBOOK TOWARDS THE STUDENTS' WRITING SKILLS IN DESCRIPTIVE TEXT AT SMAN 1 PURBATUA ACADEMIC YEAR 2019/2020**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini jiblakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

<div align="right">Medan, 22 Maret 2021</div>

<div align="right">

UMMI D. PANGGABEAN

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ABSTRACT

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Faculty/Department : FITK/ English Education

Advisor   : 1. Dr. Abdillah, M.Pd

                      2. Maryati Salmiah, M.Hum

Thesis Title   : **THE EFFECT OF USING FACEBOOK PROFILE TOWARD THE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT SMA NEGERI 1 PURBATUA**

This study deals with the effect of using facebook profile toward the students' writing skill in descriptive text at SMA N 1 Purbatua. The objective of this study was to find out whether facebook as a medium of learner has significant effect towards the students' writing skills in descriptive text at SMA N 1 Purbatua. The total of population was 157 students and the researcher took 40 students as the sample of this research. Therefore, the researcher divided the class into two classes, there were experimental class and control class. The experimental class was applyed facebook profile on the learning process meanwhile the control class was applyed conventional. The data were collected by using both pre-test and post-test. The result showed that there was significant effect of using acebook profile on the students' writing skill in descriptive text, it was proven from the result of data analysis $t_{observed}$ was higher than t_{table} (6,47 > 0.05) and df 38. It could be concluded that the hypothesis alternative (ha) was accepted and null hypothesis (H_0) was rejectd.

Keywords: Facebook Profile, Descriptive Text, Effect

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Therefore, constructive suggestion is needed for the progress of the next study. The writer hopes that this research will give an important contribution to the Department of English Education. May God always bless us and lead us in His right path. Aamiin.

Medan, 22 Maret 2021

The writer

Ummi Damayanti Panggabean

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explain about the background of the study, identification of problem, limitation of the problem, formulation of the problem, objective of the research, and the significances of the study.

A. Background of the Problem

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

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

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

Writing is a communication activity in the form of delivering messages in writing to other parties using written language as a tool or medium. This writing activity involves several elements, namely: the writer as the delivery of messages, the contents of the writing, the media and readers.[2]

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

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

[2] H. Dalman, (2014), *Keterampilan Menulis*, Jakarta: Rajawali Pers, P. 3.

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

find   it difficult to develop their ideas in written form,   then students not only lack knowledge but also conceptual and judgment in writing.

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

Based on interview by the students,   the researcher also found some factors of students,   problem in learning english especially   writing descriptive text. The problem was caused by their difficulty in expressing ideas into written form.   It caused they are difficult to choose the right vocabulary   for their writing.   Then the sentences which the students have produced are not   well organized because of the grammatical errors. The researcher also got information that the teacher did not use the media in the teaching process, they only used textbooks in explaining the subject matter and then directed the students to do the assignment. While the students need interestin media to attract them in writing activity.

Media is one important   component in teaching   learning process. Therefore, the use of media is very much recommended, so that the interaction happening between the teacher and students will increase students' interest to learn. Nowadays, many kinds of media have been developed. One of the media that can be used is facebook profile. Facebook profile is a visual media that can make the students interesting with the learning process. According to Rezky, facebook profile is a page

that can be viewed by other members of Facebook. Facebook profile gives information of the owner to others. Facebook profile consist of three basic tabs, there are wall tab, photos tab, and information tab. In the information tab, there are basic information, education and works information, contact information, and personal information.[4]

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

From explanation above, the researcher interested in doing research related to facebook profile as a medium to teach descriptive texts as a way to improve students' writing skills. Because students sometimes feel bored ever since the media and methods use by the teacher are boring. In this research the researcher wants to provide interesting ways to teach descriptive text use facebook profile as a media. Using a facebook profile learn will create students are easy to understand and will guide students to write descriptive texts.

Based on the previous research by Dwi Nurhidayati of her thesis entitled The Use of Facebook to Improve Writing Skills ofvthe Eighth Grade Students of MTS Miftahul Huda Pati in the Academic Year 2013/2014, the results of this research is the use of facebook as medi of teaching english had proven effective in improving the writing skills of the students of MTS Miftahul Huda Pati.[5] Besides that, Dafi

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[4] Muhammad Rezky, (2009), *Facebook vs Friendster,* Sleman: Connexi, p. 9
[5] Dwi Nurhidayati, The Use of Facebook to Improve writing skill of the Eighth Grade Students of MTS Miftahul Huda Pati in the Academic year 2013/2014.

Kusnita at the Grade Students of SMA N 1 Kajen entitled The Use of Facebook to Improve Students' Skill and Increase Their Motivation in Writing Recount Texts,[6] the result they are: the use of facebook as learning media improved the writing skill and the use of facebook as learning media increased the writing motivation.

Based on explanation above, the diferences between previous research and researcher, from the first previous research used facebook to improve writing skill meanwhile the present research use facebook profile to each descriptive text. whereas, from the second previous research used facebook to improve students' skills and increase their motivation in writing recount text while the present research will use facebook to teach descriptive text.

Refering the explanation above, the researcher in results to conduct a research entitled: **"The Effect of Using Facebook towards Students' Writing Skills Descriptive Text at SMA N 1 PURBATUA Academic Year 2019/2020".**

B. **Identification of the Problem**

1. The portion of writing in learning and teaching process is little and also the students feel difficults to express their ideas in written.

2. The student do not have media to support them in studying writing.

3. The student interest in learning english is low.

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[6] Dafi Khusnita, The Use of Facebook to Improve Students' Ability and Increase Their Motivation in Writing Recount Texts an Action Research of the Grade Students SMA N 1 Kajen in the Academic Year of 2012/2013.

C. Formulation of the Problem

Based on the background of the study above, the researcher was formulated the problem as:

1. How is the effect in teaching writing descriptive text by using facebook profile?

2. How is the effect in teaching writing descriptive text by using conventional method?

3. Is there any significant effect of using facebook profile in teaching writing descriptive text?

D. Objective of the Research

Based on the formulation of the problem, so the objective of the research can be list as follows:

1. To know the effect in teaching writing descriptive text by using facebook profile.

2. To know the effect in teaching writng descriptive text by using conventional method.

3. To find out any significant effect of using facebook profile in teaching writing descriptive text.

E. Limitation of the Problem

In this study, the researcher focused on identifying the effect of using facebook profile on students writing skill and the material is descriptive text.

F. The Significances of the Study

The significances of the study are:

1. For the Students

   This result can motivate the students to participate in learning process delighfully. The students can improve their ability in writing descriptive text through facebook profile.

2. For the English Teachers

   This research can supports the teacher to develop students' writing skill. Teacher willl be easy to teach descriptive text, they will get the simple way to understand descriptive text. And using facebook profile as medium will be more interested in learning process. The findings of this study is expected as guidance for language teachers in teaching descriptive text.

3. For the Readers

   This research was as a reference for further finding on the same topic of research and providing information for those who were interested in concluding research related to this study.

4. For the Researcher

   The researcher will more understand using facebook profile as medium to improve the students' ability in writing descriptive text and make a learning as a partial fulfillment requirement for S1vdegree.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In this chapter, the researcher describes the theories that are related to the research. In this research, the researcher uses several theories to support the research. The theories used by researcher are theories of writing, theories of descriptive text, and teories of facebook Profile.

A.1 Writing Skill in Descriptive Text

A.1.1 Definition of Writing Skills

Writing is a complex skill, why? Because when we write something, we should choose the words, arrange it into paragraph by our brain and then use our hand to write it. In addition, Dewi says that writing is the expression of language in the form of letters, words, or symbols. The main purpose of writing is communication. People have used many tools for writing including pencils, pens, paint, tipe writers, and computers. The writing can be formed on paper, besides that wrtiting can also be formed on the wall of cave or computer screen.[7]

According to Harmer, writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discusion activities.[8] So based on the statement, writing is the process of providing information with the text involved in producing letters, words, symbols such as punctuation and

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[7] Utami Dewi, (2011), *How to Write,* Medan: La Tansa Press, p. 2.
[8] Jeremy Harmer, (2004), *How to Teach Writing,* Malaysia: Longman, p. 33

sentences. Lead writing skills we understand writing as one of the skills in language learning very much importand to understand. In the writing process, students will be worried with subjects about what they write and the language in which it expressed.

Basically, writing is the same as speaking. When we speak, we are free to express the thoughts, opinions, or information that we have. When we spoken language, tens or even hundreds of words we can easily just say it out. When talking with peers, we can freely speak in any language. However, when talking with an older friend, our way of speaking is a bit different, the words are more careful. Also, it will be very different when we talk to people we ready respect or people we think have broad insight. Our speaking will be more carefull. Likewise with writing. If we want to write for young people, we can use slang or something like that. If we want to write to children who are in love, we can use flowery words. However, if we want to write for academics or for the purpose of obtaining the truth then of course we must use objective-systematic language and supported by clear references.[9]

Writing is progressive activity. It means that when you first write something, you have been thinking about what you are going to say and how you are going to sayvit.[10] Then after you have finished writing, you read what you have written and made changes and corrections. It means that writing is an activity that uses thoughts and feeling based on what we want to write. The language skills must be learned and more practiced especially in the writing language. Someone who never

[9]Barnawi and M. Arifin, (2016), *Teknik Penulisan Karya Ilmiah*, Jogjakarta:Ar Ruzz Media, p. 13.

[10] Alice Oshima andvAnn Houge, (1997), *Introduction to Academic Writing 2nd*, New York: Addison Welsey Longman, P. 15.

practicing in writing, they feel difficult to master writing because writing is nor natural process. Writing needs to bevmastered.

In the holy Quran, Allah has stated in surah Al-'Alaqverse 4-5:

<div dir="rtl">

ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ (4) عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ (5)

</div>

The meaning: "Who taught (the writing) by the pen. Taught man that which he knew not".[11]

At the end of verse 4 of surah Al-Alaq there is the word *"Qalam"* in english the meaning is *"Pen"* has meaning as a tool to write. That means the pen is used to write, and the result of using pen is written text.

Among the four language skills taught in school, writing is the most difficult skill to learn. It requires special expertise that includes the ability to express opinions or thoughts of the author clearly and efficiently. This ability can only be achieved if the student masters several writing techniques such as how to get an idea of what he is going to write, how to express it in sentence order, how to arrange it chronologically and coherently, and how to review and then revise the composition until the writing is well constructed.

Allah said too in Holy Quran in Surah Al-Qalam verse 1:

<div dir="rtl">

نٓ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ (1)

</div>

The meaning: "Nun, by the pen and what they inscribe".[12]

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[11]Tim Penerjemah Al-Quran Terjemah Indonesia Inggris, (2008), Al-Quran Terjemahan Indonesia Inggris, (Solo: Al Quran Qamari), p 1304.

Based on the definitions about writing above, it can be concluded that writing skill is a way of express the ideas, feelings and thoughts arranged in word, sentences and paragraph to construct a topic that is easily understood by the reader.

A.1.2 Writing Process

In writing, students cannot only focus on their final output. The should pay attention to the processes or steps in writing to product a good writing. A good writing means good in terms of language, content, purpose, and refer reader.

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

a. Planning

It is the first stage of writing process,   the   writers   plan   what they are going to write. Before start writing or typing, they try and decide what they will do to say. For some writers this might involve making detailedvnotes. For some other words written might be enough. others may not really write the initial notes at all because they can do all the planning, the writer must think about the main problem there. First they must consider the purpose of their writing because this will influence (among other things) not only the type of text they want to produce, but also the language they use, and the information they choose to enter. Second, experienced writers think of the audience they writer because this will affect not only the written form (how it is arranged, how paragraphs are arranged, etc), but also language choice- whether,for example, formal or informal in tone. Third, authors

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[12]Departemen Agama RI, (2005), Al- Quran dan Terjemahannya, (Jarkarta: Sygma)

must consider the structure of the content section that is the best way to sort facts, ideas, or the arguments they have decided to include.

b. Drafting

Draft is the first version of a piece of writing. As the writing process into editing, a number of drafts may be produced on the way the final version.

c. Editing

Once writer have produced a draft they then, usually read through what they have written to see where it works and where it does not clear. Perhaps the way somethings is written is ambiguous confusing. They might later move paragraph around or write a new introduction. They can use a different tenses forcertain sentences. More skilled writers tend to see the problem of general and overall meaning pre-concrete structures on detailed features such as individuals words and grammar accuracy. The last two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other reader (or editors) who comment and give advice. Other reader's reactions to a piece of writing will help the writer make appropriate revisions.

d. Final version

It is the last process of writing. Once writers have edited their draft and making the changes they consider to be necessary, they produce their final version. This is may looks very different from the two original plans and the first concept,

because everything has changed in the editing process. But the writer is now ready to send the written text to the intended audience.[13]

According to Oshima Alice and Ann Hogue, there are four steps in the process of writing to make good and correct writing. The first step, you create an idea. The second step, you set the idea. Third step, you write a rough draft. And the last step, you refine the rough draft by editing it and making revisions.[14]

According to Barbara Fine Clouse, there are six fields of the writing process, namely:[15]

a. Generating ideas, setting purpose and identifying audience.

b. Ordering ideas.

c. Writing the first draft.

d. Revise (organization, improving content, and expression of ideas).

e. Correct errors (correct errors in spelling, grammar, capitalization and punctuation).

f. Proofreading (making corrections in final copy)

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

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[13]*Ibid,* p. 4-5
[14]*Ibid,* p. 15
[15]Barbara Fine Clouse, (2008), *The Student Writer: Editor and Critic, Seventh Edition*, New York: McGraw-Hill, p 34-35.

A.1.3 Purpose of Writing

In the broadest sense, the purposes of all writing is to communicate information or ideas. Beyond this, we can identity the following general purposes for most of the writing that we do:

a. To inform you everything: to provide information about a specific issue or topic whether it is facts, data or events including opinions and views on certain facts so that the reader acquire new knowledge and understanding. For example, a visitor center at a state park might offera brochure informing hikers about the causes and prevention.

b. To educate: Through of writing that is to broaden one's knowledge or intelligence that will ultimately determine a person's behaviour. The textbooks for human development can certainly offer an in depth discussion of the stage of emotional development in children.

c. To entertain: to provide enjoyable entertainment to the reader. For example, the writings containing anecdotes, and the humorous readings could have been a reading of a lesson.

d. To persuade: to argue that a certain should be taken. For instance, well written letter might persuade city officials that a parking fine that you received was excessive and should be lowered.

Knowing the general purpose of your writing project will help you make effective choice about the information to include and how to present this information. If you are trying to include and how to present them clearly and directly.

If the purpose is to educate   readers,   may need   to present   more   complex information, but entertain readers, you will need to present fun or interesting details, as creatively and originally as possible. If the aim is to inspire readers, you will need to include facts and details that will appeal to readers' emotions or otherwise motivate them and if you hope to persuade readers,   you will need to provide good evidence for a course of action.

A.1.4 Descriptive Text

Descriptive text is a text that gives information about person,   place,   or thing. Dalman in his book said that description is a text that describes a particular object or event with words clearly and in detail so that the reader can feel or experience directly what the author described.[16] The context of this kind of text is to describe of particular thing,   animal,   person or others. The students must be creative to make a good description about people,   animal,   or things. They also   have to understand about points that includes in descriptive text writing.

Kane states that descriptive is about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience but description also relate to other kinds of perception.[17]   Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things say that emotion may be described too in descriptive writing, feelings such as happiness,   fear,   loneliness, gloom,   and joy. Description helps the readers to visualize a scene or a person, or to understand a sensation or a emotion, through his/her imagination

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[16]*Ibid*, p. 94.

[17] Thomas S. Kane, (2000), *The Oxford: Essential Guide to Writing,*(New York: Berkley Books, p 135.

Description give an impression senses of the feel, sound, taste, smell,vand look of things. Emotion may be described too feelings such as happiness, fear, loneliness, gloom, and joy. Descriptions help the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensations or an emotions.

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

A.2 Facebook

A.2.1 Definition of Facebook Profile

Nowadays social media has been widely integrated as a learning platform in various education settings, including those in Language Teaching and Learning (LTL).[18] There are many social media applications with the highest number of users, one of which is facebook. Facebook has become a popular application, ranging from children, adolescents and adults who have a facebook account. Most adults in Indonesia also contribute in this regard, especially for high school students, will always follow the development of technology. Facebook as a popular media will certainly attract their attention, especially in terms of its convenient features available on onlinevmedia. If adults do not currently have a facebook account, then

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[18] Rahmah Fithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah, and Widia Fransiska, (2019), *Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspektive in The second Annual International Conference on Language and Literature, KnE Social Sciences, p. 634. DOI 10.18502/kss.v3i19.492.*

they will be said to be out of date, there are several features of a facebook account, such as homepage, profile, group, etc.

According to Kelsey, facebook profiles are areas where you can fill out as much or as little as you like, to share basic information about yourself you to your friends.[19] Apart form all the other features, at its root facebook is great a way for people to capture, preserve, inform and share their life stories. Plus, that is a good way to stay in touch or communicate, especially when people live far from us.

Meanwhile, Veer stated that profile is the page that is another facebook members (friends, relatives, co-workers, long-lost roommates, potential bosses, and so on) which can be seen when they see you on facebook.[20] Wall and Feed News section of your profile makes it easy for your friends to see what you are doing. Facebook profile is a collection of facts about the account owner, everything from where we come from, how old we are, what our jobs are, and how our marital status is. All our facebook friends and fellow network members can see our profile.

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

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[19] Told Kelsey, (2010), *Sosial NetworkingvSpaces*, New York: Apress, p. 37.
[20] Vander Veer, E. A, (2010), Facebook: The Missing Manual, Second Edition, New York: O'Reilly Media, p. 2.

A.2.2 Principles of Facebook Profile

The principles of facebook profile is an easy medium to be used by students in writing descriptive text. Because in the facebook profile itself there are data about the identity of users of the account facebook profile, such as about: full name, nickname, place of birth date, address, gender, occupation and also a photo of that account user. This can make it easier for students to create text as a paragraph in a descriptive form. By converting these data into text descriptive writing. In changing the data of the account owner facebook profile then here functioning right brain and left brain of the students. Because the function of the right and left brain is different, the right brain is more dominant to the image, imagination, while the left brain serves to remember, think, and more important to the fact. So the influence of facebook profile on the skills to write descriptive text of students can make students easier in writing descriptive text because they can balance between right brain use and their left brain via facebook profile.

A.2.3 Design of Facebook Profile

Design of facebook profile to make it easier for students to write descriptive text because using a facebook profile will balance the right brain and left brain of students, facebook profile here as an intermediary between students and teachers in making it easier for students to write descriptive text. The role of students in learning using facebook profile is the students center and the role of teacher as facilitator. According to Harmer, J. the term '*facilitator*' is democratic (where the teacher shares some of the leadership with students) rather than autocratic (where the

teacher controls everything that happens in the classroom), and one who fosters learner autonomy (where students not only learn on their own).

A.3 Procedures

According to Kurniasih, "the steps of teaching writing descriptive text using facebook profile are:

a. The teacher discusses descriptive text with students.

b. The teacher give an example of a descriptive text.

c. The teacher asks students to identify generic structures text.

d. The teacher asks students about their facebook.

e. The teacher open the facebook profile page and explains the part of facebook profile info.

f. The teacher convey information in facebook profile info descriptive text.

g. The teacher give an example of how to make descriptive text information from facebook profile (pictures, education info , basic info, etc.)

h. The teacher give assignment to students to make descriptive text based on one of their friends' facebook profile.

i. The teacher give conclusion about the material that has been learned.[21]

Based on the explanation above, the teaching procedures of writing descriptive text with facebook profile to teach descriptive text that was explained theory. As a result,the procedure used by the researcher is as follows:

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[21] Imar Kurniassih, (2012), *The Effectiveness of Using Facebook Profile to Improve The Students' Skill in Writing Descriptive Text at The Tenth Grade Students of SMAN 9 Purwojero in The Academic Year of 2011/2012,* Purwojero: Universitas Muhammadiyah Purwojero, p. 29.

1. Pre-Teaching

   a)Prepare the teaching of academic writing process focusing on writing descriptive text.

   b) The teacher discuss about descriptive text with the students.

2. Whilst-Teaching

   a) The teacher asks the students about their facebook.

   b) The teacher gives an example of descriptive text.

   c) The teacher asks students to identity the generic structure of the text.

   d)The teacher opens the facebook profile page and explains part of facebook profile.

   e) The teacher relates the information in facebook profile into with descriptive text.

   f)The teacher gives an example how to make descriptive text with the information from the facebook profile (picture, education info, basic info, etc).

3. Post-Teaching

   a)The teacher gives assignments to the students to make a descriptive text based on one of their friends' facebook profile.

   b) The teacher gives conclusions about the material that has been learned.

A.4 The Advantages of Using Facebook as Media in Learning Writing

The advantages or benefits offered by social networking are able to make many researchers believe that facebook has the potential to bevused as a writing class.

Firstly, facebook provides a wider audience than traditional classrooms. Students need as much feedback as possible. Therefore having a wider audience is very important for them. We can see, in traditional class feedback received by students is only from the teacher because the student's task in writing can only be left to teacher to be checked while using Facebook in learning to write students will get more listeners namely classmates and also friends in facebook. In this way they will get more feedback and reviews of their writing. This is consistent with what was said by Harmer that not only teachers can respond or provide input as well as criticism of student writing, it is important for students to see the work done by their peersvand respond in their own way.[22]

The second advantages is that facebook is a unique medium of interaction, because in addition to being able to share experiences through writing, students can also share pictures or videos through facebook in order to improve and develop ideas into their writing, not only that students can also share links so they certainly will get more material and also example of writing. It can be accessed anytime and anywhere as long as the device and internet access are available. Based on that statement, it means that facebook not only allowing interaction within the classroom but also outside the classroom. As stated by Yunus, Shalehi, and Chenzi "facebook

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

enhances outside classroom interaction and education between the students and the teacher".[23] Obviously,   this is not a special quality that classroom traditional board has.

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

From that explanation, it can be concluded that facebook offers many excellencies that make it potential to be benefited to be used in writing classrooms: 1) facebook broadens the audience, 2) facebook allows for unique interaction, 3) facebook enables fun learning environment.

A.5 The Disadvantages of Using Facebook as Media in Learning Writing

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

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[23] M. Yunus Md, Shalehi, and Chenzi. (2012), *Integrating Social Networking Tools into ELS Canadian Center of Science and Education*, Vol. 5 No. 8. Canada:Canadian Center of Science and Education, p. 47.

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

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

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 copypaste from online resources rather than create their own writing. In conclusion, integrating facebook in writing classroom has strengths and weaknesses. Teachers who are interested in the advantages of using facebook in their classroom need to be aware of the flaw and bad impacts of it, too.

A.6 Conventional Model

Conventional model is the model that emphasize reading and writing. Learning is about language through translating grammar instead of learning to use language for communication. Language learning as a mental discipline by memorizing vocabulary lists and grammar paradigms give high priority.[24]

In the conventional approach to writing instructions, activities that focuses on language rather than learn focuses activities are central. The teacher emphasizes the accuracy of grammar and modes of rhetoric (such as comparison/ contrast), where correct sentence structure is an important components of conventional approaches, and grammar skills receive considerable emphasis. Error in writing are avoided providing students with models to follow or by guiding and controlling what students write to prevent then from making mistakes. The example of conventional activities include:

a. Providing model to which learners make small changes and substitutions.

b. Expand an outline or summary.

c. Build paragraphs ranging from frames, tables, and other guides.

d. Generate text by answering a set of questions.

e. Sentences combining; developing sentences following different rules of combinations.

In teaching writing, this method just apply students to write a topic based on teacher's control and the students' writing evaluated on the basic of their finished text only.

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[24] B. W Robbinet, (1983), Teaching English to Speakers' of other Language; Substance and Technique, Minneapolis: Minnesota University, p. 162.

B. Related Study

1) Ibrahim, Mariam Ghaleb.*The Effect of Using Facebook on Improving Students, Writing Skills in English.* This study attempts to discover the effect of applying facebook as a learning medium on students' writing skills. This study was experimental research. The subject of the research was class IX in the Latin Patriarchate Private School in Qabatia District in Zababdeh that consists of 40 students'. The 40 students' were taken from two classes and they were divided in two groups namely the experimental group who was by using the modern technological tools mainly facebook, whereas the control group was taught writing traditionally. The researcher used an IQ test designed by Saleh to examine equivalence in intelligence. The result of the research showed that the facebook can improve students' in writing skills. It is suggested that teacher should use facebook in teaching writing for its positive effects on improving the students' writing skills, and suggested that students should not worry too much about their mistakes because mistakes are inevitable and one can learn from these mistakes through Facebook pages.

2) Kusnita, Dafi. *The Use of Facebook to Improve Students' Skill and Increase Their Motivation in Writing Recount Text*. This attempt to investigate the way facebook improved students' skill and increased their motivation in writing recount texts. The subject of the research was class X 2 of SMA N 1 Kajen in academic year of 2012/2013 that consists of 32 students. The result of this research showed that after learning writing recount text using facebook, the students became more attentive, active, and attracted in joining lesson, and

happier and more serious in writing. It can be concluded that the use of facebook contributes to the improvement of students skill and motivation in writing recount text.

C. Conceptual Framework

Writing as one of the four language skills that should be acquired by the students. Writing skill is a way of express the ideas, feelings and thoughts arranged in word, sentences and paragraph to construct his or her views on a topic. It is important to find an effective media in order to let students get better achievement in writing. And facebook profile is one of the best media which can be applied in he classroom or outside the classroom.

Using facebook profile for learning is easy and will make the teacher slowly adapt to new technologies and students who grew up with digital communication, will make the students easy to understand and will guide the students to write descriptive text. Since facebook was very popular the students will enjoy their learning. The use of facebook profile as a media also can motivate students and improve their writing ability.

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

The conventional approach is a model that usually used in school, the advantage of this strategy is because this strategy is easy to be applied. The teacher just asks the students to read the text and memorize it.

But in other side, this strategy is easy to make students fell bored with the same activity all the time. In teaching writing, this strategy just applies the students to write the paragraph based on the teacher's control. Most of the students adopt the role passive receivers of the wisdom dispensed by teachers.

By applying facebook profile, it is hope that the students understand the lesson and get good score in writing descriptive text. Because facebook profile is an easy medium to be used by students in writing descriptive text, in facebook profile itself there are data about the identity of users of the account facebook profile, such as about: full name, nickname, place of birth date, address, gender, occupation and also a photo of that account user. This can make it easier for students to create text as a paragraph in a descriptive form.

D. Hypothesis

In this research, the hypothesis can be proposed as follows:

1. Alternative Hypothesis (Ha): There is significant effect of using facebook on the students' writing skills in descriptive text at tenth grade of SMA N 1 Purbatua.

2. Null Hypothesis (Ho): There is no significant effect of using facebook on the students' writing skills in descriptive text at tenth grade of SMA N 1 Purbatua.

CHAPTER III

METHODOLOGY

A. Time and Place of the Study

This research was conducted at SMA N 1 Purbatua, Tapanuli Utara. The school has 6 classes. They are two classes for 10 grade, two classes for 11 grade, and two classes for 12 grade. With consideration and reason that the school is easy to research from the place of the researcher, so it can save cost, time, and energy. To obtain the data, the researcher asked permission to the school and the teacher to conducted the research.

B. Population and Sample

B.1 Population

Population is all subject of the research.[25] Thus, the population in this researchh were all students at SMA N 1 PURBATUA in the academic years of 2019/2020 consists of 157 in six classes. It can be seen in following table.

Table 3.1

The Population of the Research

No.	Class	Population
1	X IPA	20
2	X IPS	20
3	XI IPA	27
4	XI IPS	30
5	XII IPA	29

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[25] Neliwati, (2018), Metodologi Penelitian Kuantitatif, Medan:CV. Widya Pustaka, p. 151.

6	XII IPS	31
	Total	157

B.2 Sample

The sample is a small portion of the population taken for observed[26]. The sample from the population above, the researcher takes two classes, one class as the experimental class and another as the control class. The researcher get X IPA as experimental class that consist of 20 students and X IPS as control class that consist of 20 students. So the total number of the sample is 40 students.

Table 3.2

The Sample of the Research

Class	Group	Sample
X IPA	Experimental Group	20
X IPS	Control Group	20
	Total	40

C. Research Method

There are many research methods that use in educational research. One of them is experimental research. Creswell has explained, "experimental research is a traditional approach used in conducting quantitative research"[27]. In experimental research, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable". It means that experimental research

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[26] Sugiono, (2017), Metodologi Penelitian dan Pengembangan, Bandung: Alfabeta. P 136

[27] Jhon W. Creswell, (2009), Research Design: Qualitative, Quantitative, and Methods Approaches. (3rd edn). Thousand Oaks, CA: Sage.

is a research method which is used to look for the influence of certain variable towards another in a controlled condition.

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

In this study, the researcher used two classes, they were the experimental class and control class. The experimental class received the treatment by using facebook profile an the control class was thought by using conventional method. The design can be presented as follows:

G1= T1 X T2

G2= TI OVT2

Note :

G1 = Group one (experimental class)

G2 = Group two (control class)

T1 = Pre-test

T2 = Post-test

X = Treatment using facebook profile

Y = Treatment using textbook

D. Research Procedure

In order to get the data in this research, the researcher applied some procedures as follows:

D.1 Pre-Test

The pre-test was given to both groups (experimental and control class) before treatment. The function of pre-test is to know the mean scores of the experimental and control class before receiving the treatment. Here, students had been assigned to write descriptive text by choosing one of topics that provided and then the student can describe it based on the picture that shown.

    a. Lake Toba

    b. Closest Friend

D.2 Treatment

The treatment was given to experimental class and control class. The treatment had been done in three times after pre-test. In the first treatment, the researcher as the teacher explained abut descriptive text and given the example how to describe person. The researcher gave an example the description of Sule. At the second treatment, the students got the explanation about how to describe a place. In this case, the researcher gave the explanation about the description of Aek Sampuran. The third, the researcher explained the students about how to describe thing. At the end of the class, the researcher asked the students to write the descriptive text.

D.3 Post-Test

The post-test was given to each groups (control and experimental) after the treatment will be completed. Post-test was administered to measure whether there was an improvement of students' descriptive text writing skill. Here, students had been assigned to write descriptive text by chosen one of topic that provided and then the student can describe it based on the picture that shown.

    a. Abdul Panggabean, S.Pd

    b. Candi Borodudur

E. Research Instrument

E.1 Conceptual Definition

A facebook profile is a collection of facts about the account owner everything from where we went to school and how old we are, to what kind of romantic relationship we are. All our facebook friends and fellow network members can see our profile. While writing skills in descriptive text means a skills to produce a text,which describes briefly a certain kind of objects such as a person, place, a thing, or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics. With facebook profile students can get inspiration to write a descriptive text, especially in describe people around us. As we know that in the facebook profile there were picture, information include gender, address, birthday, job, etc. From that information the students will get more inspiration in writing. It also can make the students enjoy their learning process, because they are very familiar with facebook. The use of facebook profile will apply on writing.

E.2 Operational Definition

Facebook profile was a media that can be used for students to share information about the activities of the facebook users through three basic tabs, they are wall tab, info tab, and photos tab. Students' writing ability in descriptive text is the students' ability to produce a text, which describes briefly a certain kind of objects such as a person, a place, a thing, or an animal which fulfills good mastery of aspects of writing including content, organization, vocabulary, language, and mechanics.

E.3 Specification

The table of specification of pre-test

No	The Topics of Descriptive Text
1	Borobudur Temple

The table of specification of post-test

No	Th Topics of Descriptive Text
1	Mr. Abdul Panggabean, S.Pd

F. Validity and Reliability

In collected the data, there was two important criteria can be used for examining the instruments quality. The two important criteria should be always considered with respect to a given research design which is named validity and reliability. According to Brown, "Valididy is the degree to which all the proof for the proposed explanation

leads to the predicated interpretation of the result".[28] Thus, it is very important that the data and instrument should be validated. Then, according to Heale and Twycross, "reliability is related to consistency of measure". A participant complete an instrument intended to measure the motivation must have a respon approximately each time the test is complete.[29]

In this study, the researcher used content validity and homogenity as reliability. Content validity is the extend to which a reseach instrument accurately measure all aspect of the contruct. It means that research measure all the content of a contruct. In this research , the subject was class tenth grade IPA and tenth grade IPS of SMA N 1 Purbatua, so the research used research instrument related to the material of tenth grade especially writing about "descriptive text" consist of thing around them.

G. Scoring Procedure

The scoring of writing included five general components or main areas such as the follows.

Tabel 3.3

Jacobs et al. Scoring Profile on Writing Test

a. Content

Level	Criteria
30-27	EXCELENT TO VERY GOOD; knowledgeable, substantive, through the development of thesis, and relevant to assigned topic
26-22	GOOD TO AVERAGE; some knowledge of subject, adequate

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[28] H. Douglas Brown, (2004). Teaching by Princiles an Interactive Approach to Language Pedagogy: Longman. P 19

[29] Roberta Heale and Alison Tw.ycross, (2015). Validity and Reliability in Quantitative Studies, Evid Based Nurs, p. 66-67.

	range, limited development of thesis, and mostly relevant to topic, but lack detail
21-17	FAIR TOO POOR; limited knowledge of subject, litle substance inadequate develoment of topic
16-13	VERYPOOR; does not show knowledge of subject, non substantive, not ertinent, or enough to evaluate

b. Organization

Level	Criteria
20-18	EXECELENT TO VERY GOOD; fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive
17-14	GOOD TO AVERAGE; somewhat choppy, loosely organized but main ideas stand out, limited support, logical sequencing, cohesive
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

c. Vocabulary

Level	Criteria
20-18	EXECELENT VERY GOOD; sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register
17-14	GOOD TO AVERAGE; adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured
13-10	FAIR TO POOR; limitedvrange, frequent errors of word/idiom form, choice, usage, and meaning obscured or confused

9-7	VERY POOR; essential translation, littel of English vocabulary, idioms or word form or not enough to evaluate

d. Language Use

Level	Criteria
25-22	EXECELENT TO VERY GOOD; effective complex construction, few errors, of agreement, tense, number, word order/fuction, articles pronoun, and preposition
21-11	FAIR TO POOR; major problems in simple/complex construction, minor problems in complex constriction, several errors of agreement, tense, number, word order/function, articles, pronoun, and prepositions or fragment, run-ons, deletions and meaning confused of obscured
10-5	VERY POOR; virtually not mastery of sentence constructions, frequent errors of negation, agreement, tense, number, word order/function, article, pronoun, and prepositions or fragments, run-ons, deletions and meaning confused of obscured

e. Mechanics

Level	Criteria
5	EXCELENT TO VERY GOOD; demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
4	GOOD TO AVERAGE; occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured
3	FAIR TO POOR; frequents errors of spelling, punctuation, capitalization, and paragraphing, poor handwriting and meaning confused of obscured

2	VERY POOR; dominated by errors of spelling, punctuation, capitalization, paragraphing, illegible hand wrting or not enough to evaluate.

H. Technique of Analysis Data

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

H.1. Descriptive Analysis

In this part, a descriptive analysis will be carried out which gives general overview of the amount of data, minimum, maximum, average, and standard deviation. The steps in conducted descriptive analysis as follows:

1) Open SPSS version 20

2) Click *variable view*

3) Click *data view* and input the score base on the variables

4) Click *analyse*, select descriptive statistic, then descriptive

5) Enter all variables in the variable box

6) Click *ok* it will appear the result of the descriptive analysis.

H.2. Normality Test

The normality used to know whether the data, in experimental and control class, has the normal distribution or not.[30] In this research, the researcher used

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[30] Henry C. Thode Jr,(2002), *Testing for Normality*, New York: Marcel Dekker Inc, P. 2

statistical computation by using SPSS (Statistical Program for Social Science) to count the normality test, with steps as follows.[31]

1) Open SPSS program Input all the data.

2) Click *analyze* from the top menu, choose *descriptive statistics* and click *explore*.

3) Move the data from the left box into the box in *dependent list*.

4) Click *plot* and make sure that the boxplots choose *none*, remove any check lists under descriptive, and tick in normality plots with tests, and remove any ticks in normality plots with tests, and remove test.

5) Click *continue* and *ok*.

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

Ho was accepted if sig > α = 0.05

Ha was accepted if sig < α = 0.05

The hypotheses for the normality test was formulated as follows:

Ho : the data was normally distributed

Ha : the data was not normally distributed

H.3. Paired Sample T-Test

The paired sample t-test is intended to assess if there is an average difference between the paired pair classes (related). A sample than has two different treatments is the argumebt here.[32] In this research, paired sample T-Test used to know whether there is an average difference between the pre-test and post-test values. The measure in the implementation of paired sample t-test as follows:

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[31] Andrew Garth. 2008. Analysis Data Using SPSS (A Practical Guide for those Unfortunate to Have Actually Do It). Sheffield Hallam University.p.73

[32] Duwi, Prayitno. (2010). *Paham Analisa Statistik Data SPSS.* Yogyakarta: MediaKom p 71

1) Open SPSS Program

2) Input the data in *data view*

3) Click *analyse* ≫ compare means≫ Paired sample t-test

4) Enter the variable t-test on variable 1 and post-test on variable 2

5) Click *ok*

6) Based on the significance

   H_a accepted if sig> 0,05

   H_O rejected if sig< 0,05

7) Based on t score

   H_a accepted if $-t_t \leq t_o \leq t_t$

   H_O rejected if $-t_o < -t_o$ or $t_t > t$

H.4. The Homogeneity Test

After the researcher got conclusion of normality test, the researcher did the homogeneity test in order to know whether the data obtained from the sample homogeneous or not.[33] In this research, the esearcher used statistical computation by used SPSS (Statistical Program for Social Science) for homogeneity test, with steps as follows:[34]

1) Open SPSS program

2) Input the data in the *data view*

3) Click *analyze* in the top of the menu, choose *descriptive statistics* and click *explore*

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[33] W. R. Kennedy, *Sampling, Standards and Homogeneity,* Philadelphia: ASTM Special Technical Publication, P.116

[34] Andrew Garth. Opcit. P. 71-72

4) Move the data of experimental into *dependent list*, meanwhile, move the data of control group into *factor list*.

5) Click *plot* and then give a mark on the power estimation.

6) Click *continue,* and then *ok.*

While the criteria of acceptance or rejection of homogeneity test was as follow:

Ho was accepted if $sig > \alpha = 0.05$

Ha was accepted if $sig < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows:

Ho : the variance of the data was homogeneous

Ha : the variance of the data was not homogeneous

H.5. Independent Sample T-Test

If the data from experiments showed that they were both homogeneous and normal, hypothesis testing could be performed. The t-test used to see if in analysis there is a difference between two variables. The t-test was performed in SPSS 20 using the Independent Sample t test. Here are the steps to analyse the data:[35]

1) Open SPSS 20 program and click variable view, type the name such as class and score, and in the values, the name of the class is differentiated into two kinds; namely the experimental class (1) and control class (2).

2). Click data view, insert the data, next click analyze, choose compare means and click independent sample t test.

3). Move the score into the column of test variable (s), and move the class into grouping variable. Define group as the number exactly like the number that has been typed in values.

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[35] Andre Garth. *Opcit.* p. 45-46

4). Click continue and ok.

The hypotheses are:

Ha :   The students writing skills is better taught by facebook profile than using conventional method.

Ho : The students writing skills is not better taught by facebook profile than using conventional method.

While the criteria acceptance or rejection of hypotheses test are:

Ho is accepted if $sig > \alpha = 0.05$

Ha is accepted if $sig < \alpha = 0.05$

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

The data of this research were obtained from the result of test from both of class, the experimental class (X IPA) and the control class (X IPS). The research conducted in five meetings. In SMA N 1 Purbatua itself. On Monday, November 2nd 2020 pre-test gave in experimental class and control class. Experimental class consists of 20 students and control class consist 20 students. The last treatment was done on Wednesday, November 18th 2020. The experimental class and the control class were taught differently. In the experimental class, the students were taught by using facebook profile, meanwhile, in the control class, the students were taught by using conventional. For the last meeting, the students in experimental class were given the post test on Thursday, November 19th 2020. All the students in experimental and control class followed the post-test. In order to see the effect of students' writing descriptive text by using facebook profile and by using conventional the data were needed to be gathered. The data were collected from the result of pre-test and post- test.

A.1. Data of Experimental Class (X IPA)

Table 4.1

The Scores of Pre-Test and Post-Test of Experimental Class

Students' Number	Initial	Experimental Class	
		Pre-Test	Post-Test
1	KH	65	84
2	ANS	43	86
3	JS	50	90
4	SAS	40	83
5	CS	35	85
6	DH	30	93
7	TS	25	79
8	FHS	55	85
9	GPS	70	90
10	AS	40	79
11	DTH	67	85
12	ML	44	82
13	ACS	60	87
14	BS	45	89
15	CDS	40	77
16	CT	72	88
17	TDS	75	95
18	SKP	55	87
19	SMS	50	86
20	DED	42	85
$N = 20$			
Average		50.15	85.75
Std. Deviation		14.321	4.518
Min		25	77

		77	95
Max		77	95

From the table above, it can be seen that the average of the pre-test in experimental class was 50.15 while in the post-test was 85.75. The lowest score in pre-test was 25 and the highest score was 77 while the lowest score of the post-test was 77 and the highest score was 95.

A.2. Data of Control Class (X IPS)

Table 4.2

The Scores of Pre-Test and Post-Test of Control Class

Students' Number	Initial	Control Class	
		Pre Test	Post-Test
1	LS	43	68
2	LH	67	85
3	LP	25	69
4	PS	45	71
5	AYD	20	78
6	EP	74	79
7	ES	64	79
8	EKP	72	83
9	GS	70	80
10	GS	40	75
11	FS	45	75
12	CH	69	74
13	JSS	45	79
14	ES	65	70
15	ASS	35	75

16	CT	50	77
17	LSJ	45	75
18	MS	50	80
19	EJ	35	76
20	PST	40	81
$N = 20$			
Average		49.95	76.45
Std. Deviation		15.985	4.571
Min		20	74
Max		68	85

From the table above, it can be seen that the average of the pre-test in experimental class was 49.95. While in the post-test was 76.45. The lowest score in pre-test was 20 and the highest score was 68 while the lowest score of the post-test was 74 and the highest score was 85.

Based on the two tables above, the average score of the two experiments and increased control class. However, the experimental class scores increased more significant than the control class. This can be seen through the range points are earned by two groups. The experimental class increased 35.6 points, from 50.15 to 85.75 while the control class increased 26.5 points from 41.39 to 76.45.

B.Data Analysis

B.1. Descriptive Analysis

A descriptive analysis carried out in discussion, included a general summary of the amount of dat, minimum, maximum, average and standard deviation.

Table 4.3

Output of Descriptive Analysis

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiement	20	25	75	50.15	14.321
Post-test Experiment	20	77	95	85.75	4.518
Pre-test Control	20	20	74	49.95	15.985
Post-test Control	20	68	85	76.45	4.571
Valid N (listwise)	20				

Based on the data above, it can be seen that the pre-test variable of the experiment class with the amount data (N) of 20 has an average value of 50.15; with minimum value 25 and a maximum of 75. While the standard deviation of 14.321. the variable post-test of the experiment class with a total of 20 data (N) has average value of 85.75; with minimum value 77 and a maximum value of 95. While the standard deviation of 4.518. Valiable pre-test of the control class with the number of data (N) 20 has an average of 49.95; with minimum value 20 and maximum value of 74. While the standard deviation of 15.985. And the last, post-test of the control class with the number of data (N) 20 has an average of 76.45; with minimum value 68 and a maximum value of 85. And the standard deviation of 4.571.

B.2.Normality Testing

The normality test was used to know whether the data in experimental class and control class were normality distributed or not. The criteria of acceptance or rejection of normality test are as follows:

H_O is accepted if sig (P_{value}) $> \propto = 0.05$

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

Table 4.4

Normality of Pre-test and Post-Test Experiment and Control Class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Hasil belajar siswa	pre-test Experiment	.140	20	.200[*]	.959	20	.531
	post-test Experiment	.134	20	.200[*]	.976	20	.869
	pre-test control	.172	20	.125	.933	20	.177
	post-test control	.126	20	.200[*]	.969	20	.743

*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it can be seen that in the Kolmogorov –Smirnov, it shown that the normality was significant. It shown by the significant of the pre-test of experiment class was 0,200. The significant of post-test of the experiment class was 0,200. The significant of pre-test of control class was 0,125. While the significant of post test of control class was 0,200. Because the significance of all variables was greater than 0,05, it can be concluded that the data population contributed normally.

B.3. Sample T-Test

Table 4.5

Output of Sample T test

Paired Sample Test

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiement - Post-test Experiment	-35.600	13.843	3.095	-42.079	-29.121	-11.501	19	.000
Pair 2	Pre-test Control - Post-test Control	-26.500	14.820	3.314	-33.436	-19.564	-7.997	19	.000

Based on table 4.5 above, the mean of pair 1 was -35,600, the standard deviation was 13. 843 the mean standard error was 3.095, t_o was -11,501 and df was 19. The significant (2-tailed) was 0,000. t_t was obtained by consulted with t-table distribution and a significant level of 0,05. t_t was 2,030 by consulted with t table distribution. It

means that t_o was lower than t_t (-11,501<-2,030). Because $-t_o<-t_t$ and the significant (0,000<0,05), then H_O was rejected and H_a was accepted. It means that there was a different between the mean score before treatment and after treatment using facebook profile. A negative t_o value means that the everage before treatment is lower than after treatment. With this, facebook profile media increased students' writing in descriptive text.

The mean of pair 2 was -26,500, the standard deviation was 14. 820 the mean standard error was 3.314, t_o was -7,997 and df was 19. The significant (2-tailed) was 0,000. t_t was obtained by consulted with t-table distribution and a significant level of 0,05. t_t was 2,030 by consulted with t table distribution. It means that t_o was lower than t_t (-7,997<-2,030). Because $-t_o<-t_t$ and the significant (0,000<0,05), then H_O was rejected and H_a was accepted. It means that there was a different between the mean score before treatment and after treatment using conventional. A negative t_o value means that the everage before treatment is lower than after treatment. With this, conventional media increased students' writing in descriptive text.

B.4. Homogeneity Test

Table 4.6

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.116	1	38	.735
	Based on Median	.116	1	38	.735
	Based on Medianand with adjusted d	.116	1	37.502	.735
	Based on trimmed mean	.116	1	38	.735

Based on the table above, it can be seen that Sig. P $(_{value})$ = 0.735 > ∝ = 0.05. It means that H$_o$ are accepted because Sig. P $(_{value})$ =0.735 > ∝ = 0.05. It can be concluded that both clases were homogent or the same variants.

B.5. Independent T Test

The next was an independent sample t-test after conducted a homogeneity test to find out whether there were significant in result between the used of facebook profile and conventional in learnd writing in descriptive text.

Table 4.7

Independent T-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil belajar siswa	Equal variances assumed	.116	.735	6.472	38	.000	9.300	1.437	6.391	12.209
	Equal variances not assumed			6.472	37.995	.000	9.300	1.437	6.391	12.209

The results of was compared $t_{observed}$ and t_{table} to know whether using facebook profile in teaching writing in descriptive text was effective to increased students' writing skills in descriptive text or not. Reviewed to the data in table, it found the result of t $_{observed}$ = 6.472 with the Sig. (2-tailed) = 0.000. And t $_{table}$ of 0.05 (5%) as the significance level was 1.685 with 38 the degree of freedom (df). It can be seen that t $_{observed}$ = 6.472 > t $_{table}$ =1.685 and the significance (2-tailed) is 0.000< 0.05. It can be concluded that Ha is accepted and it means that there is a significant different between teaching using facebook profile and the conventional toward students' writing skill in descriptive text at tenth grade of senior high school.

C.Discussion

According to the results above, it shows that there is an effect of using facebook profile on the students' writing skills in descriptive text at tenth grade of SMA N 1 Purbatua. The results of the data from the test were divided into pre-test and post-test. It can be seen that the students from experimental class gained higher score than the control class.

Futhermore, the results of this study validate several theories and related studies. Ibrahim said in his study entitled "The effect of Using Facebook on Improving Students Writing Skills in english"that facebook was effective in teaching writing because facebook can improved the students writing skill. Thus, the research had similar result to thus study because facebook as a learning medium can be used to enhance the students' writing skill.

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

So from two previous researches above, there was similarity of the result. The similarity can be concluded that facebook can enhance the students' writing skill. Because this media can improved the students' mastery in learning and increase the

students' score in test. The significance effect can be seen from the students' score pre-test and post-test. The students score became higher after applied facebook as a learning media. However, the differences can be seen as the different method and level of the subject on the previous research. Thus, facebook profile has a positive effect towards students' writing skill in descriptive text even on some various levels of the students.

In the last section of this research, the result of this research proved that there is significant effect of using facebook profile on the students' writing in descriptive text at tenth grade of Senior High School as an innovative and interesting medium to solve the problems in teaching and learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion of this research, it can be conclude that this research has answer the problem of research and proved that using facebook profile can be an effective media to improve students' ability at tenth grade of Senior High School, especially at SMA N 1 Purbatua in academic year 2019/2020 the research take the conclusion as follows:

The student's ability in learning descriptive text of SMA N 1 Purbatua was taught by using facebook profile got mean value 50.15, with the minimum scores was 25 and the maximum was 75 score in the pre-test. While in the post test, the mean value 85.75 with the minimum scores 77 and maximum scores 95.

The student's ability in learning descriptive text was taught by using conventional got mean 49.95, with the minimum scores was 20 and the maximum was 74 in the pre-test. While, the post-test, the mean was 76.45 with minimum scores was 68 and maximum scores was 85.

There is significant effect of using facebook profile compared conventional method on the students' writing skill in descriptive text at tenth grade. This support from the analysis of the data, it can be seen that t-observed was higher than t-table (6.472> 1.685) at the significant level of 0.05.

Therefore, the result showed that the alternative hypothesis (Ha) was accepted and null hypothesis (H0) was rejected. Thus, can be said that the research question on this study has been answered and facebook profile was success to enhance the students' writing skill in descriptive text.

B. Suggestion

Based on the research finding, there are some suggestions to people who are involved in this research in order to the teaching and learning process will be better. The suggestions are as follows:

1. For the Students

   a. The researcher recommended to the students to practice their English as much as possible in or out the class.

   b. The researcher recommended to students could use the social media in language learning.

2. For the English Teacher

   a. The teacher can apply facebook profile as a media in the teaching learning process as the alternative way to teach writing that easier to understand by the students.

   b. The teacher must not be afraid to try the newest media so that her /his students get new experience in learning english. There are many sources to gain god teaching media. And the teacher must creatively to find the media.

.

3. For the School

   a. It should facilitate the teachers to be successful teachers who have to achieve the best result of their students' learning.

   b. It will be better if the school give extra time for english lesson to enhance the students' English.

4. For the Other Researcher

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

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Appendix I

ENGLISH LESSON PLAN I

(Experimental Group)

School	: SMAN 1 PURBATUA
Subject	: English/ Writing
Class/Semester	: X IPA
Time Allocation	: 2 x 45 minutes
Meeting	: 1st

A. Standard Competence

Expressing the meaning of written text especially simple essay in form of descriptive text to interact with around environment.

B. Basic Competence

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around enviroment in descriptive text.

C. Indicators

1. Identifying kinds of descriptive text
2. Writing the descriptive text

D. Objectives

1. Students are able to identify the kinds of descriptive text

2. Students are able to write the descriptive text

E. Teaching Material

- **Descriptive text**

Descriptive text is a type of written text in which has the specific function to describe about an object (living or non-living things) and has aim to give readers a clear information.

- **Kinds of descriptive text**

a. Describing animal

b. Describing person

c. Describing an event

d. Describing an object

e. Describing place

Example of descriptive text

Mr. Abdul is a humorous PKN teacher. He was born on 07 May 1985 in Janjinauli Kec. Purbatua. Mr. Abdul has a nickname "tamman". He took a high school education at SMK Padang Sidempuan and took bachelor's degree at STKIP Sidempuan. He married on October 24, 2012. He has a happy little family. His wife Nirma Sitompul, a beautiful woman who works as a teacher as well. Meanwhile, he has a 3 beautiful daughters named Nurin Najwa, Hana Khairunnisa, and Amira Romaito. Mr. Abdul is a handsome teacher, tall, has black signs and is also bushy. In class, he became a fun teacher as well as a genius. Almost all students love the time

Mr. Abdul teaches. He always provides unique learning techniques so that students are looking forward to learning together in the classroom and he is a stern teacher figure. Apart from being a teacher he is also a farmer. On holidays he often goes to the garder to clean his garden, plant bananas trees, chillies and so on.

F. Source/Media

1. Source: English Text Book for Junior High School, the internet, English Dictionary

2. Media: Whiteboard, Marker

G. Teaching Method/Technique

- Facebook Profile

- Discussion

H. Teaching Learning Process

Meeting	Activities		Time Allocations (minutes)
	Pre-Activities		
II	**Teacher**	**Students**	
	Orientation Greet the students and check the attendance list	Students give respons to teacher	**15 Minutes**
	Apperception Teacher gives motivation	Listening and paying ettention to teachers' explanation	

	and listing	
	Main Activities	
	1. Teacher explains about descriptive text and its kinds	1. Students pay attention to the explanation	**60 Minutes**
	2. Teacher gives the students an example of the descriptive text and discuss it togather	2. Students pay attention to the teacher explanation	
	3. The teacher asks students about their Facebook	3. Students respond to the teacher	
	4. The teacher opens the Facebook Profile page and explains the part of Facebook Profile info.	4. Student pay attention to the teacher explanation	
	5. The teacher conveys information in Facebook Profile info descriptive text	5. Students pay attention to teacher's explanation about information in Facebook Profile info descriptive text	
	6. The teacher gives an example of how to	6. Students pay attention to	

	make descriptive text information from Facebook Profile (Pictures, education info, basic info, etc)	teacher's explanation about example of how to make descriptive text information from Facebook Profile.	
	Post Activities		
	1. The teacher gives assignments to students to make descriptive text based on one of their friends' Facebook Profile.	1. Student do assignments in accordance with teacher directions	**15 Minutes**
	2. Teacher resumes the topic discussed together with the students	2. Students also resume the topic with the teacher togather	

I. Evaluation

Choose one of the topics below! Then, write the descriptive text about it, 20 minutes is allocated for you.

a. Mr. Abdul Panggabean

b. Borobudur Temple

c. Boarding School

Answers: The answer may very based on the students write

d. Scoring

The paragraph will be assessed by Jacob's et.al scoring profile

Criteria	Maximum Score
Content	30
Organitation	20
Vocabulary	20
Language Use	25
Mechanics	5
Total Score	100

Kepala	Guru B. Inggris	Mahasiswa Peneliti
SMAN 1 PURBATUA		

Waston Saragih, S.Pd	**Osin Silaban, S.Pd**	**Ummi D. Panggabean**
		NIM.34.16.2.112

ENGLISH LESSON PLAN II

(Control Group)

School	**: SMAN 1 PURBATUA**
Subject	**: English/ Writing**
Class/Semester	**: X IPS**
Time Allocation	**: 2 x 45 minutes**
Meeting	**: 2ˢᵗ**

A. Standard Competence

Expressing the meaning of written text especially simple essay in form of descriptive text to interact with around environment.

B. Basic Competence

Expressing the meaning and language features in simple short essay by using written language varieties accurately, appropriately, and coherently to interact with around enviroment in descriptive text.

C. Indicators

1. Identifying kinds of descriptive text

2. Writing the descriptive text

D. Objectives

1. Students are able to identify the kinds of descriptive text

2. Students are able to write the descriptive text

E. Teaching Material

- **Descriptive text**

Descriptive text is a type of written text in which has the specific function to describe about an object (living or non-living things) and has aim to give readers a clear information.

- **Kinds of descriptive text**

a. Describing animal

b. Describing person

c. Describing an event

d. Describing an object

e. Describing place

Example of descriptive text

Mr. Abdul is a humorous PKN teacher. He was born on 07 May 1985 in Janjinauli Kec. Purbatua. Mr. Abdul has a nickname "tamman". He took a high school education at SMK Padang Sidempuan and took bachelor's degree at STKIP Sidempuan. He married on October 24, 2012. He has a happy little family. His wife Nirma Sitompul, a beautiful woman who works as a teacher as well. Meanwhile, he

has a 3 beautiful daughters named Nurin Najwa, Hana Khairunnisa, and Amira Romaito. Mr. Abdul is a handsome teacher, tall, has black signs and is also bushy. In class, he became a fun teacher as well as a genius. Almost all students love the time Mr. Abdul teaches. He always provides unique learning techniques so that students are looking forward to learning together in the classroom and he is a stern teacher figure. Apart from being a teacher he is also a farmer. On holidays he often goes to the garder to clean his garden, plant bananas trees, chillies and so on.

F. Source/Media

1. Source: English Text Book for Junior High School, the internet, English Dictionary

2. Media: Whiteboard, Marker

G. Teaching Method/Technique

- Conventional model

- Discussion

H. Teaching Learning Process

Meeting	Activities		Time Allocations (minutes)
	Pre-Activities		
III	**Teacher**	**Students**	
	Orientation Greet the students and check the attendance list	Students give respons to teacher	**15 Minutes**

	Apperception Teacher gives motivation and listing	Listening and paying ettention to teachers' explanation	
	Main Activities		
	1.Teacher explains about descriptive text and its kinds	1.Students pay attention to the explanation	**60 Minutes**
	2.Teacher gives the students an example of the descriptive text and discuss it togather	2.Students pay attention to the teacher explanation	
	3.The teacher gives the students topics and they write based on the topis given	3.Students write text based on the topic given by the teacher	
	4. Teacher asks whether any question or not	4.Students respond to the teacher	
	Post Activities		
	Teacher resumes the topic discussed together with the students	Students also resume the topic with the teacher togather	**15 Minutes**

I. Evaluation

Choose one of the topics below!Then, write the descriptive text about it, 20 minutes is allocated for you.

a. **Mr. Abdul Panggabean**

b. **Borobudur Temple**

Answers: The answer may very based on the students write

c. **Scoring**

The paragraph will be assessed by Jacob's et.al scoring profile

Criteria	Maximum Score
Content	30
Organitation	20
Vocabulary	20
Language Use	25
Mechanics	5
Total Score	100

Kepala **Guru B. Inggris** **Mahasiswi Peneliti**

SMAN 1 PURBATUA

Waston Saragih, S.Pd **Osin Silaban, S.Pd** **Ummi D. Panggabean**

NIM.34.16.2.112

Appendix III

<p align="center">Pre Test</p>

Question

1. Write a descriptive text from this picture!

<p align="center">Borobudur Temple</p>

Appendix IV

Quesstion

1. Write a descriptive text from this Facebook Profile!

   @Abdul Panggabean

Appendix V

Answer Key of the Question Pre Test

Borobudur tempel is the largest and most luxurious Buddhist temple in Indonesia. The shape of this temple looks like a pyramid/rectangular pyramid shape. This temple has many reliefs and also a stupa. Borobudur temple is an international tourist destination in the state of Indonesia and especially in the province of Cantral Java is Borobudur temple. Borobudur temple is one of the Seven Wonders of the world. In addition, Borobudur temple is also a shrine or a place to worship Buddhists. With this historical building which has now been crowned as seven incriptions that have been the wonders of the world, this is what makes Borobudur temple as aplace of tourists from varoius countries.

Answer Key of the Question Post Test

Mr. Abdul is a humorous PKN teacher. He was born on 07 May 1985 in Janjinauli Kec. Purbatua. Mr. Abdul has a nickname "tamman". He took a high school education at SMK Padang Sidempuan and took bachelor's degree at STKIP Sidempuan. He married on October 24, 2012. He has a happy little family. His wife Nirma Sitompul, a beautiful woman who works as a teacher as well. Meanwhile, he has a 3 beautiful daughters named Nurin Najwa, Hana Khairunnisa, and Amira Romaito. Mr. Abdul is a handsome teacher, tall, has black signs and is also bushy. In class, he became a fun teacher as well as a genius. Almost all students love the time Mr. Abdul teaches. He always provides unique learning techniques so that students are looking forward to learning together in the classroom.

Appendix VI

The students' name and initial name of experimental class (tenth grade IPA students at SMA N 1 Purbatua)

No	Name	Initial
1	Kezia Hutagalung	KH
2	Ayu Novita Sihombing	ANS
3	Jonatan Sitompul	JS
4	Sagita Anjelita Sihombing	SAS
5	Cinta Sibarani	CS
6	Damayanti Hutabarat	DH
7	Tamar Simanjuntak	TS
8	Fitri Haryanti Simanjuntak	FHS
9	Geby Patresia Siregar	GPS
10	Agustina Simanjuntak	AS
11	Desta Tiurma Hutagaol	DTH
12	Mila Simbolon	ML
13	Adelia Clara Sitompul	ACS
14	Beslian Sitompul	BS
15	Cristina Desinda Sitompul	CDS
16	Cicilia Tarihoran	CT
17	Tua Delima Sitompul	TDS
18	Samuel Kristopen Pakpahan	SKP
19	Sarlan Marsada Silitonga	SMS
20	Doni Erman Damanik	DED

Appendix VII

The students' name and initial name of control class (tenth grade IPS students at SMA N 1 Purbatua)

No	Name	Initial
1	Lesvikal Sihombing	LS
2	Lidia Hutabarat	LH
3	Liando Panggabean	LP
4	Perdi Simatupang	PS
5	Aldi Yosafat Pasaribu	AYP
6	Esrawati Pasaribu	EP
7	Evander Sitanggang	ES
8	Eka Bella Panggabean	EBP
9	Gunawan Sihombing	GS
10	Galatia Sinambela	GS
11	Frandela Simanungkalit	FS
12	Cristina Hutabarat	CH
13	Jiwa Saputra Sihombing	JSS
14	Esra Sitompul	ES
15	Angga Sucipto Subarani	ASS
16	Chandra Abednego Tambunan	CAT
17	Lifsan Simanjuntak	LS
18	Mario Sitompul	MS
19	Erick Joy	EJ
20	Pitri Sitompul	PS

Appendix VIII

UKURAN SAMPEL		TARAF NYATA (∞)			
		0.01	0.05	0,10	0,15
n	= 4	0,417	0,381	0,352	0,319
	= 5	0,405	0,337	0,315	0,299
	= 6	0,364	0,319	0,294	0,277
	= 7	0,348	0,300	0,276	0,258
	= 8	0,331	0,285	0,261	0,244
	= 9	0,311	0,271	0,249	0,233
	= 10	0,294	0,258	0,239	0,224
	= 11	0,284	0,249	0,230	0,217
	= 12	0,275	0,242	0,223	0,212
	= 13	0,268	0,234	0,214	0,202
	= 14	0,261	0,227	0,207	0,194
	= 15	0,257	0,220	0,201	0,187
	= 16	0,250	0,213	0,195	0,182
	= 17	0,245	0,206	0,289	0,177
	= 18	0,239	0,200	0,184	0,173
	= 19	0,235	0,195	0,179	0,169
	= 20	0,231	0,190	0,174	0,166
	= 25	0,200	0,173	0,158	0,147
	= 30	0,187	0,161	0,144	0,136
n	> 30	$\dfrac{1,031}{\sqrt{n}}$	$\dfrac{0,886}{\sqrt{n}}$	$\dfrac{0,805}{\sqrt{n}}$	$\dfrac{0,768}{\sqrt{n}}$

Sumber : Conover, W.J.,Practical Nonparasietric Statistics, John Wiley & Sons, Inc, 1973

Appendix IX

Distribusi Normal Kumulatif Z

Number in the table represents $P(Z \leq z)$
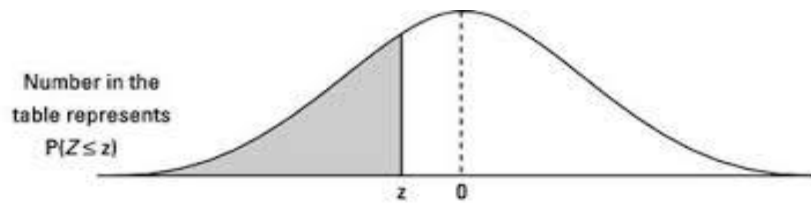
z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.6	.0002	.0002	.0001	.0001	.0001	.0001	.0001	.0001	.0001	.0001
-3.5	.0002	.0002	.0002	.0002	.0002	.0002	.0002	.0002	.0002	.0002
-3.4	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0002
-3.3	.0005	.0005	.0005	.0004	.0004	.0004	.0004	.0004	.0004	.0003
-3.2	.0007	.0007	.0006	.0006	.0006	.0006	.0006	.0005	.0005	.0005
-3.1	.0010	.0009	.0009	.0009	.0008	.0008	.0008	.0008	.0007	.0007
-3.0	.0013	.0013	.0013	.0012	.0012	.0011	.0011	.0011	.0010	.0010
-2.9	.0019	.0018	.0018	.0017	.0016	.0016	.0015	.0015	.0014	.0014
-2.8	.0026	.0025	.0024	.0023	.0023	.0022	.0021	.0021	.0020	.0019
-2.7	.0035	.0034	.0033	.0032	.0031	.0030	.0029	.0028	.0027	.0026
-2.6	.0047	.0045	.0044	.0043	.0041	.0040	.0039	.0038	.0037	.0036
-2.5	.0062	.0060	.0059	.0057	.0055	.0054	.0052	.0051	.0049	.0048
-2.4	.0082	.0080	.0078	.0075	.0073	.0071	.0069	.0068	.0066	.0064
-2.3	.0107	.0104	.0102	.0099	.0096	.0094	.0091	.0089	.0087	.0084
-2.2	.0139	.0136	.0132	.0129	.0125	.0122	.0119	.0116	.0113	.0110
-2.1	.0179	.0174	.0170	.0166	.0162	.0158	.0154	.0150	.0146	.0143
-2.0	.0228	.0222	.0217	.0212	.0207	.0202	.0197	.0192	.0188	.0183
-1.9	.0287	.0281	.0274	.0268	.0262	.0256	.0250	.0244	.0239	.0233
-1.8	.0359	.0351	.0344	.0336	.0329	.0322	.0314	.0307	.0301	.0294
-1.7	.0446	.0436	.0427	.0418	.0409	.0401	.0392	.0384	.0375	.0367
-1.6	.0548	.0537	.0526	.0516	.0505	.0495	.0485	.0475	.0465	.0455
-1.5	.0668	.0655	.0643	.0630	.0618	.0606	.0594	.0582	.0571	.0559
-1.4	.0808	.0793	.0778	.0764	.0749	.0735	.0721	.0708	.0694	.0681
-1.3	.0968	.0951	.0934	.0918	.0901	.0885	.0869	.0853	.0838	.0823
-1.2	.1151	.1131	.1112	.1093	.1075	.1056	.1038	.1020	.1003	.0985
-1.1	.1357	.1335	.1314	.1292	.1271	.1251	.1230	.1210	.1190	.1170
-1.0	.1587	.1562	.1539	.1515	.1492	.1469	.1446	.1423	.1401	.1379
-0.9	.1841	.1814	.1788	.1762	.1736	.1711	.1685	.1660	.1635	.1611
-0.8	.2119	.2090	.2061	.2033	.2005	.1977	.1949	.1922	.1894	.1867
-0.7	.2420	.2389	.2358	.2327	.2296	.2266	.2236	.2206	.2177	.2148
-0.6	.2743	.2709	.2676	.2643	.2611	.2578	.2546	.2514	.2483	.2451
-0.5	.3085	.3050	.3015	.2981	.2946	.2912	.2877	.2843	.2810	.2776
-0.4	.3446	.3409	.3372	.3336	.3300	.3264	.3228	.3192	.3156	.3121
-0.3	.3821	.3783	.3745	.3707	.3669	.3632	.3594	.3557	.3520	.3483
-0.2	.4207	.4168	.4129	.4090	.4052	.4013	.3974	.3936	.3897	.3859
-0.1	.4602	.4562	.4522	.4483	.4443	.4404	.4364	.4325	.4286	.4247
-0.0	.5000	.4960	.4920	.4880	.4840	.4801	.4761	.4721	.4681	.4641

Appendix X

Titik Persentase Distribusi F untuk Probabilita = 0,05

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.46	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

Appendix XI

Table of the Student's *t*-distribution

The table gives the values of $t_{\alpha;v}$ where
$\Pr(T_v > t_{\alpha;v}) = \alpha$, with v degrees of freedom
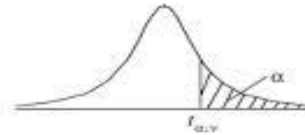
α \ v	0.1	0.05	0.025	0.01	0.005	0.001	0.0005
1	3.078	6.314	12.076	31.821	63.657	318.310	636.620
2	1.886	2.920	4.303	6.965	9.925	22.326	31.598
3	1.638	2.353	3.182	4.541	5.841	10.213	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.500	2.807	3.485	3.767
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	1.289	1.658	1.980	2.358	2.617	3.160	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.090	3.291

Appendix XII

Picture

Picture 1. Teaching in experimental class by using Facebook

Picture 2. Student in experimental class learning by using Facebook

Picture 3. Teaching in control class by using conventional

Picture 4. Student in control class learning English.

The students result on doing test

TAMAR. K. SIMANJUNTAK

TEKS DESKRIPSI

25

I have a Cat.
His name is the Cat.
I gave him a name like that because I
was confused what his name was.
I often own cats. buy my cat died form
disase or Poisoning.
The Cat has Yellow fur, from head
to tail Yellow. Its tail is very long and
waves when it walks.
The Cat always meowed everi time I
asked him to talk, as if he understood
what I was saying.
Everi morning he always wakes me up
by stroking his head against my hands
and feet. That's why I love him
So much.

Kls : X (Sepuluh)

Ayu NABABAN

Cinta is my best friend

35

Cinta is my friend since childhood.
We have always played together since we were
little, even at school together. He is teller than
me, the nose is flat, his body is fat, his hair
is a wavy, ~~ther~~ He tra he realy likes to play
gran olan really likes to eat meat.
Sometimes if the two of us play with us we for
get the times. He will be my best friend ~~from~~
from childhood until now. I for got.

Content   =) 12
Organization =) 10
Vocabulary   =) 7
Language Use =) 5
Mechanics   =) 2
              ___
              35.

(75)

Al about me!!

My name is Tua Delima Sitompul, some people call me Delima or my nick name is Dellma.
I was born on February, 28th 2005. and now I'm 16th years old. I live in Sitolubahal, more precisely in Slunggas Julu, North Sumatra.
I'am the fiveth children from 6 in my family.
I have 5 siblina, 3 brothers, and 2 sisters.
My favorite colour is with and peach.
I like cats and doas very much.
My hobbies are sometimes lettering, reading and play around.
My favorite subject is English of course.
And my ambition I would be an entrepreneur.
Or CEO and maybe a doctor I hope this will come true. And I have a pretty smile hehhehe...
I think that's all about me.
THANK YOU.

Content = 22
Organization = 19
Vocabulary = 14
Language Use = 15
Mechnics = 5
75

Nama : Eka Balla Panggabean
kls : X IPS

Borobudur Temple

Borobudur Temple is a Buddhist temple Located in Magelang, Central Java, Indonesia. Which Serves as a place of Pilgrimage. This Borobudur temple is in the form of a stupa which adheres to Buddhism. This temple is the largest temple in the world. Which has a size of 123 x 123 m high 42 m. Borobudur temple is used as a tourist spot that is in great demand by people. Within the country and outside the country.

Content   -) 21
Organization -) 19
Vocabulary   -) 19
Language Use -) 20
Mechanic   -) 4
                      ___
                      /83

Mr. Abdul

I want to describe my teacher from his facebook frofil.
His name is Abdul panggabean.
He live in North Tapanuli, North Sumatra, Indonesia
more precisely Janji Nauli.
He was born in Janji Nauli May 7th 1985
and now his 35th years old.
He has attenden high school in Padang Sidempuan,
an he continued studying at STKIP South Tapanuli.
padang Sidempuan.
Mr. Abdul works as a teacher, with economy subjects.
Mr Abdul has married.
I think Mr. Abdul so kind, tall, and his smile
is so sweet tou.
I think that's all I know about Mr. Abdul.
         THANK YOU.

   From: Tua Delima Sitompul.

Delima Sitompul
Delima sitompul
I want to describe my teacher from his facebook frofil Abdul Panggabean
His name is Abdul Panggabean, his live in Nort Tapanuli, Nort Sumatra, Indonesia more precisely at Janji Nauli. He was born in Janji Nauli May 7th 1985, and now his 35th years old.
He has attended highschool in Padang Sidempuan.
And now he continued studying at STKIP South Tapanuli, Padang Sidempuan.
Mr. Abdul works as a teacher with economic subjects.
And Mr. Abdul has married.
I think Mr. Abdul so tall, has a sweet smile tou hehheheh.
I think that's all I know about Mr. Abdul. Thank you 😄😄
Lihat Terjemahan

Desta Hutagaol

I have a teacher named Abdul Panggabean, he lives in North Sumatra, Janjinauli Village, Mr. Abdul Pelanggabean was born on May 7, 1985 in Janjinauli Village, the father was born by a great woman, Mr. Abdul continued his school from elementary, junior high school, to college at STKIP tapanuli, Mr. Abdul is married to a woman who loves his heart and is blessed with 3 sweet and beautiful daughters. The characteristics of Mr. Abdul Pelanggaben are tall, sweet black, mustache, with thin eyebrows and have a beard, Mr. Abdul Pelvis's job is teaching at school SMA N 1 PURBATUA,
Thanks you 😌😌😌😌😌
Lihat Terjemahan

Tulis komentar... (GIF) ☺

BIOGRAPHY

A. Personal Identity

Full Name : Ummi Damayanti Panggabean

Date of Birth : 26 Juni 1998

Place of Birth : Lumban Ratus, Kec Purbatua, Kab. Tapanuli Utara

Nationality : Indonesia

Religion : Muslim

Address : Jl. M Yakub No. 06

1. Educational Background

2004-2010 : MIS JANJIANGGKOLA

2010-2013 : SMP N 1 PURBATUA

20013-2016 : MAN N 1 PEANORNOR

2016-2020 : ENGLISH DEPARTMENT OF UIN SU

Nomor   : B-13013/ITK/ITK.V.3/PP.00.9/10/2020   02 November 2020
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala SMAN 1 Purbatua, Kec. Purbatua, Kab. Tapanuli Utara

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: **Ummi Damayanti Panggabean**
NIM	: **0304162112**
Tempat/Tanggal Lahir	: **Lumban Ratus, 26 Juni 1998**
Program Studi	: **Pendidikan Bahasa Inggris**
Semester	: **IX (Sembilan)**
Alamat	: **Desa Janjinauli Kec. Purbatua Kecamatan purbatua**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMAN 1 Purbatua, Kec. Purbatua, Kab. Tapanuli Utara, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect of Using Facebook Profile Towards the Students Writing Skills in Descriptive Text at SMAN 1Purbatua

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 02 November 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

SURAT KETERANGAN
Nomor : 421 / 80 / SMAN-1P/ XI/ 2020

Yang bertanda tangan di bawah ini Kepala SMA N 1 Purbatua Kabupaten Tapanuli Utara, dengan ini menerangkan bahwa:

Nama	: Ummi Damayanti Panggabean
NIM	: 0304162112
Tempat/TanggalLahir	: Lumban Ratus, 26 Juni 1998
Program Studi	: Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
TahunAkademik	: 2019/2020

Bahwa nama di atas adalah benar telah diberikan izin riset dan melaksanakan riset di kelas X (Sepuluh) di SMA N 1 Purbatua Kabupaten Tapanuli Utara, guna melengkapi data yang berhubungan dengan penulisan skripsi yang bersangkutan dengan judul: *"The Effect of Using Facebook Profile towards the Students' Writing Skills in Descriptive Text at SMA N 1 Purbatua"*.

Surat keterangan ini dikeluarkan sesuai dengan surat permohonan Izin Riset dari Wakil Dekan Bidang Akademik dan Kelembagaan UINSU dengan nomor:B-13013/ ITK / ITK.V.3 / PP.00.9 / 10 / 2020 Tanggal 02 November 2020.

Demikian Surat Keterangan ini dibuat sesuai dengan keadaan yang sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Purbatua
Pada Tanggal : 19 November 2020
Kepala SMA N 1 Purbatua,

WASTON SARAGIH,S.Pd
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