

UTILIZING FACEBOOK AS A LEARNING MEDIA: SOCIAL MEDIA ENGAGEMENT IN STUDENTS' DESCRIPTIVE WRITING

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Abstrak

This study aims to find out the effectiveness of Facebook in students' descriptive writing. The writer applied the pre-experimental method with one group pre-test and post-test designs, and collected data based on the test. The data was analyzed statistically using SPSS 22. The sample of the research was the tenth grade students of SMK Bina Insan Tangerang consisting of 20 students. The sample was taken by using simple random sampling technique. The result of the calculation shows that the mean score of the students on the post-test is higher than on the pre-test. Where in the pretest students got 70.45 while in the post-test they reached 86.35. Based on the statistical calculation with the significance level of 5%, t-test (9.133) was higher than t-table (2.093). It means that there was a significant difference. Therefore H₀ was rejected and H₁ was accepted. It indicated that Facebook is effective in students' descriptive writing.

Keywords: Facebook; Writing on descriptive text; Teaching writing

Introduction

In today's advance life, the government notice to the importance of the English and quality human resources in communicating foreign languages. Each country has its own national language but over time, schools in various countries have learnt not only national language but also foreign languages. Humans cannot be far from communication. Communication definitely requires language. Language is an effective way to explicate our feelings whether oral (speaking and listening) or written (reading and writing). Shancez, et al (2021:7), stated that language is a symbol through good communication verbal, written or mimic. (Oshima & Hogue, 2007)

In various aspects of life, languages occupy a prominent position that is used to communicate, without language we will not be able to socialize. According to Sroura, Aqelb, & Shawish (2020:2), English is considered to be the first international language. In today's competitive world, learning English has become a requirement. English is the dominant language spoken by most people in the world. In Indonesia, English becomes a highlighted language to use in various fields. English subjects taught in schools have four skills: listening, speaking, reading, and writing. Students are required to master the four language skill not only to get good grades but also for communicative purposes.

As stated by [Sreena & Ilankumaran \(2018\)](#), receptive skills is understanding ideas that are heard and read, while the productive skills refer to language skills that communicate meaning in spoken and written text. Students who have productive skills are capable of producing something. Productive skills are also known active skills. Learners must produce language in order to communicate their thoughts, either orally or in writing. In the global 21st century productive speaking and writing skills are essential for communication. ([Murdoch, Lim, & Cho, 2021:2](#)). Today's corporate world requires candidates who can write and communicate effectively in English. E-mails, Fax, Online Chat, Website updates require an excellent proficiency in English writing to communicate our need and demand effectively. If the communication in English is clear, the chance of success is greater. ([Sreena & Ilankumaran, 2018](#))

As one of productive skill, writing became a pretty difficult skill. According to Jaasha (2022:424), the most difficult skill to master is writing. because it requires multiple skills such as word selection, sentence construction, as well as convey thoughts and ideas within the limits of a specific form. Productive skill is no less important than receptive skills because written communication is a basic skill of life. Although students are used to writing, but many of them do not know how to write well.

Allah said in his Quran :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (القلم [٦٨]: ١

(Nun, By the pen and what they inscribe). (Al-Qalam 68:1)

In this verse, Allah swears by Qalam (pen) and everything written by him. It was to declare that pen was one of the great bestowed on humans by God. In addition, the science is written, dispersed or spread to anyone in the form of a book. It means that with pen, science or knowledge will not be severed and we can record it. Pen and Writing are very important without both, the Qur'an and Haditsh would not be around until now and Muslims will be confused in living life. We know that as a Muslim the Qur'an and Haditsh are closely related to our lives. With pen, we can also convey everything that we feel and that we think. If we cannot express it verbally, then writing instead. It is clear that writing has an important role and familiar to our lives.

Writing provides thousands of benefits. Nevertheless, there are still many who do not like writing, it is so unfortunate. The difficulty and feel hard in writing is sure and natural thing to happen. As we know, producing other languages than our own mother tongue is difficult enough, Indonesian students are poor at acquiring foreign languages because they are unaware of how vital they are. The students are reluctant to write because they ignorance of what and how written, the lack of practice writing makes them bad in writing, poor of vocabulary, spelling, no matter about grammar, their insensitivity to media that can be used as a place to pour the content, lose the motivation to write so that their ideas cannot develop and in the end they are stagnant. Therefore writing can be denoted difficult skill. Writing basically cannot be separated from grammar. Grammar has also become a terrifying scourage for the students. Memorizing the formula like

tenses for them is though, if only memorization but not applying it to a writing would be difficult because of unfamiliarity. We all have to believe that it could be because it gets used to it. As stated by [Peter & Singaravelu \(2020:1506\)](#), writing skill cannot be developed without being proficient in the vocabulary and grammar of that language.

People are afraid to write because of the amount of understanding they have to master such as the correct grammar, spelling, and vocabulary memorous. While, many students are unresolve to learn it. In other hand, in writing it is no doubt that the student must be proficient in grammar, vocabulary, and spelling to make text or sentence. Not enriching vocabulary would confuse the students in developing their ideas and they cannot put words into a sentence because it is limited in their vocabulary. Writing is difficult capability, it is important for the writer to select a word that enables the reader to grasp the content conveyed by the writer. If the writer makes the reader ambiguous, then the reader ultimately misconstrues the content contained in the text. When building up an idea, the writer has to make the writing disgested and accepted. In that way, the message being delivered was understandable. By writing in term of grammar, spelling, vocabulary will be honed. Not only that, they can become more creative and critically to think. If we want to learn or memorize something, the most appropriate technique is use them in a sentences, not just memorize it, we have to put it into writing. According to [Peter & Singaravelu \(2020:1503\)](#), as personal activity, it can be a powerful tool for learning and remembering. It can be used for browsing and refine ideas, organize thoughts, and record information.

Nowadays, There are many methods of learning English as a foreign language. All depending on whether a teacher would like to try a new teaching style or not. The current development of globalization has changed people's perspective to master English, mastering English as an International language will certainly provide many benefits for those who learn it. For mastering English, awareness is needed to find the right media that can improve English skill. Using technology can be a shortcut, especially writing skill. [Sakkir & Dollah \(2019:76\)](#), argued that the challanges of teaching writing must be faced. As a good English teacher must keep up with technology to promote learning and teaching activities. Like it or not being a creative teacher and following the times must be done to avoid the monotonous learning that makes the student uninterested and bored. The role of teacher is not only teaching but being able to provide the comfort of the students to learn and discover their potential.

Currently, social networks are utilized by millions of cutomers, consisting of teenage even longevity for a number of goals. Facebook, Facebook, Twitter, Tiktok, Youtube are examples of the social networks itself. The use of social networks site in English teaching and learning attraches the attention of the writer. In this study, the writer focuses more on the use of social media and try to ensure whether Facebook is an effective learning media or not. Particularly, in writing skills. There are now many technological tools for instance blogs, messengers, podcasts, online video sharing, online social media communities, audio presentations, that contribute to education field and learning in the 21st century digital era. ([Koc & Koc in Sakkir & Dollah, 2019:77](#)).

Among these media, social networks appear to be the most extensively used, and they are the latest communication trend of today. Students get benefits from the use of social media to facilitate the study of a foreign language more engaging and successful. It is difficult to imagine our live without the internet in this age of globalization. (Raxmatullayevna, 2021:255).

Recently, we live in a world of globalization that pushes us to always do everything through technology. This is because technology makes things instantly and generally easier. Each teacher should have open mind that learning cannot only be done in the classroom atmosphere. Today is more sophisticated, social media presence became a crucible for teaching and learning activity. In other words, teacher must take advantage of social media site well. Changes in technology make social networks as a fashionable tool in teaching and learning process. Learning English could be anywhere they learn not only in institutions like formal places (schools or courses) but with help of such supporting tools that can help them. The writer believe that many methods, approaches, medium the English teacher has tried on TEFL. All teachers would like to make changes to create advance learning. Open the eyes and open the heart there is something close to our lives that is the presence of social media. According to Amedie (2015:3), social media is a platform that gathers people to share thoughts, engage with one another, and mobilize for a common goal. This can be used by the scope of education as an effective way in teaching and learning activities and can be an alternative as a container for English study. People cannot stay away from social media, it is proven by the surging number of users over the years, especially students. Social networking sites have an impact on studies. It means, social media can be an alternative tool for delivering information to facilitate communication and dissemination of information between teachers and students. So, it can be concluded that social media is a medium to interact, communicate, and share with friends or anybody by using internet and various fields can take advantage of social media as needed.

Facebook is a part of social media itself. Facebook is an alternative media that can fulfill EFL needs in writing. Pointed by Thao (2021:185), Facebook is a site for posting writing assignments such as short stories or essays, various features on Facebook seem practical to use as language learning other than pen and paper. According to Kocdar, Karadenis, & Goksel (2018:102), Facebook facilitates their learning activities in terms of sharing knowledge, collaborating with each other, and student centered activities, of course this will increase their involvement in learning activities. It is critical for pupils to follow all learning sequences processes because students who are more active are easier to understand the material and succeed in learning than passive ones. When students are active in writing, they will get used to writing and their writing skills will improve.

According to Algomaizy & Sharadagh (2020:60), Facebook can help students engagement in class discussions and increase interaction between teachers and students. We all must know the importance of interaction between students and teachers to be one of the successes of learning, teachers play an important role as well as students, both

occupy important positions, students must play an active role not only teachers. When students are active, students' self-confidence increases, feels recognized, and encourages motivation. The results of using Facebook bring many benefits such as supporting student involvement in learning English, completing assignments, interest in finding information, interacting with instructors or teachers, increasing curiosity, and independent learning. (Person et al, 2020:17). According to Ellefsen (2016:161), the results showed a very significant student satisfaction in using Facebook. This proves that Facebook can have a good impact on students and teachers can also use Facebook as a medium for writing EFL students. Facebook has the potential to be a visionary and recommended platform for learning English. (Sirivedin, et al 2018: 188).

On Facebook, there are many supporting features to explore and enjoy. One way to motivate students is to create a fun and comfortable learning atmosphere, so that students feel happy to write. One of the features on Facebook that the writer will use as a good learning medium is Facebook Group. The reason the writer uses Facebook Group is to control or establish a direct relationship with students, to actively discuss, share content feels easy when in one room, can make a schedule of learning activities together, the feedback feature is easy, and many useful features including comments that picture can also be included. According to Person et al (2020:16), Facebook groups encourage interplay of teacher and students as well as between students, support conversation and learning outside the classroom, Facebook helps improve teaching and expand the learning experience. As stated by Davidovitch & Belichenko (2018:10), students have positive attitudes and satisfaction towards their learning using Facebook Group, The majority of students feel that collaborative work on Facebook is enjoyable, educational, and effective. The love and activeness of students in the Facebook social network can be used by teachers to become a writing learning process. Teachers should see an opportunity here. The best way to enliven the learning atmosphere, keep students interested, and in high spirits is to use social networks or social media sites in their learning. In English writing has many types of text. One is the descriptive text chosen by the writer. Which concentrates on describing people, places, and things, feelings and emotion. By learning descriptive text it has its own benefit, the student have an easy imagination, express how they feel, and honest in opinion. Writing the descriptive text can also hone students' vocabulary, spelling, grammar skill such as how to use correct tenses especially simple present tense, it makes them more aware of what is noun, adjective, verb, and scopes of other decriptive text. From the phenomena that occur, the difficulties faced by students make the writer believes the problem that exist can be solved with the presence of Facebook. The writer also experienced her own benefits from Facebook or Facebook Group. Given the above background the writer is keen in doing study on the title "Utilizing Facebook as a Learning Media: Social Media Engagement in Students' Descriptive Writing.

Literature Review

The Definition of Writing

Writing can be defined as the process of sending messages with a written pattern. Writing allows us to explore our own thoughts and feelings. As claimed by [Jamoom \(2021:106\)](#), writing is a productive skill that requires students to produce messages and ideas through written texts. In addition, writing supports students' intellectual growth and expands their cognitive domain as well as enhancing their language skills. As stated by [Negari \(2011:299\)](#), writing is difficult skill that encompasses a variety of cognitive and metacognitive tasks such as brainstorming, planning, outlining, organizing, drafting, and revising. According to [Agili & Prabhashini C \(2021:459\)](#), writing is a form of expression that employs script and spelling as words. Writing abilities are vital in communication because they allow you to express yourself on paper or through other media. According to [Collins, et al \(2021:1624\)](#), one of the most important roles of writing is to record, organize, and share knowledge. By writing all the information will be spread everywhere. Writing is an activity that can be usefully supplemented by practice on other abilities such as listening, speaking, and reading. This preparation can allow words that have been utilized receptively to be employed productively. Nowadays, we no longer only use speech to express our ideas or messages; we now utilize writing as a type of media. ([Shancez, et al 2021:9](#)). Through writing we are able to fantasize freely about feeling and the things we like. We can also express experiences that are exciting in our lives. The emotions we endear to our hearts are capable of revealing through writing so that what we can not speak through speech we are able to do through writing. Writing can train our brain to open our creative sides and intuitions, writing can also as platfrom for expressions, while it can improve language skills well. In teaching writing there must be a process. Through this process a teacher must create a good method, in order to achive a common goal. In writing, students will know how to write properly. By writing, they indirectly mastered how to use grammar, articles, adjective, punctuation, word spelling and capitalization correctly. According to the writer's experience, correct grammatical accuracy in writing was more emphasized than speaking. Therefore, writing requires a process. Writing means the activity of freely expressing what we want to say. Writing is a multifaceted activity that involves both the brain and the senses, when writing the brain works and the senses identify it. Writing can be done by anyone without looking at the writer's background. A good writer must have the willingenss to learn more about the scope of writing such as components, types of writting text, and many more. Referring to the explanation above the writer concludes that writing is the process of thinking to produce a sentences and also writing as a container for sharing ideas, feelings, information to influence the reader. For someone who is ashamed to share his or her feelings by talking, writing could be alternative to them.

Components of Writing

Writing involves many different aspects. To create a good paragraph language learners should understand about certain components. According to [Heaton \(1988:135\)](#), the components of writing are classified into five. Students must gain knowledge of content, organizations, language usage, vocabulary, and mechanics.

1. Content

The ability to think creatively and produce ideas is referred to as content. The writing's content must be obvious. So that the readers can understand what messages and got information from the text.

2. Organizations

The writer immediately explains to the core of the matter, no convoluted, no wasting of sentences, each sentences can support the main idea of the paragraph, each adding a new sentence the sentence still supports the previous sentence. The purpose of writing is to help the reader understand what has been presented.

3. Language use

Writing must be grammatically correct. Grammar mastery is a key aspect of language learning. We will almost certainly make a lot of blunders in speaking or writing if we do not have a strong understanding of grammar. It is obvious that we require grammatical expertise in order to write accurately. Good grammar can avoid ambiguity.

4. Vocabulary The key to knowing a language is vocabulary. Mastering vocabulary can make it easier for us to write, read, and even talk. Without vocabulary, we cannot convey anything. In writing we need words. If we understand the meaning of that word then we can write. Vocabulary selection should match the content of the paragraph. The importance of vocabulary in creating writing is undeniable. Vocabulary was essential in the creation of written text. Because the reader might get a message through written words. Each writer uses language and language related to words. Students think English writing is difficult because they only have very little vocabulary.

Mechanics In mechanics there are several aspects that are spelling, punctuation, and capitalizations. According to the above assertion implies that the mechanics of writing are about how the written text is formed including whether the writer spells word correctly, places the correct capitalizations, place the punctuation properly. Paying attention to the mechanics in a writing would create a beautiful and nonambiguous writing.

Writing Process

Writing is not a simple process, but Writing is a continuous activity to create beautywriting. Writing is a lengthy process. According to [Oshima & Hogue \(2007:16-18\)](#), there are stage to go through namely prewriting, organizing, drafting, revising, editing. Knowing and practicing these steps will enhance our skills. ([Zurbriggen & Yost, 2004](#))

1. Prewriting

Prewriting is an initial process for thinking on a topic. Writing is a good technique to generate ideas. Choose a topic and gather ideas to explain it in this step. To facilitate this stage the brainstorming, question and answer, listing are needed. The purpose of brainstorming is to enable you to search the topic with an open mind, question and answer can be done by teacher to students to help them think, listing is writing topics down on a piece of paper and then jot down any words or phrases that occur to mind.

Organizing The following step is to organize the thoughts into a simple essay. Think about the main idea. Develop again the words or phrases that have been thought of in the prewriting stage. Student can gather or collect information to strengthen his or her opinions from different sources such as ask close relative, book, and so on. (Rohman, 1965).

2. Organizing

The following step is to organize the thoughts into a simple essay. Think about the main idea. Develop again the words or phrases that have been thought of in the prewriting stage. Student can gather or collect information to strengthen his or her opinions from different sources such as ask close relative, book, and so on. (Daggett, Butts, & Smith, 2002).

3. Drafting

Drafting is a collecting idea that would be poured into the writing, write what we want to write assuming that there will be improvements later. It means that after choosing a topic the next stage is to formulate information on the topic, write a preliminary draft of your thoughts don't worry about making mistakes, you can fix them afterwards. It means that during the drafting process, let out ideas or sentence that we have, do not fear to make errors like grammar, etc. Because there errors can be corrected in the following stage.

4. Revising

Revising means looking back, reading back, and making changes such as adding words or sentences, deleting unnecessary words or sentences, transferring, and exchanging words or sentences for new ones. Revising can be made by getting the responses of others to what we write. (Chand, 2021)

5. Deleting

Editing processes require us to reread our drafts and do significant checking of capitalize, grammar, punctuation, and spelling. (Lanier, 2018).

Types of Writing

According to Huy (2015:54-55), the types of writing are divided into four divisions. Namely narrative, descriptive, argumentative, and expository.

a) Narrative

Narrative have a purpose to tell a story. Presents a series of event in cronological order. It can really hapen or it just be a delusion. The narrative includes dialogue and character created by the writer.

b) Descriptive

The descriptve is used to describe the topic to be discussed. The descriptive is to present information through five sense: sight, hearing, smell, test, and touch. Describes the place, people, events, things, situation in detail. The writer would write down what he or she saw, hear, and felt. Description is a type of text that describes something based on the impressions, observations, experiences, and feelings of the author. The goal is to build the reader's imagination so that he or she seems to see, experience, and feel what the author felt.

c) Argumentative

Argumentative is a collection of sentences that contains an explanation of an opinion. This text provides strong reasons to convince the reader so that the reader has the same opinion as the writer. This text must have a logical and factual. The author can communicate his thoughts on a topic in writing in either a good, negative or neutral manner.

c) Expository

The expository is announcing information to supplement the reader's knowledge. The information presented tends to be short and accurate. The function of this exposition is to explain, clarify, interpose facts to the reader without intent to affect.

Teaching Writing

Acknowledged by Brown (2000:18), teaching is defined as assisting someone to discover or learn how to go about doing something, conferring directions, directing in the study of anything, supplying knowledge, making someone aware or grasp something. It signifies that there is something that teachers gives to the students. Teaching is a guiding process, embracing, support the student to achieve a goal. It all need extraordinary patience with a wide variety of student characteristics that enables learning to be difficult. The teaching and learning process can be regarded as the transfer of knowledge from the teacher to the students. (Munna & Kallam 2021:1).

Teaching writing as a productive skill necessitates teachers directing students to express themselves in written form and necessitates the of more skill elements. Teaching English writing is said to be one of the quite challenging tasks faced not only by native English speakers, but also English as a Second Language (ESL) or Foreign Language (EFL) teachers across the world. It is undeniable that writing is not an easy matter. There are a lot of components or steps to follow. The teacher must know and comprehend the suitable strategy to teaching writing so that students may readily generate good writing. The teacher must ensure that the pupils understand the aim of the activity in the lesson at the start of the lesson. The teacher must provide a clear

explanation of what students will study and what media will be used. In writing, Students are encouraged to concentrate on the accuracy of the sentences, words or structures used, because it would demonstrate the quality of their writing. When teachers teach writing, they teach more than just how to develop ideas in writing but should give more attention about how to write. Some of our writings may be made solely for ourselves, most are made to be shared with others. It is nearly impossible that we write solely for ourselves in this world. We are continually prompted to write down our feelings, ideas, and information for others to read. That is why learning how to write well should be done so as not to invite ambiguity.

Teachers as the facilitator who obligate themselves to stimulate students to think about what they want to write. Teacher can take an approach, such as question and answer activity. Asking what they like, ask them to give the reason. That way, students are able to analyze or express their opinions. The next step is the writing components and process are applied. There are several teacher duties in teaching writing. The first one is demonstrating, the teacher should clearly explain the descriptive text therefore the students know the difference between the descriptive text and others text. The second one is motivating, sometimes students are still confused about what to write, the teacher's role here is to appeal their free and confident ideas. Teachers do not restrict students, give them tasks to sharpen their writing skill. The third one is supporting, give full attention during the writing process. The fourth is responding, it is always provide feedback and suggestions on student results. Giving praise to a student's work must always be done, because the motivation will grow if the students feel appreciated or valued. Then, they will have the spirit of learning. The last one is evaluating, it is always do an evaluation, it can be done by quizing. It can be concluded that a good teacher is a teacher who is able to facilitate students in learning so that the students can improve their writing skills not only that, a teacher should be able to improve the self efficacy of students, if the students already believe their abilities, then it makes them easier to learn something new.

Method

The method of quantitative is applied in this study. According to [Sugiyono \(2017:38\)](#), quantitative research is research that is used to examine a particular population or sample, sampling techniques are carried out randomly, data collection using research instruments, the data are statistically to test the available hypothesis. [Creswell \(2014:32\)](#), asserted that quantitative is an approach method to test objective theories by examining the relationship among variables, these variables can be measured using statistical procedures. The writer used pre-experimental design where do pre-test, get treatment and post-test at the end. Pre-experimental design is a design that includes only one group or class that is given pre and post-test, this one group pre-test and posttest design was carried out on one group without a control or comparison group. ([Sugiyono, 2017:109](#)). The test aims to know the first knowledge of the student before being given treatment. While post-test is aimed at knowing succes of the

learning given by the teacher. This study will focus on one class in which students participate in the study to the end. The writer will take one class of X. The place where this study will be conducted at SMK Bina Insan Tangerang. The writer uses simple random sampling and its sample consists of 20 students. According to Fraenkel, Wallen, Hyun (2009:94), a simple random sampling is one in which each and every member of the population has an equal and independent chance of being selected. According to Sugiyono (2017:120), a simple random sampling technique is a method of selecting sample members from a population at random without regard to the existing strata in that population.

Result and Discussion

The findings of this study concern the classification of students' pre-test and post-test results. The writer gave the test that was given twice. The pre-test was given before the treatment while the post-test was given after the treatment. The pre-test and post-test results are described in the following table:

Descriptive Statistic

Table 1
Statistic of Pre-test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	20	60	83	1409	70.45	7.708
Valid (listwise)	N ₂₀					

Based on the pre-test data, the mean total pre-test score was 70.45, the minimum was 60, the maximum was 83, and the standard deviation was 7.708.

Table 2
Frequency and Rate Percentage of the Students' Writing in Pre-test

Score	Classifications	Freq	%
Very good	91-100	0	0
Good	76-90	6	30%
Fair	61-75	11	55%
Poor	51-60	3	15%
Very poor	< 50	0	0
Total		20	100%

Table 2 indicates the frequency and percentage of students' writing in the pre-test of 20 students. As previously stated, the highest percentage of the students (55%) was in fair classification. Meanwhile, students who get the poor and good classification occupy 30% and 15%. In addition, there was no students got very good classification.

In conclusion, before the treatment, the students at the tenth grade of senior high school Bina Insan Tangerang had fair ability in writing particularly in descriptive text.

Post-test
Table 3
Statistic of Post-test
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Post-test	20	80	96	1727	86.35	4.837
Valid (listwise)	N 20					

Based on the pre-test data, the mean total of post-test was 86.35, a minimum of 80, a maximum of 96, and a standard deviation of 4.837. Table 4.4 Frequency and Rate Percentage of the Students' Writing in Post-test. Table 4.4 showed the frequency and percentage of the students writing in the post-test from 20 students. As presented in the table, almost all of the students were in good category or have good writing ability. Besides, there were four (20%) students who occupy the very good classification. There was no students were in fair, poor and very poor. It meant that students writing ability in that school was significantly improved after treatment.

Table 4
The Improvement of the Students' Writing in Pre-test and Post-test

Indicator	Pre-test	Post-test	Improvement
Writing	70.45	86.35	22.57%

According to Table 4.6 the pre-test score was 70.45 and the post-test score was 86.35. Post-test score > pre-test score. As a result, the students' mean of pre-test and post-test scores increased by 22.57%. This demonstrates that students' use of Facebook to write descriptive text has increased significantly. Based on the "Paired Sample Test" output table above, the Sig. (2tailed) is 0.000<0.05, then H₀ is rejected and H₁ is accepted. So it can be denied that there is a difference in mean score between the pre-test and post-test learning outcomes. There are alternative techniques to test the hypothesis in this paired sample t-test besides comparing the significance p-value (Sig.) with a probability of 0.05. Specifically, the value of t-count is compared to the value of t-table. The basis for making decisions is as follows. If the value of t-count>t-table, then H₀ is rejected and H₁ is accepted. In fact, if the value of t-count<t-table, then H₀ is accepted and H₁ is rejected. The t-count is negative, can be seen in the output table "Paired Samples Test" above, which is -9.133. T-count is negative because the pre-test mean score was lower than the post-test mean score. In such instances, the negative t-count can be accessed by the positive. So that the value of t-count becomes 9.133. Next

is the stage of looking for t-table values, where t-tables are searched based on the value of df (degrees of freedom or degrees of freedom) and significance value (α).

The df value is 19. The writer uses this value as a basic reference in calculating the t-table value in the statistical t-table distribution. Then, find the t-table value of 2.093. Thus, because the t-value is $9.133 > 2.093$ then the selection of the basic for making the above decisions can be rejected that H_0 is rejected and H_1 is accepted. As a result it can be said that there is a difference in mean scores between the pre-test and post-test learning outcomes. Implying that Facebook is beneficial in students' descriptive writing at SMK Bina Insan Tangerang.

Table 5
Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	7.35900407
Most Extreme Differences	Absolute	.076
	Positive	.069
	Negative	-.076
Test Statistic		.076
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

The significance of the data in the Kolmogorov-Smirnov table was 200, as seen in the table above. It means that the data is normally distributed, because the significance value is higher than $\alpha = 0.05$.

Table 6
The T-Test and T-Table of Students' Improvement

Variable	T-Test Value	T-Table Value
Writing	9.133	2.093

Table 6 revealed that the t-test value was higher than the t-test-table value ($9.133 > 2.093$). It suggests that there was an improvement in the usage of Facebook to improve students' descriptive writing skills in the tenth grade of SMK Bina Insan Tangerang 2021/2022. Based on the explication above, it is possible to deduce that H_0

was rejected, H1 was accepted. To put in another way, the use of Facebook is effective in students' descriptive writing of SMK Bina Insan Tangerang.

According to the findings of the study, students who are taught through Facebook may achieve higher results in learning to write descriptive text. It is determined by the score of 20 students on the pre-test and post-test. The writer found that before receiving the treatment, the majority of students (55%) were in fair classification. Meanwhile, three students got (15%) in poor classification, and six students occupy good classification (30%). In addition there was no students got either very good or very poor category. The pre-test findings show that their vocabulary knowledge is limited, their choice of words and phrases is inappropriate, mechanical errors are common in student writing. Mechanical issues with capitalization, punctuation, and spelling, as well as students having difficulty using acceptable grammatical structures. However, after receiving treatment through Facebook, nearly all students are in the good classification or have good writing skills. Furthermore, there is a 0% percentage that receives fair, poor, and very poor classifications. As a result, the research's findings indicate that using Facebook in writing descriptive text is effective for SMK Bina Insan Tangerang class X. The use of Facebook increases student enthusiasm and interest in the writing process. The students were not afraid to express themselves. Because the usage of picture on Facebook can help students develop their imaginations and push them to write descriptive text, because their friends, and teacher can see their postings in the Facebook comments column.

As a consequence of this research, it was discovered that utilizing Facebook might improve students' writing, particularly descriptive texts that concentrated on five components of writing: content, language use, structure, vocabulary, and mechanics. Facebook is a simple way in teaching and learning process. They only need to touch their Smartphone to receive their work. Facebook is also a wonderful method for presenting student work while discussing it. As a result, utilizing Facebook to learn English can make it more productive and efficient in terms of time and effort. Social media works effectively for increasing their attention, focus, and writing proficiency. They are more engaged in the teaching and learning process and remain attentive in class. They also have more opportunities to hone their social media skills. The test results improved significantly. Finally, using Facebook can considerably boost students' writing skills. Moreover, the findings revealed that the mean score in the pre-test was 70.45 and increased to 86.35 following treatments, indicating that the post-test score was higher than the pre-test score. Furthermore, the students' pre-test and post-test scores improved by 22.57 percent. Another conclusion of this research was that the t-test was greater than the t-table ($9.133 > 2.093$). Based on the preceding discussion, it is possible to deduce that H0 was rejected, H1 was accepted otherwise. In other words, Facebook usage is helpful in students' descriptive writing at the tenth grade level in the academic year 2021/2022. According to the research, using Facebook to increase students' descriptive text writing skills had a substantial impact on the teaching and learning process. The use of Facebook as a media is extremely suited as a learning tool

for English teachers, as it provides variety in implementation material to alleviate students' boredom in learning to write, such as writing descriptive text, narrative text, so on.

Conclusion

The conclusion of the study is built up based on the findings analysis of the data presented in the previous chapter. It is possible to infer that the use of Facebook in students' descriptive writing is successful. This is evidenced by the students' mean score improvement from pre-test to post-test. The students mean score of pre-test is 70.45, which is classed as fair classification, however the post-test score is greater than pre-test score as 86.35 which is as good classification. Furthermore, data analysis shows that the t-test value is greater than the t-table value ($9.133 > 2.093$). This indicates that there is a substantial difference. As a result, H_0 is rejected and H_1 is accepted. In other words, Facebook is effective in students' descriptive writing.

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