

**THE EFFECT OF CONCEPT MAPPING USING FACEBOOK TOWARD
WRITING ABILITY OF THE EIGHT GRADERS OF SMPN 8
PALANGKARAYA**

THESIS

*Presented to the Language Education Department of the Faculty of Teacher Training
and Education of State Islamic Institute of Palangka Raya in Partial Fulfillment of
the Requirements for the Degree of Sarjana Pendidikan*



By:

MITA PURNAMA SARI

SRN: 1101120668

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF THEACHER TRAINING AND EDUCATION
LANGUAGE EDUCATION DEPARTMENT
STUDY PROGRAM OF ENGLISH EDUCATION
2016/201**

APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title : THE EFFECT OF CONCEPT MAPPING
USING FACEBOOK TOWARD STUDENTS'
WRITING ABILITY OF THE EIGHT
GRADERS SMPN 8 PALANGKARAYA

Name : MitaPurnama Sari

SRN : 1101120668

Faculty : EducationandTeacher Training

Department : Language Education

Study Program : English Education

Level : S-1

Palangka Raya, November2016

Approved by:

Advisor I,

Advisor II,

M. Zaini Miftah, M.Pd
NIP. 197509152009121002

LugmanBaehaqi, M.Pd
ORN. 198008232011011005

The Vice Dean of Academics,

The Chair of Language Education
Department,

Dra. Hj. Rodhatul Jennah, M.Pd.
ORN. 19671003 199303 2 001

Santi Erliana, M.Pd.
ORN. 19801205 200604 2 003

PERSETUJUAN SKRIPSI

JudulSkripsi : PENGARUH TEKNIK KONSEP MAPPING
MENGUNAKAN FACEBOOK KEMAMPUAN
TERHADAP MENULIS KEELAS DELAPAN
SMPN 8 PALANGKARAYA

Nama : MitaPurnama Sari

NIM : 1101120668

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Pendidikan Bahasa

ProgramStudi : Tadris Bahasa Inggris

Jenjang : S-1

Palangka Raya, November 2016

Menyetujui:

Pembimbing I,

Pembimbing II,

M. Zaini Miftah, M.Pd
NIP. 197509152009121002

LuqmanBaehaqi, M.Pd
NIP. 198008232011011005

Wakil Dekan BidangAkademik,

Ketua Jurusan Pendidikan Bahasa,

Dra. Hj. Rodhatul Jennah, M.Pd.

Santi Erliana, M.Pd.

NIP. 19671003 199303 2 001

NIP. 19801205 200604 2 003

OFFICIAL NOTE

Case : Please be Examination of

Palangkaraya, 11 November 2016

Mitapurnama Sari thesis

To. The Chair of Language Education
of State Islamic Institute of Palangka
Raya
In

Palangka Raya

Assalamu 'alaikum Wr. Wb

By reading and analyzing of the thesis, we think that thesis in the name of:

Name : MitaPurnama Sari

Student Registration Number : 1101120668

Title of the thesis : THE EFFECT OF CONCEPT MAPPING USING
FACEBOOK TOWARD WRITING ABILITY OF
THE EIGHT GRADERS' OF SMPN 8
PALANGKARAYA

Can be examined in partial fulfillment of the Degree of Sarjana Pendidikan in the
Study Program of English Education of the Language Education Department of the Faculty
of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Thank you for your attention.

Wassalamualaikum Wr. Wb.

Advisor I,

Advisor II,

M. Zaini Miftah, M.Pd
NIP. 197509152009121002

Luqman Baehaqi, M.Pd
ORN.198008232011011005

NOTA DINAS

Perihal : Permohonan Ujian Skripsi

Palangka Raya, November 2016

Saudari MitaPurnama Sari

Kepada
Yth. Ketua Jurusan Pendidikan Bahasa
di
Palangka Raya

Assalamualaikum Wr. Wb.

Setelah membaca dan menganalisa skripsi ini, kami menyatakan bahwa:

Nama : MitaPurnama Sari
NIM : 1101120668
Judul Skripsi : PENGARUH TEKNIK KONSEP MAPPING
MENGUNAKAN FACEBOOK KEMAMPUAN
TERHADAP MENULIS KELAS DELAPAN
SMPN 8 PALANGKARAYA

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Program Study Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya.

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Wassalamualaikum Wr. Wb

Pembimbing I,

Pembimbing II,

M. ZainiMiftah, M.Pd
NIP. 197509152009121002

Luqman Baehaqi, M.Pd
NIP.198008232011011005

LEGALIZATION OF THESIS EXAMINING COMMITTEE

This thesis entitles **THE EFFECT OF CONCEPT MAPPING USING FACEBOOK TOWARD STUDENTS' WRITING ABILITY OF THE EIGHT GRADERS SMPN 8 PALANGKA RAYA..** In the name of MitaPurnama Sari, and her Students Registration Number is 1101120668. It has been examined by Team of Examiners of the State Islamic Institute of Palangkaraya on:

Day : Saturday

Date : 12 November ,2016

Palangka Raya, November ,2016

Team of Examiners:

1. **Siminto, M.Hum**

Chairman/ Member (.....)

2. **Sabarun, M.Pd**

Member (.....)

3. **M. ZainiMiftah, M.Pd**

Member (.....)

4. **LugmanBaehaqi, M.Pd**

Secretary/Member (.....)

The Dean of
Faculty of Teacher Training and Education
of State Islamic Institute of Palangka Raya

Drs. Fahmi, M.Pd

ORN. 196105201999031003

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Palangka Raya, October 2016

The Writer,

MITA PURNAMA SARI
SRN.1101120668

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitle: THE EFFECT OF CONCEPT MAPPING USING FACEBOOK TOWARD STUDENTS' WRITING ABILITY AT SMPN 8 PALANGKARAYA. Is truly my own writing. If it is not my own writing so, it is given a citation and show in the list of references.

If my own declaration is not right in this thesis one day. I am ready to be given academic sanction namely the cancellation of the degree of this thesis.

Palangka Raya, November 2016

My Own declaration,

MITA PURNAMA SARI
SRN. 1101120668

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LIST OF ABBREVIATIONS

DF	:	Degree of Freedom
Ha	:	Alternative Hypothesis
Ho	:	Null Hypothesis
IAIN	:	Institut Agama Islam Negeri
SMP	:	SMPN 8 Palangka Raya
SPSS	:	Statistical Product and Service Solution
SD	:	Standar Deviation
SE	:	Standard Error
f	:	Frequency

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THE EFFECT OF CONCEPT MAPPING USING FACEBOOK TOWARD STUDENTS' WRITING ABILITY OF THE EIGHT GRADERS SMPN 8 PALANGKARAYA

ABSTRACT

The research is aimed at measuring the significant effect of concept mapping technique using facebook to increase students' writing descriptive text score at eight graders of SMPN 8 Palangka Raya. The study belonged to quantitative research with Quasy Experimental Design.

The population of study was the eight graders at SMPN 8 Palangka Raya which consisted of three classes. The writer took the sample of two classes are VIII.3 as control group and VIII.4 as experimental group. The number of students of control group were 30 students and the number of experimental group were 30 students. The sample was determined using cluster sampling technique.

The finding showed, that the value of $t_{\text{test}} = 3.39$ with $t_{\text{table}} = 2.01$ at 5% level of significance and $t_{\text{table}} = 2.68$ at 1% level of significance with degrees of freedom = 58. It showed that the t_{test} was higher than the t_{table} . The results of this study apply quantitative research with experimental design. Developed the plan of data analysis showed that the height of the $t_{\text{observed}} = 3.39$ higher than $t_{\text{table}} = 2.01$ and $= 2.68$. The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating significant effect using facebook in writing descriptive text at eight graders of SMPN 8 Palangka Raya was accepted and the Null Hypothesis (H_o) stating no significant effect using concept mapping in writing descriptive text at eight graders of SMPN 8 Palangka Raya was rejected. It meant that there was significant effect of concept mapping technique using facebook in writing descriptive text at eight graders of SMPN 8 Palangka Raya. It was recommended that both teacher and facebook in pre-writing.

Key Words: Effective, Concept Mapping, Facebook, Writing, Descriptive Text

PENGARUH TEKNIK KONSEP MAPPING MENGGUNAKAN FACEBOOK KEMAMPUAN TERHADAP MENULIS KELAS DELAPAN SMPN 8 PALANGKA RAYA

ABSTRAK

Tujuan penelitian ini adalah untuk mengukur apakah ada pengaruh yang berarti dalam menggunakan konsep mapping tehnik menggunakan facebook dalam menulis teks deskriptif siswa kelas delapan SMPN 8 Palangka Raya. Penelitian ini termasuk penelitian kuantitatif dengan desain Kuasi Eksperimental. Populasi dari studi ini adalah murid kelas delapan (VIII) SMPN 8 Palangka Raya yang terdiri dari 08 kelas. Penulis mengambil sampel dari dua kelas yaitu kelas VIII.3 sebagai kelas control dan kelas VIII.4 sebagai kelas experimental. Jumlah siswa dari kelas control adalah 30 siswa dan jumlah siswa dari kelas VIII.4 adalah 30 siswa. Sampel tersebut ditentukan dengan teknik *Kluster Sampel*.

Hasil telah ditemukan, bahwa nilai $t_{\text{tes}} = 3.39$ dan $t_{\text{tabel}} = 2.01$ pada taraf signifikansi 5% dan $t_{\text{tabel}} = 2.68$ pada taraf signifikansi 1% dengan derajat kebebasan = 58. Hasil dari penelitian ini menerapkan penelitian kuantitatif dengan desain eksperimental. Penulis menyusun Rencana data analisis menunjukkan bahwa $t_{\text{observed}} = 3.39$ lebih tinggi dari $t_{\text{table}} = 2.01$ and 2.68. Hasil dari Pengujian Hipotesis menentukan bahwa Hipotesis Alternatif (H_a) yang menyatakan bahwa ada pengaruh yang signifikan facebook dalam pembelajaran teks deskrip terhadap keahlian tulisan siswa kelas delapan SMPN 8 Palangka Raya telah diterima dan Hipotesis Nihil yang menyatakan bahwa tidak ada pengaruh yang signifikan konsep mapping dalam pembelajaran teks deskriptif terhadap keahlian tulisan siswa kelas delapan SMPN 8 Palangka Raya telah ditolak. Ini artinya bahwa ada pengaruh yang signifikan oleh tehnik konsep mapping menggunakan facebook dalam pembelajaran teks deskriptif terhadap keahlian tulisan siswa kelas delapan SMPN 8 Palangka Raya. Penelitian ini direkomendasikan untuk guru untuk menerapkan facebook saat menulis bebas.

Kata Kunci: Efektif, Concep mapping, facebook, teksdeskriptif

CHAPTER I

INTRODUCTION

A. Background of the study

Writing is the difficult skill in language because in writing the students must generate and organize their ideas to solve the difficulties in writing. The difficulty of writing includes spelling, punctuation, word choices, and so on. It must be the higher level skill if the students' language proficiency is not weak. This is one of the difficulties in writing as well. Beside that, in writing skills become highly complex. The students must plan and organize as well as possible for the spelling, word choice and punctuation to make a good writing.¹ Whereas the ability or skills to write well is a close relationship to academic and professional success. It is stated by Grabowski. He stated that:

“Writing, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite for cultural and educational participation and the maintenance of one's rights and duties... The fact that writing is more standardized than speaking allows for a higher degree of sanctions when people deviate from that standard.”

Writing allows the students to share their communication with the contemporaries and future generation. Writing is considered as student failures to

¹ Jack C. Richards and Willy A. Renandya, *Methodology in language teaching, An Anthology of Current Practice*, (Cambridge University Press, 2000), p.303

get success in learning the process. Even the teacher uses the writing as punishment for students. However, the students must learn the proper spelling and grammar in order that they can make a good writing. So they aren't considered as poor students in English writing²

Then, the students will be able to write a good writing if the teacher gives some approaches to writing. The first approach produces of writing through texts examination, discourse structure, and surface elements. The second approach focuses on the writer and process concluding expressive and situated strands, and the third approach is how the writer engages with the audience or students in creating coherent text.³

After the students are able to be creative in writing and they have approached in writing, the teacher must have style in teaching writing especially in recount text. Mary Lynn Crow notes that:

“in the main, a person's values, beliefs, and philosophy can easily be ascertained by the way he or her teachers. The instructional strategies and techniques that are adopted by a teacher bespeak his attitudes about himself, his students, and their respective roles in the teaching and learning the process.”

In this case, the style in teaching is important for the teacher. But it is difficult to have the elements of style. To understand the teaching style, the teachers use the basis and must examine themselves because it is systematic

² Robert Todd Carroll, *Students success Guide Writing Skill*, (US:Robert T Carroll,1990),p1

³ Ken Hyland, *Teaching and Researching writing*. (Longman:Pearson Education,2002),p.5

manner. They must know the personal qualities and behaviors. So it can affect the students to learn the ability especially in writing.⁴

It is important how people or students write because writing has many examples and a wide variety. It can produce in a different form that has many types of writing. So they need a preparation to write. There are process, content, and medium in writing, in this case, the students or people need suggestions in the writing process that have four elements. They are planning, drafting, editing and final version.⁵

From this point of view, to improve students' writing ability, of course, there must be an effective method or technique to students should be creative. Traditionally, concept maps have been used as a technique to engage students in learning content knowledge. However, concept maps can also be used as a method of teaching writing exactly in descriptive text, concept maps appear to facilitate learning and how to process information and transform it into expository writing. Concept maps provide students the freedom to express their knowledge on a given topic and present insights into the way they organize knowledge or as a tool to help students and teachers visualize the direction or focus of a research paper.⁶

⁴ Anthony F. Grasha, *Teaching with Style: A Practical Guide to Enhancing Learning by Understanding Teaching and Learning Style*, (San Bernardino: Alliance Publishers, 2002), p.1

⁵ Jeremy Hermer, *How to teach Writing*, (Longman: Pearson Education Limited, 2004), p.4-5

⁶ John W. Santrock, *Educational Psychology (Classroom Update: Preparing for PRAXIS™ and Practice*, p.284

In another word, concept mapping can be mentioned as semantic networking is a process used to create the representations of ideas and the relationships between them. It means that the concept maps or semantic networks contain ideas and labeled lines which describe the relationships between them in the graphs. The purpose of the maps is to help the students show their ideas. The students will be able to open the idea to their thinking. So students can connect the knowledge between the idea and graphs. Furthermore, they will easily understand it.⁷

At this point, to understand concept map as a method or technique in learning and teaching activity, the students must know how to construct it. It is one of the techniques can be used for organizing and representing knowledge that includes concepts, which are usually close in circles or squares, and lines connecting the concepts. Concepts maps are graphics organizers that are structured hierarchically, presented in a two dimension diagrams, and shows relationships between concepts indicated by linking words. Many types of research link concepts maps for instructional purposes.⁸

In teaching writing especially recount text, concept mapping using facebook can construct the teaching class. There are procedures to construct it. It is adapted from Novak and Gowin, write and Gunstone and Birbili. Firstly, the teacher

⁷NCCA, *Assessment in the Primary School Curriculum: Guidelines for School*, (Dublin: National Council for Curriculum and Assessment, 2007),p36

⁸John W. Coffey, *Summary to Literature Pertaining to the Use of Concept Map Technique and Technologies for Education and Performance Support*, (Pensacole:IHMC,2003),p.5

announces the topic of the is experience in the holiday as a sample. The teacher can use drawing image, photos, and picture. Secondly, the learners or students are asked to think ideas, works, and example as with the topic. So students relate the sub-concept into another concept that they can brainstorm in the previous step into categories.⁹

Consequently, a concept map may use an aid in helping students structure a well-organized paper. This is important to see the variety of ways the students used concept maps and how it could improve writing ability, especially in descriptive text. So the study is interested to research more about using a concept map to improve student's writing ability in teaching descriptive text (An experimental research in the eighth grade of SMPN 8 Palangka Raya.

B. Problem of the Study

Is there any significant effect of concept mapping using facebook toward writing descriptive text ability of the eighth graders of SMPN 8 Palangka Raya?

C. Objectives of the Study

The objective of the study is to describe the effect of concept mapping using facebook toward writing descriptive text ability of the eight graders of SMPN 8 Palangka Raya.

D. Significance of the Study

⁹Luu Trong Tuan and Le Thi Bich Thuan, *the Linkages Between Concept Map and Language Learning*,(Ho Chi Minh City:Studies n Literature and Language,2011), p.136

The study has significance. The first theoretical significance and the second is practical significance. Theoretically, it is to support the theory of the implementation of concept mapping using facebook toward writing descriptive text.

1. For students, concept mapping may motivate and stimulate students to improve their interest in recount text when they will find the difficulties in learning it by using the interesting method.
2. For a teacher, the result of the study hopefully usual for English teacher of junior High School in teaching recount texts as a new method. Concept mapping can help the teacher in providing active learning, creative, effective, and fun for students according to learning style. Moreover it can increase awareness of teacher on students' learning difficulties and efforts to overcome and improve teacher performance to improve professionalism.

E. Scope and Limitation

The study focuses on eight graders of SMPN 8 Palangka Raya, and to make a description of this "Proposal" deeper the problems will be limited in: (a) the improving of using map concept in teaching writing of descriptive text, (b) the students' improving in learning writing of descriptive text using map concept.

F. Operational Definition

1. **Improving** is the process of becoming or making to the better (oxford university press). In another dictionary we can find the word improve which

means to make better in quality or to make more productive to become better webster)

2. **Concept -mapping** is a highly effective way of getting information in and out your brand. Mindmap is a creative and logical means of note-taking and note-making that literally maps out your ideas (Buzan)
3. **Writing** is the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express, or of communicating them to others by visible signs.
4. **Writing ability** brown stated that writing is a way to end up thinking something you could not have started out thinking.
5. **SMPN 8 Palangkaraya**

G. Hypothesis

In this research, the hypothesis can be stated as there is a significant difference in students' ability in recount text that using concept map as a method in teaching recount text.

a. Alternative Hypothesis (Ha)

There is a significant effect of concept mapping using facebook toward writing descriptive text ability of the eight graders of SMPN 8 Palangkaraya.

b. Null Hypothesis

There is no significant effect of concept mapping using facebook toward writing descriptive text ability of the eight graders of SMPN 8 Palangkaraya.

H. Frameworks of Discussion

The frameworks of discussion of the study as followed:

Chapter 1 : Introduction consists of a background of the study, the problem of the study, limitation of the study, the objective of the study, significance of the study, operational definition, and framework for the discussion.

Chapter 2 : Previous Study, theoretical framework, writing process, teaching writing, descriptive text. Concept maps are tools for organizing and representing knowledge. To teach recount text by using concept map needs some procedures to do it. The use of concept map can give a way to students in representing knowledge, especially in language. For the psychological foundations of concept, maps need the question to find early learning.

Chapter 3 : Research Design, population, and sample research variable, data collection technique, data analysis technique.

CHAPTER II

A. Previous Study

The writer presented some previous studies that deal especially with related to this research. For the first researcher is Aquariza, the conclusion of the research is the use of Mind Mapping and the material related were supporting each other. The implementation of mind mapping has a role in teaching speaking. It interesting the students because of its simple form and relatively easy to understand.¹⁰

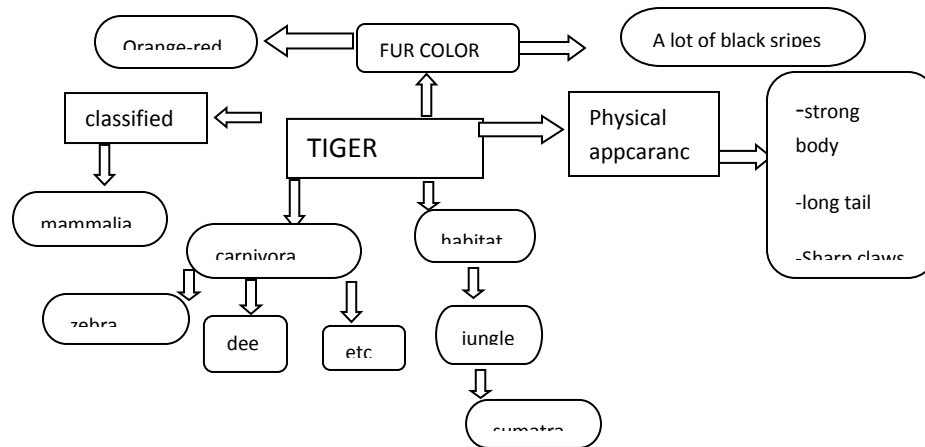
The next study is conducted by Herlina. The result of the analysis shows that Concept Mapping gives significant effect to students' writing ability. It could proved from students' score; the students taught writing by using Concept Mapping reached higher score than taught without using Concept Mapping.¹¹

The international journal of Johana Yusof, Nor Ashikin Ab Manana and Ahmad Ashaari Aliasa international is about one of the main constraints faced by writing teachers is providing timely one-to-one feedback on the students writing pieces at the different stages of a writing process. Peer feedback or peer review has been found by many studies to be beneficial when used correctly in assisting the writing teachers to provide more feedback to their students papers as well as

¹⁰Novi RahmaniaAquariza, *Using Mind Mapping in Teaching Speaking Skill at RSBI Class SMA Negeri 1 Sidoarjo*, Unpublished thesis. Surabaya: State Institute for Islamic Studies (IAIN) SunanAmpel Surabaya, 2009.

¹¹Herlina, *the Effectiveness of Using Concept Mapping in Writing Recount Paragraph toward the Students' Writing Ability at the tenth tear of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah*, unpublished thesis. Palangka Raya: State Islami College of Palangka Raya.

give students practice with a range of skills important in the development of language and writing ability.¹²



With the popularity of online social networking websites such as Facebook as the medium of communication among students, this study is conducted to investigate the potential of using Facebook Notes as the medium of providing peer feedback to students written work. Planning, drafting, revising and editing are the four stages involved in a writing process. Guided peer feedback via the Facebook Notes could assist the teachers in ensuring that all the students writing pieces are reviewed at all the four stages of the writing process and consequently improve the quality of their written work. The first part of this action research explored the use of peer feedback at the planning stage of writing which was outlining. It was found that the students, with guidance from the writing teacher, were able to provide constructive feedbacks to their peers. The

¹² Johana Yusofa, Nor Ashikin Ab Manana and Ahmad Ashaari Alias, “*Guided Peer Feedback on Academic Writing Tasks using Facebook Notes: an Exploratory Study*”, Akademi Pengajian Bahasa, Universiti Teknologi MARA Perak, Malaysia: 2011

comments and suggestions posted on the Facebook Notes were found to be useful in helping their peers to improve their outlines and their first draft. Language teachers too could benefit this new tool in giving feedbacks to the students.

The difference between this study with Vayye Langen Dyan and Yosep's thesis are subject of this study is tenth-grade students of SMA Muhammadiyah 1 Palangka Raya, this study will emphasize guided writing using facebook on writing recount text and this type research is Quasi-Experiment. Meanwhile, the subject of Vayye Langen Dyan and Yosep's thesis only emphasized improved writing ability using guided writing. Then, Mohammed Amasha's international journal is about the used of Facebook Markup Language (FBML) to design an e-learning model to facilitate teaching and learning in an academic setting. The qualitative research study presents a case study on how Facebook is used to support collaborative activities in higher education. And the last, Johana Yosef's international journal is about one of the main constraints faced by writing teachers is providing timely one-to-one feedback on the students writing pieces at the different stages of a writing process.

B. Nature of Writing

1. Writing Skills

Writing skills is a program of comprehensive writing that performed for beginning, struggling, at-risk for the writers. writing skills can help the students to become a good writer. The students have to know and understand the essential foundation of writing skills such as strategy, technique, and

opportunity. Writing skills also give the special instruction in spelling, handwriting, and keyboarding. Besides that, writing skills can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it. In writing skills, the students are expected to understand the instruction involving grammar, usage, paragraph composition, and sentence structure.¹³

According to Tony Silva and Paul Kei Matsuda writing is part of linguistics application. Writing is considered as a mere representation of speech. It means that writing is a way to monitor the language production of students.¹⁴ Writing is one of the skills connecting emotions, feeling, language thoughts, experience, mechanical action and different strategies.¹⁵ Writing is explicit that has an elaborate context. It takes into account as the interpretation context, beliefs, and knowledge. Nystrand, Doyle, and Himley state that:

“A text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer’s problem is not just being explicit; the writer’s problem is knowing what to be explicit about.” (Nystrand, Doyle, and Himley:1986:81)¹⁶

Then, Steve Graham and Dolores Perin stated that writing skills are a basic requirement to participate in civic life and in the global economy as academic success. In addition, many of students lack in basic writing in

¹³ Diana Hanbury King, *Writing Skills 2nd Edition, Comprehensive Instruction for Struggling Writing*. (Educators Publishing Service, 2002), p.2

¹⁴ Norbert Schmitt, *An Introduction to Applied Linguistics*. (Arnold:London,2002),p.251

¹⁵ Anne Uuse, *Writing Skills of 1st and 2nd Stage Students*. (Tallin University:Estonia, 2006), p.7

¹⁶ Ken Hyland, *Teaching and Researching Writing*, p.8

curriculum causing the poor writing. To get and ease in writing, students must read the book more. Because of the definition of literacy including reading and writing skills. In this case, if the students seldom read the book, it will be a literacy crisis.¹⁷ Writing skills can develop across three stages. It can learn the craft of composition. Besides that, it can transfer knowledge and knowledge crafting to understand the expert levels of writing skills.¹⁸

In order to write interesting writing to the readers, there are some steps that can be used by students or writing. Firstly, the students or writer can address the reader directly. Then, they can use direct speech and use rhetorical question. Moreover, they can use the variety of adjective, verb, and adverb to make the composition more attractive to the readers.¹⁹

2. Writing Process

To make a good writing, the writer must understand the writing process. Because it is important to be implemented so that when the students do writing, they get a way to solve the problem in writing. There are some steps in writing as the writing process. There are planning, translating and reviewing. The first step is planning that students are able to generate their ideas, they know how the goals are, and they need procedure are able to

¹⁷ Steve Graham and Dolores Perin, *Writing Next Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*, (New York:Alliance for excellent education,2007), p.3

¹⁸ Ronald T. Kellogg, *Training Writing Skills: A Cognitive Developmental Perspective*, (Saint Louis University | USA,2008), p.3

¹⁹ Virginia Evans, *Successful Writing Intermediate*. (Express publishin: 2000), p.11

express their ideas and understand the goals in verbal forms. The last step is reviewing that students are able to evaluate and revise the writing correctly.²⁰

On the other hand, a good writing can be done by students if their grammar is good. In fact, grammar and spelling are important in writing, because it is the purposes in the condition of writing to be a correct word and grammar. In short, to get a good writing, students must know the construction of the sentence. They must know the subjects and verbs such as singular subject requires a singular verb. Besides that, they must know the preference of pronouns and they can use the appropriate pronouns order that the sentence will not be ambiguous. Then, the students must have a consistency in writing especially in a tense. Finally, students must use a correct spelling, punctuation, capitalization, and usage word as requirements.²¹

After the students know the correct grammar, appropriate word, spelling, and function there is an important thing to remember to write a good writing. It is an element of satisfactory writing. The elements of satisfactory writing are clarity, coherence, and focus. Clarity involves the ambiguity, vagueness, and obscurity. An important thing in clarity is if the students can use the readers can understand what the writer means. Then, there must be a connection between ideas, sentences, and paragraph incoherence. Moreover,

²⁰ Ulla Cannor, *Contrastive Rhetoric Cross- Cultural Aspect of Second Language Writing*. (UK:Cambridge UniversityPress,1996)p.75

²¹ Robert Todd Carroll, *Students Success guide Writing Skill*,(US: Sacramento City College,1990),p.1

there is focus containing the reason why the students write. They often fail in writing because there is no focus. So without focus, the sentences will not be coherent.²²

Thus, according to the theories, writing is one of four language skills. Is considered to be a difficult skill for students or learners because it requires efforts in the process of thinking to produce not only context but also symbols. The producing context in a written form is required for delivering the messages to the readers. Furthermore, the students write correct paragraph format based on the result of the revising step.

3. The Purpose of Writing

For the most students, writing in English needs a great effort. This is because in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required. The skill of writing fluently and extensively can be built up by giving confidence, a sense of purpose and emphasis on meaning rather than on formal accuracy. Furthermore, the fluency of writing can also be built up by giving the students developing a firm and accurate grasp of a limited number of structures. There are many purposes of writing and the following are :

- 1) To express the writer's feeling

²² Robert Todd Carroll, *Students Success Guide Writing Skills*, p,4-7

The writer wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so-called expressive writing.

2) To entertain the readers

The writer intends to entertain the readers through the written form. The writer usually uses the aesthetical material to entertain the readers. It is called literary writing.

3) To inform the readers

The writer intends to give information or explain something to the readers. It is a kind of informative writing.

4) To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

Written language is used for: action (for example, public signs, product labels, television and radio guides, bills, menus, telephone directories, ballot papers, computer manuals), information (for example, newspapers, current affairs magazines, advertisements, political pamphlets), and entertainment (for example, comic strips, fiction books, poetry and drama, newspaper features, film subtitles) .

In conclusion to the discussion above, written language is used to get things done, to provide information and to entertain. In the case of

information, written language is used to communicate with others who are removed in time and space.

4. Kinds of Writing

a. Paragraph

A paragraph is a group of related statements that a writer develops about a subject. Reid and Tyner in Nirwanto states a paragraph is a series of sentences that develop one idea or main point.

1). Title of Paragraph

The title helps us to organize and hit our thoughts. Like Oshima and Houge state in Nirwanto that a title tells the reader what the topic of the paragraph is. It usually uses a word or phrase, not a sentence.

According to Nirwanto there are some points to be considered when writing a title of paragraph as follow:

- a). The first, last and all-important words in a title are capitalized, prepositions and articles are not considered important words in a title. Prepositions and articles are not considered important words in a title. The proposition of more than five letters, however, may be capitalized. Articles that begin that title, of course, are capitalized.
- b). The title of paragraph or essay is not understood.
- c). The title is not enclosed quotation marks, nor is it ended with a period.
- d). A title will attract the reader about up-to-date topics. Often the readers want the latest information.

e). It should be specific and powerful.

f). It should be brief.

2). Three parts of a paragraph

A paragraph has three parts , a topic sentence, several supporting sentences, and a concluding sentence. Butler in Nirwanto states the topic sentence is similar to a learning objective in that it gives the reader the general idea of what is to follow. According to Oshima and Hogue, the topic sentence tells what topic the paragraph is going to discuss. The supporting sentences give detail about the topic. The concluding sentence summarizes the main points or restates the topic sentence in a different word. Below is the more explanation:

a. The topic sentence has two parts that are a topic and a controlling idea.

The topic names the subject of the paragraph. The controlling idea tells what the paragraph will say about the topic. It is called the controlling idea because it controls or limits the topic to a very specific point or points.

b. Second, supporting sentences explain the topic by giving more information about it. Supporting point sentences list the main points of the paragraph. The signal phrases at the beginning of a sentence, use for example or for instance, follow by a comma. In front of an example that is just a word or phrase (not entire sentence), use the prepositional phrase such as without comma, in front of example that is just a word or phrase (not entire sentence), use the prepositional phrase such as without comma.

- c. Third, the concluding sentence signals the end of the paragraph and reminds the reader of the main idea. Not all paragraphs need a concluding sentence. A paragraph that stands alone needs a concluding sentence, but a paragraph that is part of a longer piece of writing does not always need one

5. Writing Assesment

Sabarun stated in Herlina, Assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity.²³

a. Process Assessment

Process assessment in the assessment that is done while the teaching and learning process. It is a kind of ongoing assessment used to keep track of students' progress in writing or to monitor the students' progress in writing. In this case, Tompkins states that process assessment is designed to probe how the students write, the decision they make as they write, and the strategies they use.

Therefore, the aim of process assessment is to give information about the students' performance. Here, there are three kinds of measurement for process assessment. Writing process checklist is kind of format that can be

²³Herlina, *The Effectiveness of Using Concept Mapping in Recount Paragraph Toward The Students' Writing Ability at The Tenth Year of SMA Muhammadiyah 1 Tumbang Samba Katingan Tengah*, Unpublished Thesis, Palangka Raya : State Islamic College of Palangka Raya, 2012.

used in observing students when they are writing. Here, the teacher can note how the students move through the writing process stages.

In conferences, the teacher meets with the students individually and discusses with them about the students' writing. The discussion is focused on any aspects of the writing process, which cover topic selection, prewriting activities, word choices, types of revision, and so on. In addition, self-assessment encourages students to think about their purpose in writing and to reflect on what and how they are learning.

b. Product Assessment

Product assessment is defined as giving a score to the students' final composition; it focuses on assessing the students' final composition. To assess the students' writing product, there are three methods of scoring. There are holistic, primary trait, and analytic scoring.

Holistic scoring is a procedure in scoring students writing on the basis of the general impression of the composition as a whole. It looks at the piece of writing as a whole and assesses its ability to communicate to the reader.

The second type is primary trait scoring. The primary trait scoring is a way of scoring a piece of writing by focusing on the specific feature or characteristics. The trait could be language-based feature emphasizing any one or more of the criteria such as idea development, organization or fluency. The third type is analytic scoring. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub-skills on which a rather

bases his or her judgment. In addition, analytic scoring identifies the specific needs in a piece of writing. A list is made of the prominent features that should appear in the piece of writing.

In analytic scoring, the rater gives a score on the basis of the marking scheme that contains some features or components of writing, such as content, organization, sentence structure, and grammar, usage, and mechanics. Each component is scored separately and sometimes given different weights to reflect their importance in instruction. Unlike the holistic system, the analytic scoring separates the features of a composition into components. There are two advantages of this type of scoring. It provides feedback to students on a specific aspect of their writing and gives teachers diagnostic information for planning instruction.²⁴

In this study, the writer only uses product assessment with the analytic scoring method in evaluating the students' final composition. The analytic scoring method applies in the study covers four components (content, organization, vocabulary, grammar, and mechanics). The scoring rubric for measurement the writing skill based on teachers' books as follow:

C. Descriptive Text

1. Definition of descriptive text.

The descriptive paragraph is a text that describes something. The aim

²⁴ Sabarun, *The Effectiveness of Using Outline in Writing Expository Essay*, STAIN Palangka Raya: Unpublished. 2010. P. 32

of the descriptive text is basically to give information. The social context of this text is to describe a specific thing, animal, or human being. It tells how something looks, feels, smell, tastes, and sounds.²⁵ The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.²⁶

2. The Generic Structure of Descriptive Text

There is two generic structure of the descriptive paragraph. The first is identification; identification is the part where writers of descriptive text identify phenomenon to be described. And the second is a description; description part describes parts, qualities, and characteristic.²⁷

3. The Language Features of Descriptive Text

There are some language features of a descriptive paragraph.²⁸

- a) Focus on the specific participant.
- b) Using simple sentence in the form of simple present tense.
- c) Using detailed noun phrases, a noun word that added into an adjective.

4. The Model of Descriptive Text

Identification

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens

²⁵Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, p.61

²⁶ JokoPriyana, ArnysRahayuIrfayanti, VirgaRenitasari, *Interlanguage: English for High School Students X*, Jakarta: DEpartemenPendidikanNasional, 2008,p. 123.

²⁷ Ahmad Dodi, Ahmad Sugeng, Effendi, *Developing English Competencies; for Senior High School Grade X*, Jakarta: DepartemenPendidikanNasional, 2008,p. 117.

²⁸Ibid.

and parks are found throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the *City of Light*.

Description

Every year millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. The Louvre, one of the world's largest art museum, draws many visitors. The Cathedral of Notre Dame, a famous church, is another favorite place to visit

D. Concept Mapping

Concept maps are tools for organizing and representing knowledge. They include concepts, usually enclosed in circles or boxes of some types, and relationships between concepts or propositions, indicated by a connecting line between two concepts. Words on these lines can be used to specify the nature of the relationships between different concepts. The concept mapping technique was originally developed by Prof. Joseph D. Novak at Cornell University in the 1960s.²⁹ Khin in said that concept map can help students to organize and learn the concept through creating a map that has some features and characteristics of concept.³⁰

According to **Carol Johnston**, **concept mapping can be a technique that allows students to understand the relationships between ideas by creating a**

²⁹ John W. Coffey, *Summary to Literature Pertaining to the Use of Concept Map Technique and Technologies for Education and Performance Support*, p.5-6

³⁰ John W Santroch, *Educational Psychology (Classroom Update: Preparing for PRAXIS™ and Practice*, p. 284

visual map of the connections. A concept map can make students to connect their ideas in studying. Besides that, students get easily to organize in the arrangement of knowledge especially in English language teaching and learning. And moreover, it can organize students' ideas to absorb and adopt the information that will be organized in learning new information.³¹

Furthermore, a concept map can be used many uses in education. Business bad government. In education, it is one of the uses for the assessment of what a learning know it can be used to externalize and make explicit the conceptual knowledge both correct and erroneous that students hold in a knowledge. The educational purposes can foster the learning of a good structural knowledge by using the process of a concept map.³²

The process of actually constructing concept map is a powerful learning strategy that is graphic in nature and forces the learner to think about the relationships between terms. This latter aspect makes concept makes concept mapping especially suited to the English Learning. By drawing a concept map of a lecture or a chapter in a textbook, for example, students can identify the key concept and show the relationships between them, helping them to understand more clearly the meaning of the material. Concept maps have a number of very practical application for students. They are a handy way to make notes during lectures and are excellent aids to group brainstorming. They assist in the planning

³¹ Carol Johnston, *Concept Mapping*, The University of Melbourne, p.1

³² John W.Coffey, *Summary to Literature Pertaining to the Use of Concept Map Technique and Technology For Education and Performance Support*, p.7

of students and also provide useful graphics for students' presentations and written assignments. They also help students to refine their creative and critical thinking.³³

From the explanation above the writer can divide how to construct the concept map. Firstly, students can construct their brain related to memory. It means that students memorize the topic in learning by constructing a concept map. It can be cooled as a brainstorming phase. Secondly, organizing phase is to spread out students' concept on a flat surface so that all can be read easily and, together, create groups and sub-groups of related items. In constructing concept maps try to group items to emphasize hierarchies and identify terms that represent those higher categories. Thirdly, layout phase is on a large sheet of paper try to come up with an arrangement that best represents students groupings. And the last, linking phase uses lines with arrows to connect and show the relationship between connected items. In this phase, students write a word or short phrase by each arrow to specify the relationship. Many arrows can originate or terminate or particularly important concepts.³⁴

Furthermore, the students can generate their ideas in writing especially in recount text by using concept map. Not only they can generate it but also they can organize the concept map to be an effective method in learning the process to

³³ Yue yin et al, *Comparison of Two Concept-Mapping Technique: Implications for Scoring Interpretation, and Use* (California:2003) p.167-169

³⁴ Joseph D, Novak &Alberto J.Canas [http : //cmap ihmc. us /Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps. Htm](http://cmap.ihmc.us/Publications/ResearchPapers/TheoryCmaps/TheoryUnderlyingConceptMaps.Htm). accessed, march 7th2012

solve the problem of study. The important thing of concept map itself is to help the students to write early.

a. Teaching Descriptive Text By Using Concept Map

To teach descriptive text by using concept map needs some procedures to do it. The writer knows that concept map is an effective teaching tool. So there are some models to construct in teaching practices. The models of construction in concept map can be applied to the class by the teacher. It can give a way to explain the subject matter especially recount text. Besides that, the students can explore their brain to remember what the teacher explains because they are directly involved in connecting the knowledge that is presented. On the contrary, the teacher gives feedback to students to their knowledge in teaching and learning activities.³⁵

According to Novak and Gowin et al, a concept map can be effectively constructed through some procedures involving three steps that teacher can apply it. The first step is teacher's preparation. It means that the teacher selects the topic of the lesson. Then, the teacher must prepare the paper to write key concept of the topic especially descriptive text as an example. The teacher also can use the picture, photos, or drawing image related to the concept map. The second step is students' idea. In this step, students are required to think the words, ideas, and

³⁵ Luu Trong Tuan and Le Thi Bich Thuan, *The Linkage between Concept Map and Language Learning*. (Ho Chi Minh City: Studies In Literature and Language, 2011), p.136

specific examples. The specific example in this research is descriptive text. So, students must relate the generic structure of the descriptive text and its language features. Besides that. The teacher invites the student to share the topic of the lesson. Then, the teacher writes the example descriptive text on the board with different colored chalks links and circles to help the students see the information in descriptive text especially. The third step students are a group. The students can brainstorm in the previous step into categories. The teacher asks students to identify the relationship among concepts. In addition, the students must discuss the topic of the lesson to tell the reason in student's idea with sub concept to another sub concept. The students' idea can connect concept by using concept map with lines, links, box, and circle.³⁶

The implementation of concept map activity in English teaching especially descriptive text must have the steps to find the connection between idea and knowledge. The first step is the teacher must train the students. The teacher must make the type of concept map and prepare for the familiar topic. It can be found with their experience in daily activity. The second steps the teacher creates an individual maps first. Then the teacher asks students to create individual maps. This is a reflection for students because it is crucial. It will help students to understand the concept map. The third step is the teacher asks students to review with their group. After finishing the individual concept map, the students must

³⁶ Luu Trong Tuan and Le Thi Bich Thuan, *The Linkage Between Concept Map and Language Learning*, p.136

organize a small group to discuss what they create a concept map. Besides that, the creation of concept map must be shared with their partners. Furthermore, they can find the heterogeneous concept map each other. The last step is the teacher asks each group to present their important propositions in front of the class. They must explain what the students choose.³⁷

At this point of view, the teacher must evaluate the concept map that has been created by the students. The evaluation itself can be managed through formal grading or scoring. Veri though it doesn't use grading and scoring, the teacher and student will get that concept map to evaluate the students' taught to help them in generating ideas in order to be understood. In addition, the teacher can select the curriculum and make a consistent scoring process as activity in concept map that can be an assessment instrument.³⁸

In short, the concept map can be used as a method in teaching and learning activity especially in descriptive text. So, this method will give away to the teacher in implementing the teaching class.

b. The Advantages of Concept map

The use of concept map can give away to students in representing knowledge, especially in language. Not only students can get an ease in the study but also the teacher will be easy to explain the subject or material. There are main advantages that can be used to provide the powerful representation. Firstly, this

³⁷ Jim Vanides, *Using Concept Maps in The Science Classroom*, p.29

³⁸ Jim Vanides, *Using Concept Maps in The Science Classroom*, p.29-31

concept can help the teacher to explain the topic and picture on some subject. When the teacher presents it, the students can compare what the relationship between topics to them. So, it can be cooled as teaching and revision topic. Secondly, the teacher needs to effort that students must be interested in teaching and learning activity. By using concept map, the students can reinforce their memory in understanding the subject. Thirdly, the teacher and students sometimes get misconception in learning and teaching activity. One of the ways is using concepts map as problem-solving or alternative solutions and options to solve the problem take place in learning. Because of this, the students can make a small group to identify misconception. And the last, concept map can give the students to assess their achievement. It means how long the student's ability and learning activity.³⁹

And the other advantages of using concept map are students can begin a cognitive process to develop their knowledge. The are actually helped bay concept map through their new ideas connecting the relationship between them and teacher. Besides that, the students can organize and connect the information. It means that they can explore their brain to get understanding in learning and teaching activity. Because of this concept map will be able to give something new to students. On the other hand, a concept map can give a change to students in

³⁹ Joana Stoical, et, al, *Concept Maps, A Must for The Modern Teaching-Learning Process*, (Bucharest University:2010),p. 571

connecting the knowledge and they can reflect to understand how to organize their thought in teaching and learning activity.⁴⁰

c. Psychological Foundations of Concept Map

For the psychological foundations of concept, maps need the question to find early learning. This early learning is a discovery learning process of concept. The patterns or regularities in events show the individual discerns as the same regularities labeled by older persons with words or symbols. This is an evolutionary heritage of all normal human beings as a phenomenal ability.⁴¹

After students know the discovery learning they must know the reception learning process to ask a question and getting clarification of relationships for new concept and proposition. In addition discovery learning process and the reception, learning process uses language and transmitted to the learner for the important distinction between rote learning and meaningful learning. The meaningful learning must require three conditions. The first condition is the material of prior knowledge for the learners conceptually. By using concept maps can help to this condition for identifying large general concepts. The second condition is the learning must process relevant prior knowledge to build concept frameworks to be specific knowledge. The last condition is the learner must

⁴⁰ Jim Vanides, *Using Concept Maps in The Science Classroom*, (Summer:2005)p.27-28

⁴¹ Joseph D. Novak & Alberto J. Canas, *The Theory Underlying Concept Maps and How to Construct and Use Them*, (USA: Florida Institute for Human and Machine Cognition, 2008), p.2-3

choose to learn meaningfully. The teacher or mentor in this condition as a control in the motivation of students.⁴²

Thus, a concept map is a visual organization and representation of knowledge can show, concept and ideas and the relationships among them. The students create a concept map by writing keywords sometimes enclosed in shapes such as circles, boxes, triangles, etc. And then drawing arrows between the ideas that are related. Then students add a short explanation by the arrow to explain how the concepts are related. When new knowledge that new knowledge is easier to understand and to remember even in teaching recount text that is taken by the writer as material in English language learning. In fact, a concept map can give advantages to the teacher and students in understanding and organize the new ideas in teaching and learning activity. So there is no misconception both of them.

E. Facebook

1. Facebook as Learning Media

This part presents the theoretical studies related to social network and Facebook, Facebook group, media, the use of Facebook as media in learning writing, the advantages of using Facebook as media in learning writing, and the disadvantages of using Facebook as media in learning writing.

2. Facebook Group

⁴² Joseph D. Novak & Alberto J. Canas, *The Theory Underlying Concept Maps and How to Construct and Use Them*, p.2-3

It has been stated that Facebook has many built-in features. One of the features mentioned is a Facebook group. Facebook group is a feature that is available on the social networking site Facebook in which an unlimited number of members are allowed to participate, communicate and interact via post and chat style for a specific purpose. FB Groups has the potential to give the youth what they desire, so to speak, with its interactive, easy-feedback features, and thus, create a positive environment that is encouraging and conducive for aiding the writing process for the young people of the Y-generation of today.⁴³

According to the explanation above, I conclude that Facebook Group is a Facebook feature that functions as a place to share ideas between people with same interests, and this function makes it possible to be utilized in a writing class as a place where students share their writing product to be reviewed and commented by other members of the group. It is expected that Facebook group will be effective in increasing students' writing skill and motivation.

F. The Use of Facebook as Media in Learning Writing

Nowadays, Indonesian young people spend huge amounts of their time doing anything on Facebook. They interact with others on Facebook, mainly in written form. It makes the implementation of Facebook on learning writing is considerable. Bringing Facebook in students' learning is supposed to engage the students in the learning activities. Facebook is a social networking site which can

⁴³ Salehi & Chenzi, C. 2012. Integrating Social Networking Tools into ESL Writing Classroom: Strengths and Weaknesses. *English Language Teaching*, Vol. 5 No. 8. Canada: Canadian Center of Science and Education. P.89

be utilized as an educational technology tool that facilitates online communications between second language learners and their friends.

The reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cell phones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use it, students only need to have e-mail address and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities.⁴⁴

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

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

Many researchers believe that Facebook has the potential to be equipped in writing class. This consideration is caused by the advantages offered by this social networking site.

⁴⁴W.G. Roberts ,. Facebook Interactions and Writing Skills of Spanish Language Students. Thesis. Concordia College. 2009, P.

Firstly, Facebook provides broader audience than traditional classroom does. Having larger audience is important to students since they need as much feedback as possible. In a traditional classroom, students' work on writing will only be submitted to the teacher to be checked. Therefore, the feedback students get is from the teacher only. Whereas, it will be better if students have more audience, i.e. classmates, friends, etc. In this way, they will get more feedback and review. Harmer states that is not just teachers who can respond to students' writing. It is often useful to have students look at work done by their colleagues and respond in their own way.⁴⁵

The second advantage is that Facebook allows for unique interaction. In Facebook, besides sharing the experience through writing, students are also able to share pictures or videos to develop ideas into writing. They may also share links to get more materials or examples of the writing. The good thing is that those texts, pictures, videos, and links can be accessed anytime and anywhere as long as the device and the Internet access are available. It means that Facebook allows for not only inside classroom interaction but also outside one. As stated by Yunus, Salehi, & Chenzi "Facebook enhance classroom interaction and education between the students and the teacher". Obviously, this is not a special quality that classroom traditional board has.

Thirdly, Facebook enables fun learning environment. By integrating Facebook in a formal classroom, students will feel more enjoy and fun during the

⁴⁵J Harmer. *The Practice of English Language Teaching*. London: Longman. 2001, P. 17

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 engage students to be more involved in the learning activity.

The fourth is that Facebook promotes equal learning opportunities. Usually, face to face classroom is dominated by a few excellent students. On the other hand, shy students and students with less ability have little opportunity to participate actively. In Facebook, every student has an equal opportunity to post something, comment, criticize, ask questions, answer questions, give opinions, etc. In short, Facebook promotes more equitable sharing of ideas than the face-to-face classroom. Furthermore, sharing ideas with others on Facebook makes students, even the shy ones, interact with others. It makes them practice communicating in English either makes them more social.

Not every student feels easy to express ideas, ask questions, or answer it. Online social media like Facebook provides an atmosphere in which all people have the freedom of expression. The students may feel comfortable asking questions and expressing ideas to their teachers and other students in online environments.

From that explanation, it can be concluded that Facebook offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) Facebook broadens the audience, (2) Facebook allows for unique

interaction, (3) Facebook enables fun learning environment, (4) Facebook promotes equal learning opportunities, (5) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize the Facebook potential to be used to enhance students writing.

H. 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 a computer and the Internet. The learners who intend to use Facebook in learning English must have access to a computer and the Internet.

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 on-line 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 writing step by step. It will make them feel comfortable and confident with their own writing rather than do “copy-paste” from the Internet. In addition, teachers will also know their progress well.

From the explanation above, the challenges or disadvantages of integrating Facebook in writing classroom can be summarized as follows: (1) it obliges the availability of Internet access and devices and the teacher and students' ability to operate computer and Internet, (2) Facebook offers so many kinds of entertainments which can distract students during the class activity, (3) students will be lead to „copy-paste“ from online resources rather than create their own writing, 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.

CHAPTER III

REVIEW OF RELATED LITERATURE

This chapter presents Research Design, Population and Sample, Research Variable, Data Collection Technique, and Data Analysis Technique.

A. Research Design

In this study, the writer used quasi experimental design. Quasi experimental design is similar to randomized experimental design in that involves independent variable but differ in that subjects are not randomly assigned to treatments groups.⁴⁶ The writer used nonrandomized control group pre-test and post-test design with a kind of treatment. There were two groups in this model, control group and experiment group. Both of group was given pre-test to measure the early score of the students before the treatment was given.

The experimental group was given treatment (taught descriptive text through Facebook) and the control group was not given the treatment or traditional technique. After having treatment, both groups were given post-test. Finally, the result of post-test was compared using T test.

Table 3.1

The Scheme of the Quasi Experimental Design.

Subject	Pre-test	Treatment	Post-test
----------------	-----------------	------------------	------------------

⁴⁶Donald Ary et all, *Introduction to Research in Education*, 8th Edition, Canada: Wadsworth Cengage Learning, 2010, P. 316

E	Y1	X	Y2
C	Y1	-	Y2

B. Population and Sample

1. Population

Population was all the subject of the research.⁴⁷ In this study, the population or the subjects of research are the eighth grade students at SMPN 8 Palangka Raya 2016/2017. The number of the population was 85 students. They are divided into VIII A and B.

The total numbers of the population are 352 students.⁴⁸

Table 3.2

The Number of the Students in SMPN 8 Palangka Raya

No	Class	Male	Female	Total
1	VIII. 1	22	11	33
2	VIII. 2	20	16	36
3	VIII. 3	17	13	30
4	VIII. 4	15	15	30
5	VIII. 5	22	17	39
6	VIII. 6	23	16	39
7	VIII. 7	22	17	39
8	VIII. 8	15	15	30
Total		156	120	276

⁴⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p.130

⁴⁸ Data Keadaan Peserta Didik SMAN 2 Pahandut Palangkaraya

2. Sample

Sample is part of population.⁴⁹ In this study, there were two classes as sample. Where class VIII A as the experiment class that consist of 26 students and class VIII B as the control class that consist of 26 students.

Table 3.3

The Number of Sample

No	Grades	Group	Number of Students
1	VIII. 3	Experimental	30
2	VIII. 4	Control	30
The Total Number of the Students			60

3. Research Variable

Variable is the object of research or something that become the concern of research.⁵⁰ In this study there are two variables.

1. Independent Variable

It was a variable that influences or causes of change or emergence of the dependent variable.⁵¹ Independent variable in this research was the concept

⁴⁹SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik*, p.130

⁵⁰SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik*, (Jakarta : PT RinekaCipta, 2006), p.118

⁵¹Sugiyono, *StatistikaUntukPenelitian*, (Bandung : CV Alfabeta, 2005), p.3

map in teaching writing recount text or the method used in teaching and learning process.

2. Dependent Variable

It was variable that is affected resulting, because of the existence of the independent variable.⁵² Dependent variable in this research was the achievement of the students of the eighth grade SMPN 8 Palangka Raya in writing descriptive text.

4. Data Collection Technique

To get the accurate data, in this study the writer uses two ways in the collecting the data, they are:

1. Documentation

Documentation method was used to look for the data concerning matters or the variable that are taken in the form of the note, transcript, book, newspaper, magazine, inscription, notulen, ledger, agenda, etc.⁵³ it refers to the archival data that help the writer to collect the needed data. In this study, this method was used to get the data that related to the object research such as students name list are included in the population. In this case, the data was gained by the help of the English teacher.

⁵²Sugiyono, *Statistika Untuk Penelitian*, p.3.

⁵³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 158

2. Test

Test is a set of question and exercises have been used to measure the achievement or capability of the individual or group.⁵⁴ This method was used to get data about score of the pre-test and post-test was given for both of groups. The experiment class and control class.

The test in this study was an essay test or subjective test. In essay test of writing, the student will be given to freedom chance to be thought as much as possible. They can freely express and organize their ideas in written form.

a. Pre- test

Before the teacher taught new material by using concept map, the teacher give a test to the students. Pre- test was given to the experiment class and the control class. This test was given before the experiment was run.

b. Post- test

Post- test was given to the experiment class and the control class. The test was given in order to know the improvement of students' ability in writing descriptive text. The post- test was given to the experiment class and control class after received treatment. The experiment class taught in writing descriptive text by concept map. And the control class taught without using concept map.

⁵⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006), p.150

4. Instrument Validity

The validity of test is the extent to which it measures what it is supposed to measure and nothing else.⁵⁵ Related to the study, test is aimed to measure the student's writing skill. There are three types of validation: content validity, face validity, and construct validity.⁵⁶

1) Content validity

A test had content validity if the test requires the test-taker to perform the behavior that is being measured.⁵⁷ In the study, the test is aimed to measure the students' writing skill. Therefore, the test consisted of writing test. In this study, the validation of the instrument was mainly directed to the content validity. Related to the writing test, the content validity is checked by examining and the test used to measure the objectives.

The writer used inter-rater method (test of validity). Inter-rater is two raters who score the students' writing to get the score compositions as possible. The writer used product moment correlation as the formula to calculate the validity from the test result.⁵⁸

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

⁵⁵ J.B Heaton, *Language Testing* P 153

⁵⁶ H, Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*. San Fransisco:Longman, P 388

⁵⁷ *Ibid* P 388

⁵⁸ AnasSudijono, *PengantarStatistikPendidikan*, Jakarta: PT Raja GrafindoPersada, 1997 p

r_{xy} : Index Correlation Number “r” Product Moment

N : Number of Cases

$\sum X$: Total value of score X

$\sum Y$: Total value of score Y

$\sum XY$: Multiplication result between score X and Y

Interpretation:

$r_{xy} > t_{\text{table}} = \text{Valid}$

$r_{xy} < t_{\text{table}} = \text{Not Valid}$

Ridwan stated the criteria of interpretation of validity:⁵⁹

0.800-1.000 = Very High Validity

0.600-0.799 = High Validity

0.400-0.599 = Fair Validity

0.200-0.399 = Poor Validity

2) Construct validity

This type of validity assumed the existence of certain learning theories or constructs underlying the acquisition of abilities and skills.⁶⁰ Writing skill, in the study, the test items of writing is the form of written test.

3) Instrument Reliability

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument.⁶¹ A test is

⁵⁹Riduwan, *MetodedanTeknikMenyusun Thesis*, Bandung: Alfabeta, 2007 P 110

⁶⁰J.B Heaton, *Language Testing*, P 154

reliable to extent that the scores made by an individual remain nearly the same in repeated measurements.⁶² Inter-rater reliability is a procedure when making observations of behavior. It involves observations made by two or more individuals of an individual's or several individuals' behavior.⁶³ The writer uses Alpha as a formula to measure the reliability of essay test with the criteria;

$r_{11} > r_{\text{table}}$ = Reliable

$r_{11} < r_{\text{table}}$ = Not Reliable

To know the reliability of the instrument, the value of r_{11} is interpreted based on the qualification of reliability as follows:⁶⁴

0.800-1.000 = Very High Reliability

0.600-0.799 = High Reliability

0.400-0.599 = Fair Reliability

0.200-0.399 = Poor Reliability

0.00-0.199 = Very Poor Reliability

5. Data Analysis Technique

The data analysis technique will be used in this study are :

1. Technique of scoring test

⁶¹ *Ibid* P 155

⁶² Abdul Qodir, *Evaluasi Pembelajaran Bahasa Inggris*, Solo: Katalog Dalam Terbitan (KDT), 2009, P 19

⁶³ John W Creswell, *Educational Research Planning, Conducting And Evaluating Quantitative And Qualitative Research*, 4th Edition, Lincoln: University Of Nebraska, 2012, P 161

⁶⁴ Riduwan, *Metode dan Teknik Menyusun Thesis* P 113

In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the writing test the writer will be the analysis method. According to J.B.Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.⁶⁵

To analyze the students' test in writing descriptive text, the writer focused on the items in the elements of writing as states by Heaton. The elements of writing are content, organization, vocabulary, grammar and mechanic.

To get the answer the problem the study of the effect of Facebook in learning descriptive text at the students' writing skill at eight graders students of SMPN 8 Palangka Raya. The writer used statistical t_{test} to answer the problem of the study. In order to analyze the data, the writer did some way procedures:

1. The writer gave tests (pre-test and post-test) to the students of the eight graders of SMPN 8 Palangka Raya.
2. The writer collected the score of the students work sheet result.
3. The writer tabulated the data into find out the mean of students' score, standard deviation, and standard error of variable X1 (Experiment group) and X2 (Control group)
4. The writer analyzed the normality test

⁶⁵J.B.Heaton, *Writing English Language Tests*, (London : Longman Group, 1975), p.138

It used to know the normality of the data that is going to be analyzed whether both groups has normal distribution or not.

Calculation result of X^2_{observed} is compared with X^2_{table} by 5% degree of significance using the criteria:⁶⁶

If $X^2_{\text{observed}} \geq X^2_{\text{table}}$, so the distribution list is not normal.

If $X^2_{\text{observed}} \leq X^2_{\text{table}}$, so the distribution list is normal.

5. The writer analyzed the homogeneity test

It used to know whether experimental group and control group that are decide, come from population that has relatively same variant or not.

Notice:

$X^2_{\text{observed}} \leq X^2_{\text{table}}$ is homogeneity.

$X^2_{\text{observed}} \geq X^2_{\text{table}}$ is not homogeneity.

If calculation result of X^2_{observed} is lower than X^2_{table} by 5% degree of significance, it means both group has same variant.

6. The writer calculated the data by using t_{test} to test the hypothesis of the study using manual calculation and SPSS 20.0. Program, whether the using of Facebook gave effect to the students' writing descriptive text scores or not. To examine the hypothesis, the writer used t_{test} formula. T-test is used to measure whether Facebook gave effect to the students writing descriptive text score using formula as follows:⁶⁷

⁶⁶Riduwan, *MetodedanTeknikMenyusun Thesis*, P 182

⁶⁷AnasSudijono, *PengantarStatistikPendidikan*, , P.284

$$t_o = \frac{M1 - M2}{SEm1 - m2}$$

Note:

M1 - M2 : The difference of two means

SEm1 – SE m2 : The standard error of the difference between two means

To know the hypothesis accepts or rejects using the criteria;⁶⁸

If $\alpha = 0.05 < \text{Sig}$, H_o accepted and H_a rejected

If $\alpha = 0.05 > \text{Sig}$, H_a accepted and H_o rejected

Interpreted the result of t_{test} , the writer accounted the degrees of freedom (df) with the formula:⁶⁹

$$df = (N1 + N2 - 2)$$

Where:

Df : Degrees of freedom

N1 : Number of subject group 1

N2 : Number of subject group 2

2 : Number of variable

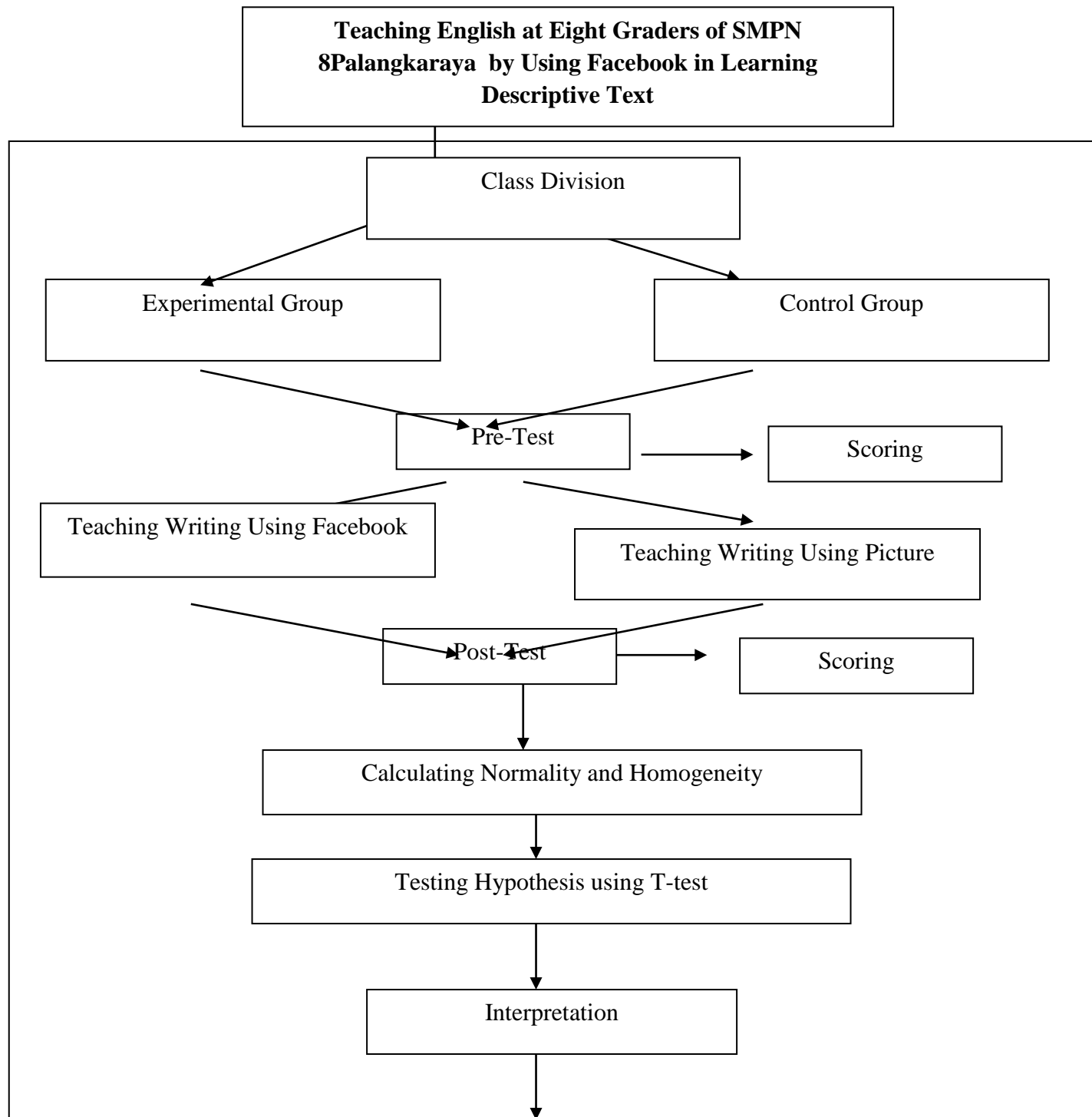
After that, the value of t_{test} consulted on the t_{table} at the level of significance 1% and 5%. In this research, the writer used the level of significance at 5%. If the result or t_{test} was higher than t_{table} , it means H_a was accepted. But if the result of t_{test} was lower than t_{table} , it meant H_o was accepted.

⁶⁸Riduwan & Sunarto, *Pengantar Statistika*, Bandung: Alfabeta, 2012, P 245

⁶⁹AnasSudijono, *PengantarStatistikPendidikan*, Jakarta: Rajawali Press, 2012, P 285

7. The writer concluded data analysis.

Data Analysis Procedure



RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the writer presented the data which had been collected from the research in the field of study. The data were the result of pretest and posttest of experimental and control group, the result of data analysis, and discussion.

A. The Result of Pretest Experimental Group and Control Group

1. Distribution of Pre-test Scores of the Experimental Group

The first step, the writer describes the data of student's pre-test score of the experimental group. To know the description of students pre-test score, it can be seen in the table 4.1

Table 4.1
The Description of Pre-Test Scores of the Data Achieved by
the Students in Experimental Group

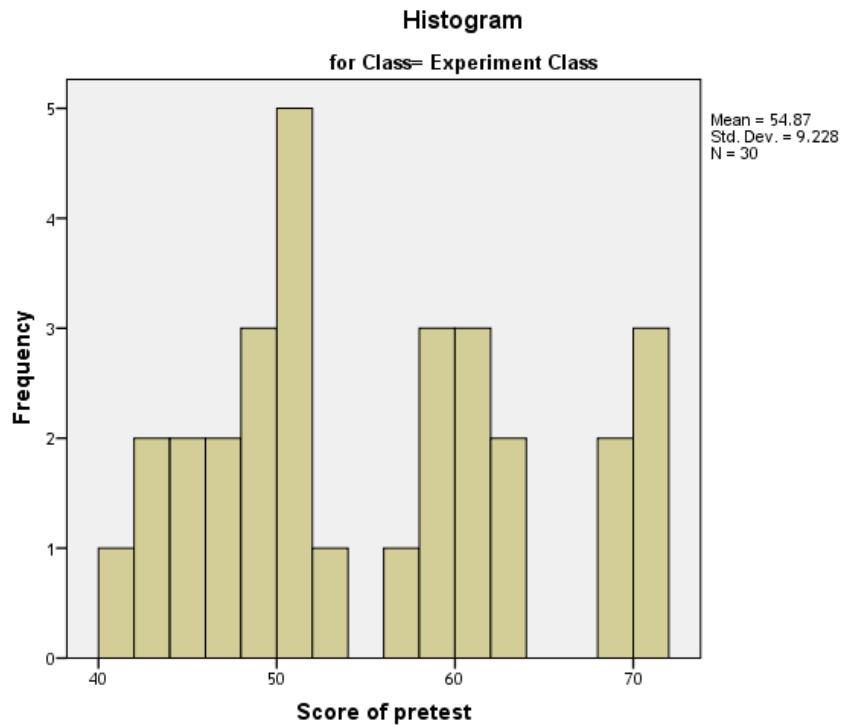
Students' code	Total Score	Classification
E1	71	Good
E2	60	Less
E3	51	Less
E4	59	Less
E5	71	Good
E6	46	Less
E7	62	Less

Students' code	Total Score	Classification
E8	61	Enough
E9	51	Less
E10	68	Enough
E11	56	Less
E12	59	Less
E13	51	Less
E14	51	Less
E15	49	Less
E16	46	Less
E17	44	Less
E18	49	Less
E19	61	Enough
E20	41	Less
E21	62	Enough
E22	68	Enough
E23	58	Less
E24	42	Less
E25	48	Less
E26	45	Less
E27	51	Less
E28	52	Less
E29	42	Less

Students' code	Total Score	Classification
E30	71	Good

Based on the data above, it can be seen that the students' highest score was 71 and the students' lowest score was 41. The distribution of students' pretest score of experiment group can be seen in the following figure 4.1.

Figure 4.1 Histogram of the Frequency Distribution of Pretest Score of the Experimental Group



From the figure above it shows that there are twenty students who got score 40 -60, they got less predicate. There were seven students who got score 61-70, they got Enough predicate. There three students who got score 71, they

got good predicate . Base on the distribution above can be seen that there are students of experiment group who got less predicate before given treatment.

2. Distribution of Pre-test Scores of the Control Group

This is distribution of pre-test of the control group, it can be seen the following table 4.2

Table 4.2
The Description of Pre-Test Scores of the Data Achieved
by the Students in Control Group

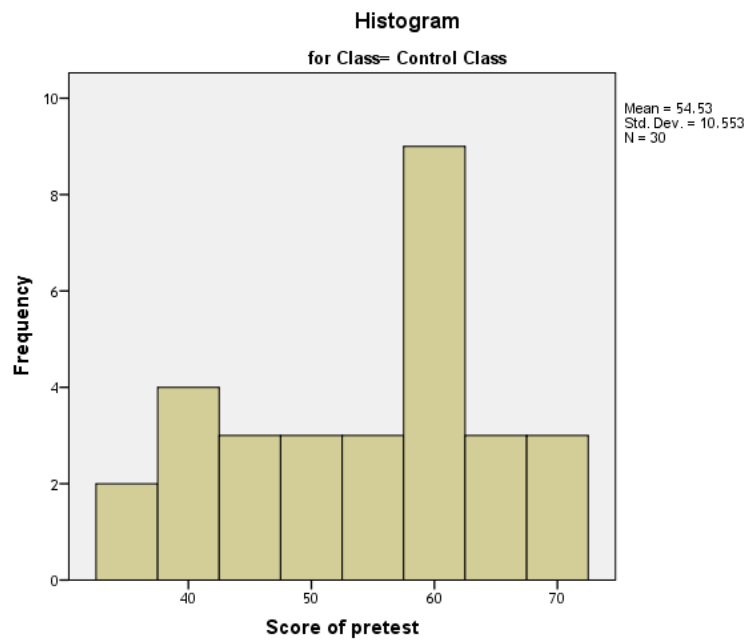
Students' code	Total Score	Classification
C1	46	Less
C2	57	Less
C3	55	Less
C4	51	Less
C5	56	Less
C6	67	Enough
C7	62	Enough
C8	51	Less
C9	61	Enough
C10	64	Enough
C11	69	Enough
C12	46	Less
C13	39	Less
C14	58	Less

Students' code	Total Score	Classification
C15	62	Enough
C16	39	Less
C17	68	Enough
C18	59	Less
C19	46	Less
C20	52	Less
C21	72	Good
C22	42	Less
C23	36	Less
C24	39	Less
C25	66	Enough
C26	59	Less
C27	59	Lessss
C28	62	Enough
C29	58	Less
C30	35	Less

Based on the data above, it can be seen that the students' highest score was 72 and the students' lowest score was 35

Then, the distribution of students' pretest score of control group can also be seen in the following figure 4.2.

Figure 4.2 Histogram of the Frequency Distribution of Pretest Score of the Control Group



From the figure above it shows that there are twenty-five students who got score 35 -60, they got less predicate. There were 4 students who got score 61-70, they got Enough predicate. There one student who got score 72, they got good predicate.

3. The Calculate of Mean, Standard Deviation, Ranges, Standard Error of Pre-Test Score of Control and Experiment Group

Then, the next step the writer calculate mean, standard deviation, ranges, standard error of pre-test score of control and experiment group. The calculation can be seen following the table 4.3.

Table 4.3.
Descriptive Calculation of data analysis
of pre-test of control and experiment group.

Descriptives			
	a group of students	Statistic	Std. Error

Scores students posttest	Experiment	Mean		54.87	1.685
		95% Confidence Interval for Mean	Lower Bound	51.42	
			Upper Bound	58.31	
		5% Trimmed Mean		54.72	
		Median		51.50	
		Variance		85.154	
		Std. Deviation		9.228	
		Minimum		41	
		Maximum		71	
		Range		30	
		Interquartile Range		14	
		Skewness		.330	.427
		Kurtosis		-.965	.833
	Control	Mean		54.53	1.927
		95% Confidence Interval for Mean	Lower Bound	50.59	
			Upper Bound	58.47	
		5% Trimmed Mean		54.69	
		Median		57.50	
		Variance		111.361	
		Std. Deviation		10.553	
		Minimum		35	
		Maximum		72	
		Range		37	
		Interquartile Range		16	
		Skewness		-.378	.427
		Kurtosis		-.905	.833

The table shows first, the descriptive calculation of data analysis of pre-test of experiment group. the result of the mean calculation is **54.87**, the result of the median calculation is **51.50**, and the result of ranges calculation is **30**. The result of standard deviation is **9.228**. The result of a standard error of mean calculation is **1.685**. Second, the descriptive result of data analysis of pre-test of the control group. The result of the mean calculation is **54.53**, the result of the median calculation is **57.50** and the result of ranges calculation is **37**. The result of standard deviation is **10.553**. The result of standard error of mean calculation is **1.927**

B. The Result of Post-test Experimental Group and Control Group

1. Distribution of post-test Scores of the Experimental Group

The writer describes the data of students post-test score of the experimental group. To know the description of students pre-test score, it can be seen in table 4.3

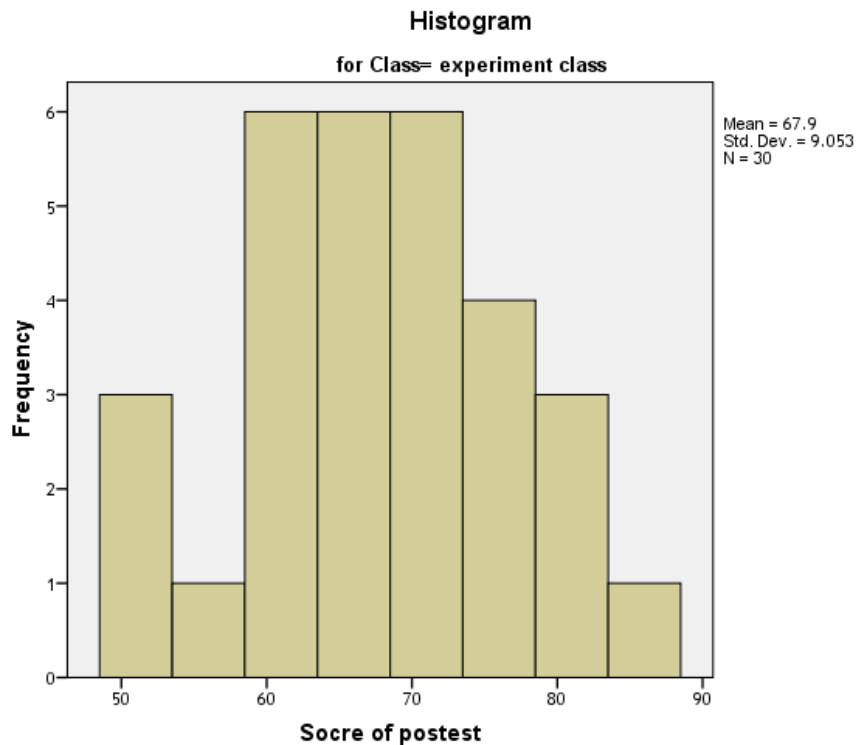
Table 4.3
The Description of Pre-Test Scores of the Data Achieved by
the Students in Experimental Group

Students' code	Total Score	Classification
E1	81	Very Good
E2	64	Enough
E3	72	Good
E4	69	Enough
E5	67	Enough
E6	70	Enough
E7	73	Good
E8	66	Enough
E9	69	Enough
E10	67	Enough
E11	72	Good
E12	67	Enough
E13	75	Good
E14	82	Very good
E15	66	Enough
E16	66	Enough

Students' code	Total Score	Classification
E17	75	Good
E18	67	Enough
E19	71	Good
E20	74	Good
E21	62	Enough
E22	76	Good
E23	73	Good
E24	54	Less
E25	61	Enough
E26	47	Less
E27	75	Good
E28	67	Enough
E29	75	Good
E30	62	Enough

Based on the data above, it can be seen that the students' highest score was 81 and the students' lowest score was 47. The distribution of students' pretest score of experiment group can be seen in the following figure 4.3

Figure 4.3 Histogram of the Frequency Distribution of Post-test Score of the experimental Group



From the figure above it shows that there were four students who got score 47 -60, they got less predicate. There were twelve students who got score 61-70, they got Enough predicate. There were sixteen students who got score 71-80, they got good predicate. And there was one student who got 81,they got very good predicate.

2. Distribution of post-test Scores of the Control Group

The writer describes the data of students post-test score of the experimental group. To know the description of students pre-test score, it can be seen in the table 4.4

Table 4.4
The Description of Pre-Test Scores of the Data Achieved

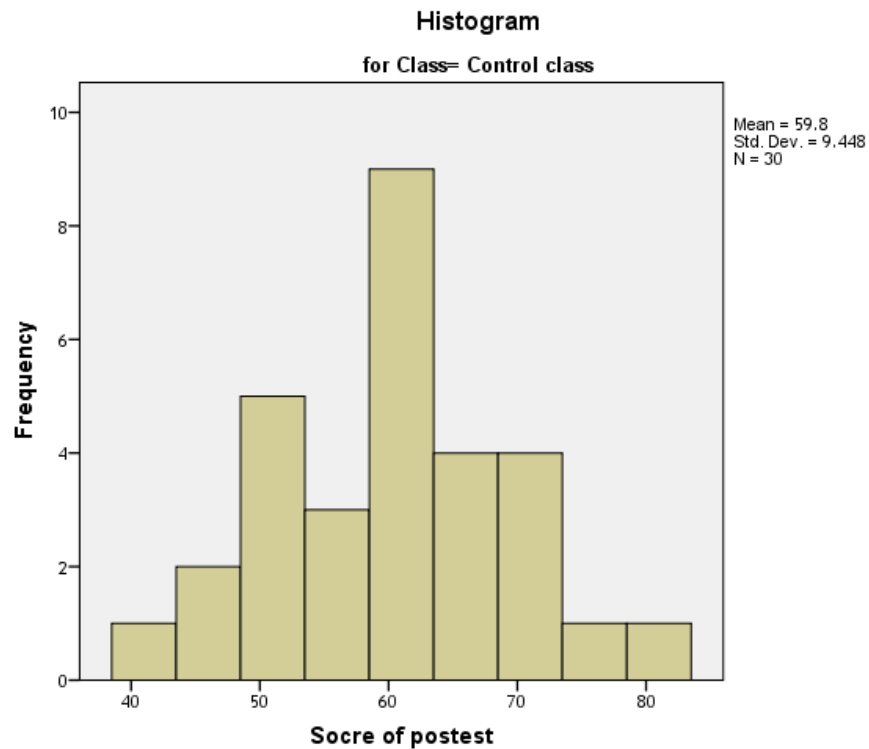
by the Students in control Group

Students' code	Total Score	Classification
C1	69	Enough
C2	80	Good
C3	61	Enough
C4	67	Enough
C5	73	Good
C6	58	less
C7	63	Enough
C8	70	Good
C9	52	less
C10	65	Enough
C11	54	Less
C12	66	Enough
C13	59	Less
C14	76	Good
C15	49	Less
C16	55	Less
C17	52	Less
C18	61	Enough
C19	67	Enough
C20	60	Less
C21	49	Less

Students' code	Total Score	Classification
C22	46	Less
C23	41	Less
C24	60	Less
C25	59	Less
C26	51	Less
C27	59	Less
C28	69	Enough
C29	59	Less
C30	44	Less

Based on the data above, it can be seen that the students' highest score was 80 and the students' lowest score was 41. The distribution of students' pretest score of experiment group can be seen in the following figure 4.4

Figure 4.4 Histogram of the Frequency Distribution of Post-test Score of the Control Group



From the figure above it shows that there are seventeen students who got score 40 -60, they got less predicate. There were nine students who got score 61-70, they got Enough predicate. There were four students who got score 71-80, they got good predicate.

3. The Calculate of Mean, Standard Deviation, Ranges, Standard Error of post-Test Score of Control and Experiment Group

Then, the next step the writer calculate mean, standard deviation, ranges, standard error of pre-test score of control and experiment group. The calculation can be seen following the table 4.6.

Table 4.6.
Descriptive Calculation of data analysis of post -test of

control and experiment group.

Descriptives				
	a group of students		Statistic	Std. Error
Scores of students posttest	Experiment	Mean	67.90	1.653
		95% Confidence Interval for Mean	Lower Bound	64.52
			Upper Bound	71.28
		5% Trimmed Mean	67.89	
		Median	67.50	
		Variance	81.955	
		Std. Deviation	9.053	
		Minimum	51	
		Maximum	86	
		Range	35	
		Interquartile Range	12	
		Skewness	.005	.427
		Kurtosis	-.397	.833
	Control	Mean	59.80	1.725
		95% Confidence Interval for Mean	Lower Bound	56.27
			Upper Bound	63.33
		5% Trimmed Mean	59.74	
		Median	59.50	
		Variance	89.269	
		Std. Deviation	9.448	
		Minimum	41	
		Maximum	80	
		Range	39	
		Interquartile Range	15	
		Skewness	.039	.427
		Kurtosis	-.333	.833

The table shows first, the descriptive calculation of data analysis of post-test of experiment group. the result of the mean calculation is **67.90**, the result of the median calculation is **67.50**, and the result of ranges calculation is **35**. The result of standard deviation is **9.053**. The result of a standard error of mean calculation is **1.653**. Second, the descriptive result of data analysis of post-test of the control group. The result of the mean calculation is **59.80**, the result of the median calculation is **59.50** and the result of ranges calculation is **39**. The result of standard deviation is **9.448**. The result of a standard error of mean calculation is **1.725**.

C. Testing of Normality and Homogeneity

1. Normality Test

The testing of normality test used SPSS 20.0 program. It is divided into two parts, testing of normality of post-test both experimental and control group.

Table 4.8
Testing Normality Of Post-Test Experimental And Control Group

Tests of Normality							
	a group of students	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Scores of students posttest	Control	.061	30	.200 [*]	.981	30	.846
	Experiment	.100	30	.200 [*]	.988	30	.979

The table shows the result of test normality calculation using SPSS 20.0 program. To know the normality of data, the formula can be seen as follows:

- If the number of samples. > 50 = Kolmogorov-Smirnov
- If the number of samples. < 50 = Shapiro-Wilk

Based on the number of data the writer was $28 < 50$, so to analyzed normality data the writer used Shapiro-Wilk. The next step, the writer analyzed normality of data by using formula as follows:

- If Significance > 0.05 = data is normal distribution
- If Significance < 0.05 = data is not normal distribution

Based on data above, significant data of experiment and control group used Shapiro-Wilk is 0. **846** > 0.05 and 0. **979** > 0.05. It can be concluded that the data is very normal distribution.

2. Testing Homogeneity

Testing homogeneity used SPSS 20.0 program. The result of testing homogeneity of post-test of experimental and control group can be seen in the table 4.9.

Table 4.9
Testing Homogeneity and independent samples test of post-test of experimental and control group

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	99% Confidence Interval of the Difference	
									Lower	Upper
scores of students posttest	Equal variances assumed	.013	.908	3.390	58	.001	8.100	2.389	3.318	12.882
	Equal variances not assumed			3.390	57.894	.001	8.100	2.389	3.318	12.882

The table shows the result of Homogeneity test calculation using SPSS 20.0 program. To know the Homogeneity of data, the formula can be seen as follows:

If Sig. > 0,05 = Equal variances assumed or Homogeny distribution

If Sig. < 0,05 = Equal variances not assumed or not Homogeny distribution. Based on data above, significant data is 0. **.908**. The result is 0.

$.908 > 0,05$, it mean the t-test calculation used at the equal variances assumed or data is Homogeny distribution

D. Testing Hypothesis Using Calculation of T-Test Used SPSS 20.0 Program.

The last step in data analysis was testing the hypothesis using calculation of T- test used SPSS 20.0 program.

Table 4.7
Testing Hypothesis Using Calculation of T-Test
Used SPSS 20.0 Program.

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	99% Confidence Interval of the Difference	
									Lower	Upper
scores of students posttest	Equal variances assumed	.013	.908	3.390	58	.001	8.100	2.389	3.318	12.882
	Equal variances not assumed			3.390	57.894	.001	8.100	2.389	3.318	12.882

To know the testing hypothesis of data used SPSS 20.0 program, the formula can be seen as follows:

H_0 : If score sig. (2-tailed) > 0.05 it means H_0 was accepted and H_1 was rejected.

H_a : If score sig. (2-tailed) < 0.05 it means H_1 was accepted and H_0 was rejected.

Based on data above, significant probability (sig.2-tailed) is 0. **001**. The result is $0.001 < 0,05$, it mean H_a was accepted and H_0 is rejected. From the result of testing hypothesis using the calculation of t-test, it is shown that The students taught by concept mapping using facebook gain better writing achievement than those taught by non-concept mapping using facebook.

E. Discussion

The students taught by concept mapping using facebook gain better writing achievement than those taught by non-concept mapping using facebook. The students who were taught by concept mapping using facebook got a higher score than students who were taught without concept mapping using facebook. It was proved by the mean score of the students who were taught by concept mapping using facebook was **67.90** and the students who were taught without concept mapping using facebook were **59.80** Based on the result of hypothesis test calculation, it was found that the value of significant probability (sig.2-tailed) is 0.001. The result is $0.001 < 0,05$, it means H_1 was accepted and H_0 is rejected. From the result of testing hypothesis using the calculation of t-test, it is shown that The students taught by concept mapping using facebook gain better writing achievement than those taught without concept mapping using facebook . The finding of the study interpreted that the alternative hypothesis stating that There is a significant effect of concept mapping using facebook toward writing descriptive text ability of the eighth graders of SMPN 8 Palangkaraya was accepted.

Based on the results finding of the study, it was shown that by concept mapping using facebook improving student gives beneficial contribution in increasing the students' writing skill during the instructional process.

It suitable for the study was conducted by Herlina. The result of the analysis shows that Concept Mapping gives significant effect to students' writing ability. It could prove from students' score; the students taught writing by using Concept Mapping reached a higher score than taught without using Concept Mapping. Then according to Carol Johnston concept mapping can be a technique that allows students to understand the relationships between ideas by creating a visual map of the connections. A concept map can make students to connect their ideas in studying. Besides that, students get easily to organize in the arrangement of knowledge especially in English language teaching and learning. And moreover, it can organize students' ideas to absorb and adopt the information that will be organized in learning new information.

Then, based on the result of the study above show that between the advantages of using concept mapping and the score of the students is suitable. Where, teaching by concept mapping gives higher score to the students. There are some advantages that can be used to provide the powerful representation. Firstly, this concept can help the teacher to explain the topic and picture on some subject. When the teacher presents it, the students can compare what the relationship between topics to them. So, it can be cooled as teaching and revision topic. Secondly, the teacher needs to effort that students must be interested in

teaching and learning activity. By using concept map, the students can reinforce their memory in understanding the subject. Thirdly, the teacher and students sometimes get misconception in learning and teaching activity. One of the ways is using concepts map as problem-solving or alternative solutions and options to solve the problem take place in learning. Because of this, the students can make a small group to identify misconception. And the last, concept map can give the students to assess their achievement. It means how long the student's ability and learning activity.

Then, other concept mapping strategy, there is a facebook as medium to teach the students in this study. Where the facebook as a medium in teaching learning can give the advantage to increase the motivation of students. Using facebook as medium give motivation for student because a lot of students like and happy when using the facebook. Facebook is internet based, it can be accessed simply by cellphones, many students have been using Facebook actively. Facebook offers many excellences that make it potential to be benefitted to be used in writing classrooms: (1) Facebook broadens the audience, (2) Facebook allows for unique interaction, (3) Facebook enables fun learning environment, (4) Facebook promotes equal learning opportunities, (5) Facebook provides an atmosphere in which all people have the freedom of expression. Finally, language teachers need to realize the Facebook potential to be used to enhance students writing.

The reasons why Facebook is obviously promising for the foreign language classroom in four ways: (1) Facebook is internet based, it can be accessed simply by cell phones, (2) many students have been using Facebook actively, so teachers do not need to explain in detail how to use it, (3) Facebook is always free; to use it, students only need to have e-mail address and internet access, and (4) Facebook is ideal for out-of-class time, it keeps valuable class time available for other important activities. But, using the facebook in writing by using concept mapping have disadvantages, as the following first, the student's difficulties to make picture concept mapping use their facebook. It because there is not an application in their cellphones. To make pictures like concept mapping. To solve this problem, the students make concept mapping in the paper and upload their writing on facebook.

The some of the reason above show that concept mapping as strategy and Facebook as a medium can help to solve the problem of students in writing ability. There is a significant effect of concept mapping using facebook toward writing descriptive text ability of the eighth graders of SMPN 8 Palangkaraya.

CHAPTER V

CONCLUSION

In this chapter, the writer would like to give conclusion and some suggestions based on the result of the study, as the following:

A. Conclusion

After obtaining the data analysis from the scores obtained in English test, it could answer the problem of the study which to measure the effect of using toward students' English achievement in writing descriptive text at the eight-grade students of SMPN 8 Palangkaraya, it was concluded that The students taught by concept mapping using facebook gain better writing achievement than those taught by non-concept mapping using facebook. The students who were taught by concept mapping using facebook got a higher score than students who were taught without concept mapping using facebook. It was proved by the mean score of the students who were taught by concept mapping using facebook was **67.90** and the students who were taught without concept mapping using facebook were **59.80** Based on the result of hypothesis test calculation, it was found that the value of significant probability (sig.2-tailed) is 0.001. The result is $0.001 < 0,05$, it means H_1 was accepted and H_0 is rejected. From the result of testing hypothesis using the calculation of t-test, it is shown that The students taught by concept mapping using facebook gain better writing achievement than those taught without concept mapping using facebook . The finding of the study interpreted

that the alternative hypothesis stating that There is a significant effect of concept mapping using facebook toward writing descriptive text ability of the eighth graders of SMPN 8 Palangkaraya .

The finding of the study interpreted that the alternative hypothesis stating that There is a significant effect of concept mapping using facebook toward writing descriptive text ability of the eighth graders of SMPN 8 Palangkaraya.

B. Suggestion

In line with the conclusion, the writer would like to propose some suggestions for the students, teachers there and the writer as follow:

1. For the Students

The students can use this strategy (concept mapping) using facebook to improve their ability in learning writing. It improved their writing components such as content, organization, vocabulary, grammar, and spelling. The students can use this strategy with other text.

2. For the teacher

The teacher must pay attention to the students' level, problems in learning English, and students' strategy in learning English so that the teacher are able to use the best strategy in teaching learning activity. Based on the result of the study that showed that concept mapping using facebook gave effect on the students' score in writing the descriptive text of the first grade of eight graders of SMPN 8 Palangkaraya.

The writer recommends the teacher can use the concept mapping using facebook for teaching English not only in writing descriptive text but also others material.

3. For the Writers

Since the study was pre-experimental study by concept mapping using facebook in teaching writing. The result of the study found that the concept mapping using facebook significant effect on the students' score in writing.

The writer recommends for the other writers who want to conduct the study related to the writing especially in the descriptive text with other interesting technique on other grades.

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