IMPROVING STUDENTS' WRITING SKILL THROUGH FACEBOOK APPLICATION AT THE SEVENTH GRADE OF SMPN 8 PALOPO
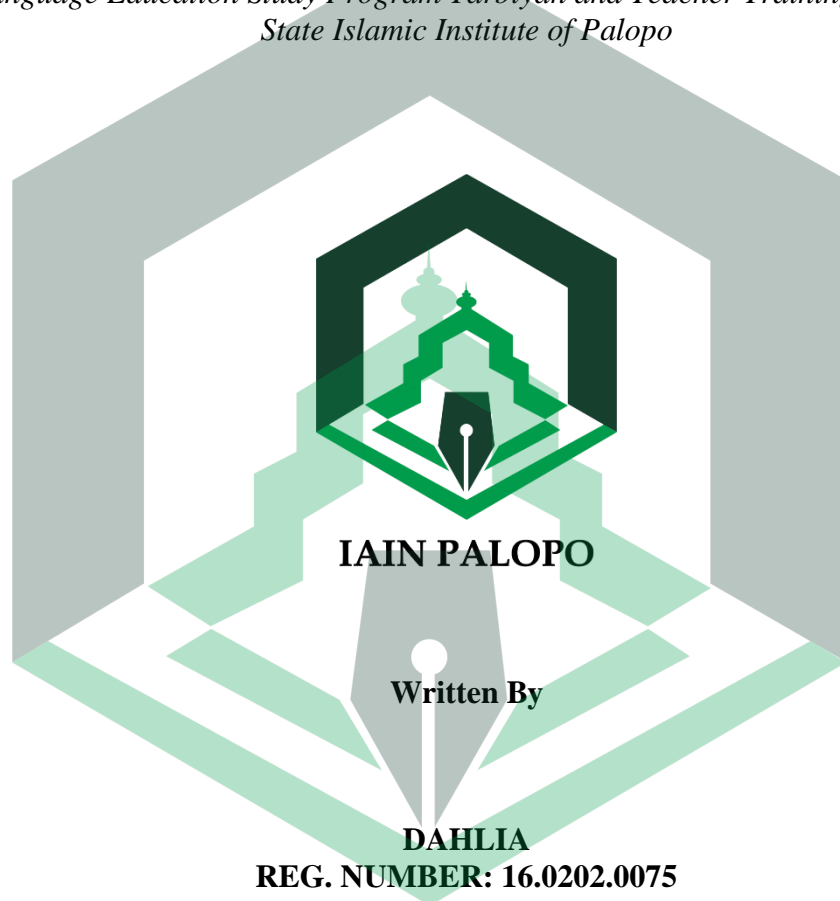
A Thesis

Presented as Partial Fulfillment for the Attained of S.Pd Degree in English Language Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

IAIN PALOPO

Written By

DAHLIA
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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2022

CONSULTANT APPROVAL

Thesis Entitled **Improving Students' Writing Skill through Facebook Application at the Seventh Grade of SMPN 8 Palopo**

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Has been corrected and approved to be examined.

                                         Palopo, 3 March 2022

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THESIS APPROVAL

This thesis entitled "Improving Students' Writing Skill Through Facebook Application at the Seventh Grade of SMPN 8 Palopo" Which is Written by Dahlia Reg. Number. 16.0202.0075, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuesday, 26th of April 2022**, coincided with 24th Ramadhan 1443 H. It is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

<div align="right">

Tuesday, 26th of April 2022
24th Ramadhan 1443 H

</div>

COMMITTEE OF EXAMINATION

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Declares that thesis I wrote to fulfill of requirement for the degree of Education Bachelor (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute Islamic Studies Palopo entitled, *"Improving Students' Writing Skill Trough Facebook Application at the Seventh Grade of SMPN 8 Palopo"*, is truly my original work. It does not incorporate any materials previously written or published by another person expect does indicate in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 19 October 2022

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Palopo, 3 Maret 2022

Lamp   : -

Hal   : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama   : Dahlia

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

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Tempat

Assalamu 'Alaikum Wr. Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr. Wb

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First of all thank to Allah SWT who always gives health, blessing and salvation for all of us. Secondly, may shalawat and salam always deliver to our prophet Muhammad SAW. who always gives goodness in the world.

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2. Dr. Nurdin K., M.Pd. as the Dean of Tarbiyah and Teacher Training Faculty of IAIN Palopo, along with Mr/Mrs. vice Deans I, II and III of Tarbiyah and Teachers Training Faculty og IAIN Palopo.

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Finally, the researcher dedicates this thesis to her beloved parents. The researcher hopes that this thesis can provide useful references and add insight to the reader, especially the researcher as well. May Allah give reward to all of the people who have helped the researcher.

The Researcher

Dahlia
16 0202 0075

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ABSTRACT

DAHLIA, 2022, *" Improving Writing Skill through Facebook Application at the Seventh Grade of SMPN 8 Palopo."* Thesis at English Educational Study Program in the State Islamic Studies Palopo Supervised by Masruddin and Magfirah Thayyib.

This study aims to see the effectiveness of Facebook application in improving the students writing skill at the seventh grade of SMPN 8 Palopo. The research design used in this study were pre-experimental. The researcher used a writing test to obtain data. The information gathered during the pre-test and post-test was first compiled and analyzed in percentage terms. The students in this study are from class VII.6 with 30 students from SMPN 8 Palopo. SPSS 20 is then used to compute the test. The study's findings and discussion imply that the Facebook application effectively enhances students' writing skills. This is demonstrated by the data results, which show a difference between the pre-test and post-test. The pre-test mean score 45.63, with post-test mean score 57.00. The result concluded that the t_0 (4.343) was higher than t_t (2.045).

Keyword: Facebook application, writing skill, descriptive text.

CHAPTER I

INTRODUCTION

A. Background

Writing is one of the essential English skills for students. Writing allows students to connect places and times by using written forms easily. In this instance, they can communicate with others without having to meet them face to face, for example, we send greeting cards to friends, write letters to someone special, converse with friends from other countries, etc.

Writing is essential for more than just communication. It's also valuable for various situations, including expressiveness, personal judgment, adaptability, and maturity. Writing, according to Mourtaga, is a critical way of communication within an organization.[1] He also stated that writing is an essential form of communication required for education, livelihood, and basic functioning.[2]

Teaching writing to students of any level is not as simple as we may think. Evidence shows that most students and teachers consider this course the most challenging of the three skills: speaking, listening, and reading. If we compare it to speaking, it will be easier to learn than writing. This occurs as a result of their preference for speaking overwriting. They do, after all, practice in daily discussions both in and outside of the classroom.

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[1]Kamal Mourtaga, *Investigating Writing Problems Among Palestinian Students.* The United States of America, Indiana, 2004.

[2]Mariam Ghaleb Ibrahim, *The Effect of Using Facebook on Improving Students' Writing Skills in English,* October 7, 2013, https://scholar.najah.edu/sites/default/files/Mariam%20Ibrahim.pdf, accessed on May 17rd 2019 at 05. 44. p.m.

Writing is more than just writing something on a piece of paper; it is a sophisticated and thorough process. Writing is both a process and a finished product. To generate a piece of writing, we must go through a lengthy process that includes planning, drafting, editing, and drafting.[3] Furthermore, a writer must represent our ideas, experiences, emotions, and feelings in writing, which necessitates the use of adequate language components such as grammar, vocabulary, and spelling.[4]

The difficulty of conveying thoughts in writing contributes to the students' writing difficulties. It's due to their lack of understanding of language components like vocabulary and syntax. They had trouble structuring their thoughts and words in writing as well. Apart from the challenges with writing itself, there are also problems with writing because of the students' reluctance to write. "The students are reluctant to write because they rarely write, even in their language," Harmer says, students perform poorly in writing due to a lack of experience.[5] The lack of practice makes students perform poorly in writing.

With the improvement of technology, today it becomes easier to help students in engaging their objectives in learning whether in the classroom or on the outside. These changes make students can get an education efficiently without wasting much time and money. Social media networks as the impact of the enhancement of technology will not just give the function as the technology itself,

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[3] Jeremy Harmer, *How to Teach Writing,* (Essex: Longman Person Education Limited, 2004), 4.

[4] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Longman, 2001), 255.

[5] Jeremy Harmer, *How to Teach Writing,* (Essex: Longman Person Education Limited, 2004), 4.

but it is also profitable for education. The use of social media intensifies students' interest because almost all of the students have an account at each of the popular social media networks such as Facebook, Instagram, Twitter, etc.

Facebook is one of the tools which can be used to solve existing writing problems. It is considered an exciting medium to solve the students who have a passion for using this social networking every day. As a medium, Facebook sharpens students and teachers in discussions after class. Facebook is a useful tool for writing and learning since it allows teachers to keep track of their students' progress and provide them with more information. It improves teacher-student interactions and gives students with more openness. Facebook not only provides such advantages, but it can also be accessed from anywhere at any time. To deal with challenges using the Facebook website to improve writing skills, the teacher's awareness is required.

Facebook group is a feature that allows an unlimited number of people to join, connect, and interact for a specific purpose through chat-style interactions." The Facebook Group can provide the kids with what they want in terms of chatting, interacting, and establishing a pleasant environment that can encourage and facilitate the writing process for today's youth.[6]

At the end of August 2011, there were 250 million Facebook users worldwide. Facebook is also utilized as a vehicle for a wide range of information about various activities and product advertising tools, as it is a way of virtual

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[6]Melor Md Yunus and Hadi Salehi, "English Language Teaching", *Integrating social networking tools into ESL writing classroom: Strengths and weaknesses 5,* No. 8 (July 2, 2012): 42, Retrieved from: http://dx.doi.org/10.5539/elt.v5n8p42.

contact. Members of Facebook can not only browse for friends, but also make notes on the wall (wall FB) and upload photos that are visible to everyone.[7]

The researchers identified a lack of interest in students learning English because of the lack of media used by teachers in the learning process based on observations made at SMPN 8 Palopo seventh grade. Hence the researcher would use Facebook in teaching writing to solve problems that occur in students. Students publishing writings in English on the Facebook wall are predicted to improve learning outcomes due to using Facebook as a learning medium. Another advantage of using this medium for writing is that students will be more accessible and free to create descriptive texts without fear of being judged because they will be doing so online rather than face to face.

The researcher is encouraged to use the Facebook application for seventh grade students at SMPN 8 Palopo to improve student's writing skills, based on the problem indicated above.

B. Research Question

Based on the background above, the research question in this study: Is the use of Facebook application effective in improving the writing skills of students in SMPN 8 Palopo seventh grade?

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[7]Saidna Zulfikar Bin Tahir and Aminah Suriaman, *"Improving Students' Writing Skill Through Facebook at University of Iqra Buru"*, https://www.researchgate.net/publication/324571459_Improving_Students'_Writing_Skill_Throug h_Facebook_At_University_Of_Iqra_Buru, accessed on May 20rd 2019 at 05. 40. a.m.

C. The Objective of the Research

Related to the research problem, the objective this study is to find out whether or not the Facebook application is effective for improving the writing skills of students in SMPN 8 Palopo seventh grade.

D. Scope of the Research

This study aims to improve students' writing skills in the seventh grade at SMPN 8 Palopo by focusing on the Facebook application's descriptive text.

E. The Significance of the Research

This study is expected to be beneficial in the following ways:

1. This study would provide teachers with knowledge on using Facebook applications to teach writing classes and improve students' writing skills.

2. It can increase students' writing skills by allowing them to study writing skills through the Facebook application.

3. Another researcher might serve as a resource for improving writing skills through the Facebook application.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researchers which are closely related to this research, those researchers:

1. Dafi Khusnita's study, "The Use of Facebook to Improve Students' Skill and Motivation in Writing Recount Text," Her research looked into how Facebook affects students' skills and motivation when it comes to composing recount texts. 32 students from SMA N 1 Kajen's X 2 class participated in this study. She collected data using writing tests, observation sheets, and questionnaires as instruments. According to the observation sheet, After learning to construct recount narratives using Facebook, students became more attentive, engaged, and drawn to enroll in the course and happier and more severe in their writing. According to the survey, the students' reactions to using Facebook in their studies were positive. Based on the overall findings of the study, we can conclude that Facebook helps students improve their skills and motivation when producing recount texts.[8]

2. Fitria Nur Hamidah and Dion Yanuarmawan. "Teaching English Writing for Accounting Classes Using a Facebook Group." The purpose of this study is to look at the different forms of writing teaching and learning activities in English for accounting classes that are done using Facebook and discuss how

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[8]Dafi Khusnita, *"The Use of Facebook to Increase StudentsSkill and Motivation in Writing Recount Texts",* August 2013, http://lib.unnes.ac.id/17215/1/2201409064.pdf/. Accessed on February 5th 2019 at 07.45. a.m.

Facebook groups can help with writing teaching and learning in English for accounting classes. Their research was based on the researcher's description of the situation and employed a descriptive qualitative design. Accounting students in Accounting 3B and Accounting 3D classes who had English as an accounting topic were the subjects of this study. Gathered the information through the ESP lecturer's teaching methods for writing and the students' perceptions of using the Facebook Group. They discovered that writing is at the heart of higher education teaching and learning, serving a variety of functions depending on the setting, such as assessment, knowledge, and entry into specific disciplinary communities. Academic writing theory, whether in analyzing and implementing the writing teaching and learning process, uses English writing skills for Accounting classes. In addition, some classroom activities included social media, particularly the Facebook group.[9]

3. Melor Md Yunus and Nur Solehah Hanafiah. "The Use of Facebook to Improve English Language Writing Among Primary School Students." The goal is to look into how Facebook can help primary school students improve their English writing skills. This study included 20 students from year 5 at a suburban school in Masjid Tanah, Melaka. The participants were invited to join the 'SKRCB Virtual Classroom' exclusive Facebook group. They discovered that the most challenging abilities to learn in the UPSR examination are writing skills and the teacher's issues in catering to their English language competency demands before taking the exam. Can read the result of the UPSR examination in the

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[9]Fitria Nur Hamidah and Dion Yanuarmawan, "Advances in Social Science, Educational and Humanities Research", *Using Facebook Group in Teaching Writing Of English For Accounting Classes 145*. (2017): 303, file:///C:/Users/Lili/Downloads/25889031%20(4).pdf.

newspaper report. In 2014, students were required to retake the UPSR examination for four papers, one of which was English. This problem revealed that the English language course is a must-pass subject for UPSR students.[10]

4.   Syarifuddin Dollah and Geminastiti Sakkir "Using a Facebook group application to assess students' writing skills in an EFL context." The study's goal is to use Facebook groups in English classes to assess students' writing abilities. It used a quantitative approach based on a pre-experimental design. In 2017/2018, the research subjects were second-semester students at South Sulawesi's private institutions. They chose them precisely because of the writing issues that arose in the lesson. The census sampling technique was used to select the sample of 20 pupils. The tool was a writing test used to gather information about the students' writing talents through a Facebook group. The utilization of the Facebook group in English learning has improved.[11]

5.   Aulia Hanifah Qomar, "An Investigation of Students' Writing Ability Using Facebook as a Media." The study's objectives were as follows: 1) to assess students' writing abilities using Facebook as a medium, and 2) to learn about the classroom environment when using Facebook in writing class. The research is a quantitative study conducted at Metro's Muhammadiyah University. The researcher employed various methods to gather information, including testing,

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[10]Nur Solehah Hanafiah and Melor Md Yunus, "*The Use off Facebook to Improve Writing in English Language Among Primary School Pupils*", 2017, http://seminarerantau2017.fileswordpress.com/2017/09/95-nur-solehah-hanifah..pdf, accessed on June 14rd 2019 at 02.13.p.m.

[11]Geminastiti Sakkir and Syarifuddin Dollah, "International Journal Humanities and Innavation", *Measuring students' writing skills using Facebook group application in EFL context 2,* 3 (November 12, 2019): 69, file:///C:/Users/Lili/Downloads/43-ArticleText-148-2-10-20191022.pdf.

observation and interviewing. According to the study's conclusions, students' writing skills could be improved by using Facebook as a medium. These improvements included: 1) suitable word or diction choice and usage from mastery, appropriate register, and 2) fluent expressions, clearly stated/supported thoughts, and well-organized ideas. The research also discovered that: 1) the teaching and learning process was more effective in the classroom. 2) the students completed the lecture's assignment, 3) took a long time to use Facebook, and 4) did not control time management.[12]

The previous studies above are all on writing skill. The first study uses Facebook to help students improve their recount text writing skills. The second study employs a Facebook community to teach English writing to accounting students. The third study uses Facebook to help elementary school students improve their English writing skills. In an EFL environment, the fourth step is to assess students' writing skills utilizing Facebook group applications. The fifth is a Facebook assessment of students' writing abilities to help them enhance their writing abilities. The researcher employs the Facebook application in this study to assist students in the seventh grade at SMPN 8 Palopo in improving their descriptive text writing skill.

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[12]Aulia Hanifah Qomar, *An Analysis of Students Writing Skill Through Facebook as A Media,* 2017, http://www.seminar.uad.ac.id/index.php/utic/article/viewFile/155/125.

B. The Concept of Writing

1. The Nature of Writing

Written language (written) is the intended form of spoken language, and writing is one of the ways that linguistic competence manifests in written language (written) (oral). Language is utilized as a medium of communication in various ways, one of which is writing. In writing activities, the author as a resource is not in the position of interacting face to face with readers as the target information. As a result, if there is a misunderstanding resulting from the reader misinterpreting the words, the result could be disastrous. Writing is the process of expressing a writer's thoughts to a reader in written form. On the other hand, writing is the mental process of producing ideas, deciding how to transmit them, and organizing them into readable words and paragraphs. Writing is an excellent way to organize your thoughts about a subject.[13]

Writing is, without a doubt, the most challenging skill for L2 learners to master. The challenge is in coming up with and arranging ideas and converting them into legible text. Writing is a skill that is extremely difficult to master. L2 writers must focus on higher-level planning and organizational skills and lower-level spelling, punctuation, and word choice, among other things.[14]

Writing's principal purpose is to express ideas and deliver messages. A writer should explore their ideas when defining concepts to comprehend the transmission entirely. The writer will generate a written product at the end of the writing process. It will be registered as an essay, a paper, or a short narrative. A

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[13]Andrew Littelejhon, *Writing 3*, (England, 2005), p. 1
[14]Jack C. Richards and Willy A. Renandya . *Methodology in Language Teaching*. Page 303.

continuous piece of writing can be a story, a description, a survey, a record, a report, a discussion, or an argument.[15]

Writing is also one of the means via which the writer's ideas are communicated to others. Writing is a technique for writers and readers to communicate indirectly. The writer does not directly communicate with their audience but instead uses writing products such as books, letters, and newspapers.

2. The Components of Writing

The five components of writing are (a) content, (b) organization, (c) vocabulary, (d) language use, and (e) mechanics. The reader should understand the content of the work so that the reader can comprehend the message and learn something from it. The authors arrange and organize the ideas or news in writing to organize materials in the writing concert arrangement. There is a coherent order of importance in writing, which generally occurs from beginning to end.[16] Vocabulary refers to all the words a person knows or uses, terminology in the language, and a list of their meanings, as found, for example, in a book for learning a foreign language. The use of language in producing compositions and other forms of writing necessitates proper grammar and usage.[17] The term "mechanic" refers to the proper use of capitalization, punctuation, and spelling. This is important because it allows readers to grasp or recognize what the writer is

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[15]Mariam Ghaleb Ibrahim, *The Effect of Using Facebook on Improving Students' Writing Skills in English,* October 7, 2013, https://scholar.najah.edu/sites/default/files/Mariam%20Ibrahim.pdf, accessed on May 17rd 2019 at 05. 44. p.m.

[16]JB. Heaton, Writing English Language test, New york language, 1998.

[17]Oxford Univeraity Press, Oxford Learner's Pocket Dictionary, (New York: Oxford University Press, 2003), p. 482

saying immediately. Appropriate writing mechanics will simplify readers to understand the writer's ideas or message.[18]

3. The Importance of Writing

There are various reasons why writing is so crucial, including the following:

a.   Writing assists us in organizing our thoughts. We can put them together in a logical order.

b.   When we write the topic, writing down ideas permits us to detach ourselves.

c.   Writing is a discovery tool; we use our unconscious thoughts to write into facts and images, stimulating our mental process.

d.   Writing can assist us in coming up with fresh ideas by allowing us to connect and form relationships.[19]

4. Principles for Designing Writing Techniques

The following are six distinct design principles for writing techniques:[20]

a.   Use the techniques of 'excellent' writers.

The first principle is broad. Consider what influential authors do when writing and see whether these habits are incorporated into your design. Good writers, for example, focus on a goal or main topic in writing, perceptively

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[18]Nurhidayah, *Improving Writing Skill Through Writing Diary at the eleventh year studentsof PMDS Putri Palopo.* STAIN PALOPO 2013. P. 8

[19]Suriani Banna, *Teaching Simple Past Tense At the Tenth Year Students of PMDS Putri Through Writing Personal Experience*, (Unpublished Thesis S1, STAIN Palopo, 2011), p. 26-27.

[20]Al – Washita in Aria Safitra R.L (thesis). *Writing can improve the mastery of mechanics of writing. (thesis UIN makassar, 2006).*

measure their audience, plan ahead of time to write, effortlessly allow their first ideas to flow into the paper, follow a comprehensive organizational plan as they write, use feedback on their work, and are not weeded out.

b.   Take into account cultural and literary influences

Make sure your methods don't assume your students are familiar with English rhetorical patterns. If there are any apparent contracts between students' national traditions and the ones you're attempting to teach, try to help them figure out what it is; they're usually able to figure out what it is and then gradually lead them to acceptable English rhetoric.

c.   Link reading and writing

By paying attention to what has already been documented to learn. Put another way, learn by seeing or interacting with the written word. Students can get critical insights into writing and r eading and studying various relevant forms of literature might help them find a theme for their writing.

d.   Uses as much original writing as feasible

It can still be authentic if the purpose of the writing is clear to the students, the audience is stated clearly, and there is at least some attempt to impart meaning. One way to bring authenticity to your writing is to share it with other students in the class. They are writing letters to people they do not know outside of class, writing a script for a skit or dramatic presentation, writing a CV, and writing ads. All of it appears to be genuine writing.

e.   Arrange your techniques according to prewriting, drafting, and revision stages.

Process writing methodologies are usually divided into three stages. Reading (in-depth) a passage, skimming and scanning a route, conducting some outside research, brainstorming, listing (in writing-individually), clustering (start with a keyword, then move on to other words), discussing a topic or question, instructor-initiated questions, and probes, and freewriting are all examples of prewriting methods.

C. The Concept of Facebook

1. The Definition of Facebook

The social networking site's name is derived from the vernacular terms for face and book. The first thing you notice about the body in front of you is its face. It's also the most specific body region for indicating the individual in front of you in the social sector. At the same time, the word book conjures up images of academia. As a result, the word Face has colonial origins. The word "book" has a philosophical connotation. Can use the social networking site (Facebook) for educational reasons to help students improve their writing skills.[21]

Facebook has a user base of over one billion people. On mobile devices, more than half of them use Facebook. Visitors must first register in order to use the site. They can create a personal profile, add friends, send messages, and get automatic notifications when their shape changes. Users can also join user groups

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[21]Mariam Ghaleb Ibrahim, *The Effect of Using Facebook on Improving Students' Writing Skills in English,* October 7, 2013, https://scholar.najah.edu/sites/default/files/Mariam%20Ibrahim.pdf, accessed on May 17rd 2019 at 05. 44. p.m.

based on common interests, such as those grouped by occupation, school, college, or other variables, and organize their friends into lists like "People From Work."[22]

2. Integrating Facebook into Writing Classroom

A learning environment that employs internet technology to allow virtual learning sessions is called online learning. According to Taranto, Dalbon, and Gaetano, classroom experiences must adapt as the world becomes more connected due to advances in information and communication technologies. One of the internet technology that can be used to teach writing is *Facebook*. In this case, teachers/lecturers should ask their students to create a Facebook account to post their individual or group writing regularly.[23]

Instructors who are engaged with a technology tool are more likely to use that tool in their teaching and curriculum preparation, according to Russell et al. They also suggest that pre-service teachers encourage and support their students' use of Facebook in the classroom. Furthermore, when teachers/lecturers use Facebook to teach writing, they must be using Facebook and its applications for educational purposes.[24]

[22]Eka Fitrianti, *The Implementation Shared Writing Strategy with Facebook to Improve Students Writing Skill",* August 17, 2018, http://eprints.umpo.ac.id/4277/, accessed on May 28th, 2019 at 04.50.a.m.

[23]Gregory Taranto, Melisa Dalbon and Julie Gaetanto, "*Academic social networking brings. Web 2.0 technologies to middle grades:,* May 2011, https://bms1.pbworks.com/f/Article%20--%20Academic%20Social%20Networking.pdf, accessed on May 17rd 2019 at 05. 44. p.m.

[24]Sukirman, *Top Techniques in The Teaching of Writing*, (Makassar: Alauddin University Press, 2014), page 99.

3. The Use of Facebook as Media in Learning Writing

Teenagers in Indonesia increasingly spend a significant amount of time on Facebook. They communicate with people primarily through textual communication on Facebook. It has a considerable impact on the use of Facebook for learning to write. The purpose of incorporating Facebook into students' studying is to engage them in their studies. Friedman agree with this statement, claiming that "the best method to bring courses to life and make learners more fascinating, lively, and pleasant is to use social networking sites in their learning." "Facebook is a social networking site that can be used as an educational technology tool that facilitates online communications between second language learners and their friends," Majid, Stapa, and Keong write.[25]

In four ways, Roberts underlines why Facebook is promising for foreign language classrooms: (1) Facebook is internet-based and can be accessed via cellphones; (2) many students have been actively using Facebook, so teachers do not need to explain it in detail; (3) Facebook is always free; students only need an e-mail address and internet access to use it; and (4) Facebook is ideal for out-of-class time, allowing valuable class time to be used for other essential activities.[26]

Finally, Facebook enables new kinds of education that were previously unimaginable. Teachers must recognize the exceptional value of incorporating Facebook into their classrooms, particularly when teaching writing. They must,

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[25] Friedman, Linda Waser and Hershey H. "*Using Social Media Technologies to Enhance Online Learning*",January 20103, http://www.thejeo.com/Archives/Volume10Number1/Friedman.pdf, accessed on May 17rd 2019 at 05. 44. p.m.
[26]W.G, Roberts. *Facebook Interactions and Writing Skills of Spanish Language Students*", 2009, Thesis. Concordia College.

however, be aware of the potential negative consequences and constantly evaluate the uses and outcomes in the teaching-learning process.[27]

4. Using Facebook to Improve Students' Writing Skill

Facebook is one of the most widely used social networking sites on the internet, if not the most popular. On these social networking services, registered users can build profiles from groups, post photographs, and videos, connect with friends and family, and send messages. Education, the marketplace, the events group, pages, and presence technologies are just a few of the elements available on Facebook. English is becoming the most widely spoken language on the planet. With the advancement of new technology, English has become even more critical for everyone to communicate effectively.

That is to say; Facebook is a social networking site that encourages learners to collaborate and share their views and ideas, particularly in the area of writing, which is critical for increasing learners' ability to write effectively.[28] Using Facebook has resulted in political upheavals. It ensures that will achieve practical and daring achievements in the academic sphere.[29]

Some ways can be taught for students by using Facebook group in teaching writing[30] as follows:

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[27]Dafi Khusnita, *"The Use of Facebook to Increase StudentsSkill and Motivation in Writing Recount Texts",* August 2013, http://lib.unnes.ac.id/17215/1/2201409064.pdf/. Accessed on February 5th 2019 at. 06.33.a.am.

[28]M. Warschauer, *"Laptops and literacy: Learning in the wirelessclassroom",* 2006, New York: Teachers College Press.

[29]Eka Fitrianti, *The Implementation Shared Writing Strategy with Facebook to Improve Students Writing Skill",* August 17 2018, http://eprints.umpo.ac.id/4277/, accessed on May 28th, 2019 at 04.50.a.m.

[30]Nedal A. Bani-Hani, Mahmoud A. Al-Sobh and Abdel-Rahman H. Abu-Melhim, "International Journal of English Linguistics", *Utilizing Facebook Groups in teaching Writing, Al-Balqa' 4,* No. 5 (2014): p. 30,

a.   Go to www.facebook.com and log in to the specified group using the supplied user name and password.

b.   Compose an essay on the assigned topic.

c.   In the Facebook group, discuss and correct with your friends.

5.   The Importance of Using Facebook in Improving Students' Performance in Writing

Students can use writing to advance with new material on their terms. It's helpful in large classes where it's tough to divide pupils into pairs or groups. It also appeals to those who like to learn independently. English has risen to prominence as the most widely spoken language on the planet. With the advancement of new technology, English has become even more critical for everyone to communicate effectively. This focus should be placed on teaching English writing as a talent that can serve as a vital gate to a successful profession in today's information technology-driven environment.[31]

That is to say, Facebook is a social networking platform that enables students to cooperate and share their thoughts, ideas, and experiences, particularly in writing, where the staff plays a critical role in assisting students in improving their ability to write effectively. As a result, utilizing Facebook motivates students to learn fun, improves their multitasking skills, and promotes autonomous

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https://pdfs.semanticscholar.org/f7fb/2ff8b06ae85164342e781ab08048dc59b4fa.pdf.
[31]Mark Warschauer, "*Laptops and Literary*", 2011, New York; Teachers Collage Pres.

learning in a social setting. Students can take charge of their studies by participating in social networking sites like Facebook.[32]

D. Conceptual Framework

The conceptual framework of the study is depicted in the diagram below:

Students

↓

Interest in learning to write is a learning problem.

↓

| Use Facebook Application in teaching learning writing | → | The Students' Writing Skill |
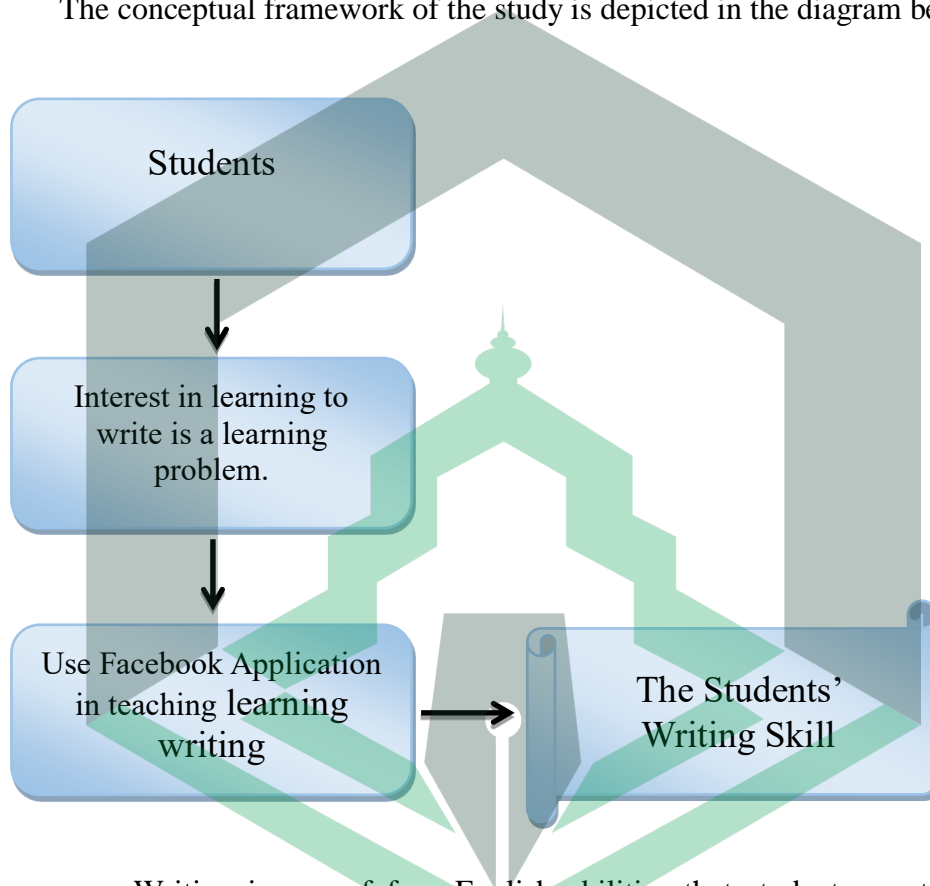
Writing is one of four English abilities that students must master to master the language and contribute to their future professional jobs. As a result, the goal of teaching English and the learning process must be highlighted to assist students in developing writing skills. Researchers used the Facebook application to provide students descriptive exams about animals to pique their interest in

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[32]Eka Fitrianti, *The Implementation Shared Writing Strategy with Facebook to Improve Students Writing Skill"*, August 17 2018, http://eprints.umpo.ac.id/4277/, accessed on May 28th, 2019 at 04.50.a.m.

developing their writing skills in topic, organization, vocabulary, grammar, and mechanics in the seventh grade at SMPN 8 Palopo.

E. Hypothesis

The researcher improved the following hypothesis based on the literature:

1. H_o = After teaching the writing skill through the Facebook application in the seventh grade of SMPN 8 Palopo, there is no significant effect between the pre-test and post-test results.

2. H_1 = After teaching the writing skill through the Facebook application in the seventh grade of SMPN 8 Palopo, there was considerable effectiveness between the pre-test and post-test results.
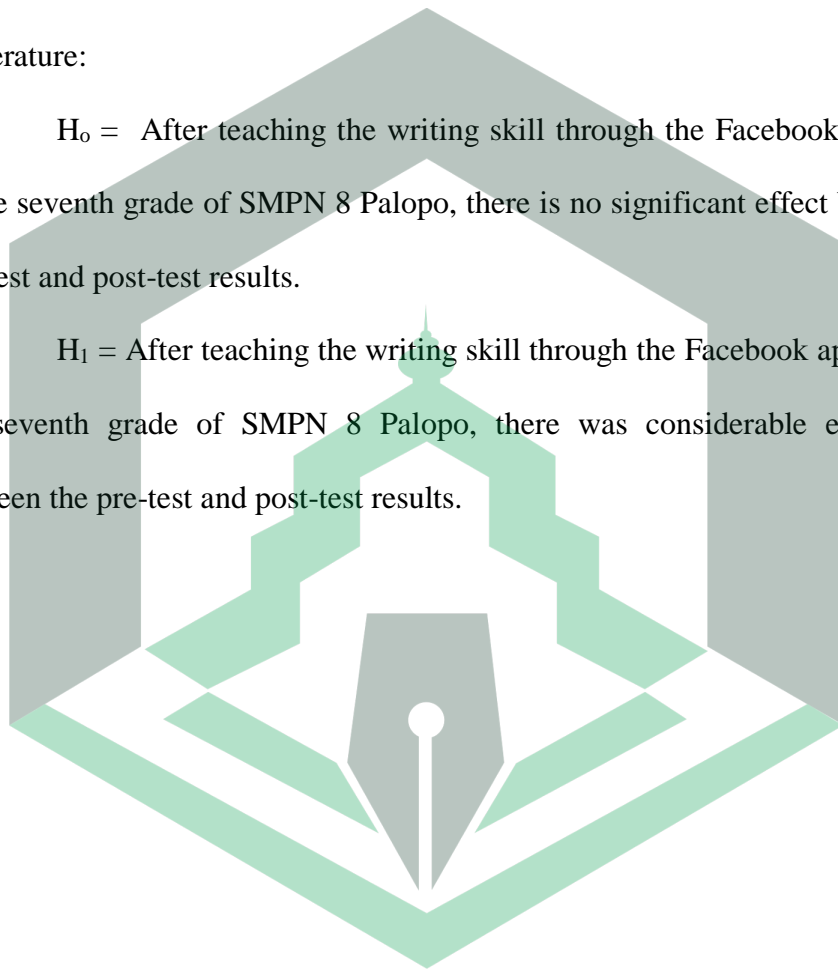
A. Method and Design

1. Method

This study used the pre-experimental method. The goal was to improve writing skills in the seventh grade at SMPN 8 Palopo using the Facebook application.

2. Design

This study used a pre-test, treatment, and post-test design with one group of students. The following is how formalized the design:

PRE-TEST	TREATMENT	POST-TEST
O_1	X	O_2

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test[33]

B. Research Variables

In this study, there are two types of variables. They were, respectively, dependent and independent variables. Students' writing skills were the dependent

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[33]Suharsimi Arikunto. *Prosedur Penelitian*, (Cet IV; Rineka Cipta, 1997), p.20.

variable, while teaching writing through the Facebook application was the independent variable.

C. Population and Sample

1. Population

Participants in the study were seventh grade students from SMPN 8 Palopo from 2020-2022, including nine classes. There were 228 students in all.

2. Sample

A purposive sampling technique was used in this study. Purpose sampling, also known as judgment sampling, selects sample components from the population assessed to be typical representatives. In other words, researcher must ensure that the sample will be representative and appropriate for research, as sampling at random is impossible in the case of the design and agreement. As part of the sampling process, the writer chose the VII.6 class, which has 30 students as the sample so that the research was focused.

D. The instrument of the research

The research instrument was a writing test. There were two types of tests in this study: pre-test and post-test. Before the treatment, a pre-test was utilized to examine the student's writing skills. The teacher gave the therapy to students three

times after the pre-test to teach material about a descriptive text. The post-test was designed to evaluate the students' writing skills after receiving treatment.[34]

E. Procedures of Collecting Data

The following are some of the procedures that used to acquire data:

1. Giving pre-test

Researchers conducted a pre-test before being given treatment. The researcher explains the material and tells the students what they have to do:

a. The researcher gave a question sheet in a descriptive text about a cat.

b. The students were then given 30 minutes to respond to the inquiry by the researcher.

b. The researcher then instructed the students to gather their answer sheets.

2. Giving treatment

The researcher provided the treatment to the students after administering the pre-test. The steps in teaching writing skill through the Facebook application were as follow:

a. The researcher provided the students with a descriptive text during the first meeting. The researcher then distributed the chicken photograph to students through Facebook comments.

b. The researcher provided the students with a descriptive text during the second meeting. The researcher then distributed the rabbit photograph to students through Facebook comments.

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[34]Ary, et al., *Introduction to Research in Education,* (Wadsworth: Cengage Learning, 2010), 201.

c.   The researcher provided the students with a descriptive text at the third meeting. The researcher then distributed the monkey photograph to students through Facebook comments.

3. Giving post-test

    After the treatment, the researcher performed a post-test to assess the students' achievement and progress. The procedure is as follows:

a. The researcher gave a question sheet in a descriptive text about a dog.

b. The students were then given 30 minutes to respond to the inquiry by the researcher.

c. The researcher then instructed the students to gather their answer sheets.

F. The Technique of Data Analysis

    The data analysis techniques used in this study were as follows:

1.   Using the scoring system in the table below, grade students' writing:

Table 3.1 Scoring writing strategy

Score	Level	Criteria
Content	27-30	Very good: obvious information, concentrated, thrilling, complete, and rich The fundamental idea, focus, stands out. Secondary concepts aren't given too much weight.
	15-26	Good: the overall product is straightforward and focused, even if it isn't particularly engaging. Although assistance is provided, it may be insufficient or obvious, insubstantial or extensive.
	12-14	Fair: there is a lack of rationality in the sequence of events, and developing concepts that are confused or disjointed and a lack of purpose or theme.

	9-11	Poor: does not communicate, is not fluent has a limited amount of information, and is uninteresting.
	5-8	Very poor: there is no organization, and because there is not much to evaluate, there isn't enough to review.
Organization	18-20	Very good: the arrangement or presentation of the material is engaging and guides the reader through it. Fluent expression, clearly articulated concepts, supported logical sequencing, neatly arranged indicate the other: a strong finish, a good opening, and the proper placing of details.
	15-17	Good: although the reader can easily follow what is being said, the overall arrangement may be ineffective, or the principal thought may stand out due to logical but incomplete sequencing.
	12-14	Fair: there is a lack of rationality in the sequence of events, and the development is not fluid. The writing is lacking in direction, detail, and thought.
	9-11	Poor: did not communicate it. The transition is shaky, leaving the connection between concepts vague and unfinished or confusing.
	5-8	Very poor: there is no structure in place, which confuses the sender, and there isn't enough information to analyze.
Vocabulary	18-20	Very good: appropriate wording, selection, and usage, and being precise and accurate.
	15-17	Good: a sufficient spectrum of errors in word/idiom choice and usage the reader's imagination is rarely captured by spoken communication. While the primary meaning is simple, individual words may be ambiguous.
	12-14	Fair: he writer is searching for words due to a lack of language.
	9-11	Poor: any grammatical, idiomatic, and usage errors. The verb is weak, and there are a lot of views: is, are, were, and dominated. The verb is weak and views in number: is, are, were, dominated. Language is so vague and abstract, so redundant, so devoid of detail that only the broadest, many repetitions, and rarely terms feat the text: the verb is weak and views in number: is, are, were, dominated.
	5-8	Very poor: Almost every term is incorrect,

		colorless, and unsuitable for evaluation, and there are several misspellings.
Grammar	23-25	Very good: errors of agreement, tense, number, word, order/function pronoun, and preposition are all examples of problematic practical construction.
	20-22	Good: construction that is both practical and straightforward minor issues in a complex structure There are numerous faults or flaws, although the meaning is rarely cored, it includes word order, function, pronouns, and prepositions.
	16-19	Fair: in simple composition, frequently hostile, agreement, tense, word, order/function, pronouns, preposition, and fragment errors are serious issues. Do not utter a single word.
	9-15	Poor: grammatical or spelling errors dominated it. It is unable to comprehend and assess.
	5-8	Very poor: the rules for constructing sentences are almost universally misunderstood.
Mechanics	5	Very good: it's not about capitalization, grammar, or paragraph-length; it's about displaying mastery of tradition.
	4	Good: there were a few mistakes in spelling, capitalization, and paragraphing, but they went unnoticed.
	3	Fair: there are numerous errors in spelling, capitalization, and paragraphing.
	2	Poor: there are various issues with spelling, grammar, capitalization, and paragraphing.
	1	Very poor: the writing is incomprehensible..[35]

2.   Classifying the students' score into the following classifications to measure the quality of the student's writing score on the five components observed:

91-100 is classified as very good

76-90 is classified as good

61-75 is classified as fair

[35]J.B Heaton, *Writing English Text*, (New York: Longman, 1998), p. 146

51-60 is classified as poor

0-50   is classified as very poor.[36]

3.   Calculating the percentages, applied the following formula:

$P = \dfrac{F}{N} \times 100$

Where:

P=Percentage.

N= Total number of subjects

F= Cumulative frequency of subjects[37]

4.   Using SPSS 20 to calculate the mean score, calculate the frequency and rate percentage of the students' scores using the standard deviation of the pre-and post-tests.

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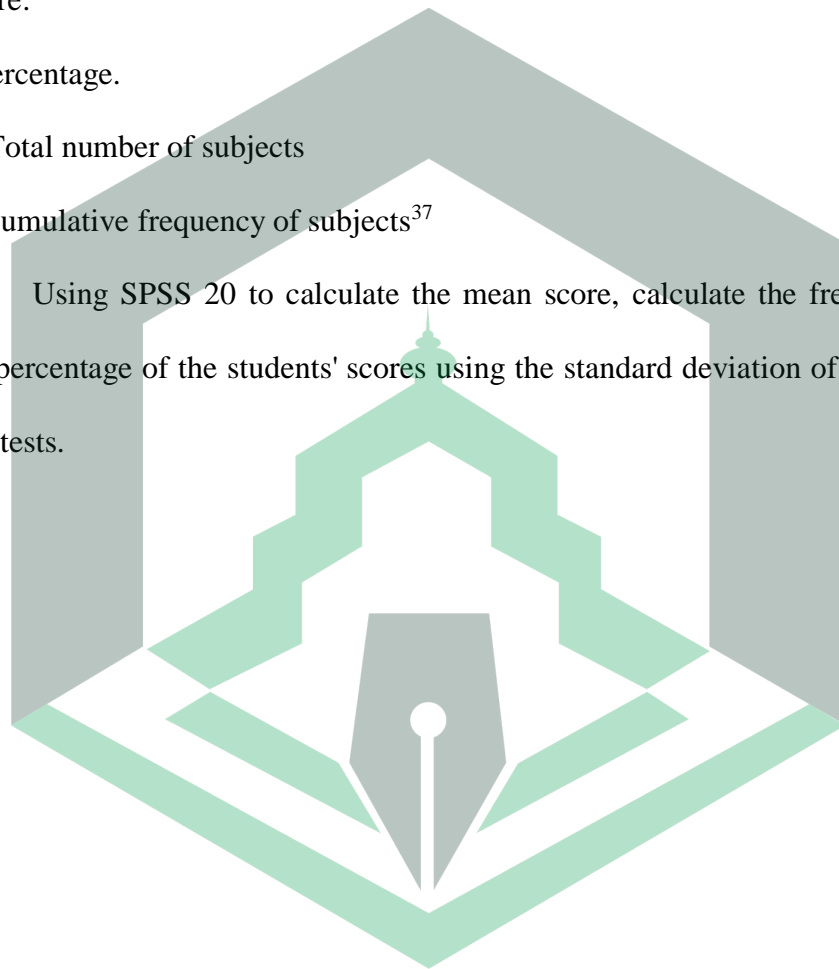
[36]J.B Heaton, *Writing English Text*, (New York: Longman, 1998), p. 146
[37]Ridwan, *Dasar-Dasar Statistik*, (Jakarta:Rineka Cipta, 2003), p. 41.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

The researcher analyzed the results to see if writing on Facebook may help students improve their writing skills. The pre-test and post-test scores of the students, the classification percent of pre-test and post-test scores, and the pre-test and post-test mean score and standard deviation were all included.

1. Pre-test

In this section, the researcher shows the students' overall writing skills' overall score in generating descriptive text (content, organization, vocabulary, grammar, and mechanics). The researcher calculated the students' mean scores and standard deviation in the pre-test. Used tables to show the findings, and SPSS 20 was used to determine the score. The following table describes the information:

Table 4.1. Pre-Test Content, Organization, Vocabulary, Grammar, and Mechanic
Assessment Scores of Students

Respondents	The components of writing					Total
	Content	Organization	Vocabylary	Grammar	Mechanic	
R1	5	5	12	8	2	32
R2	5	5	12	9	2	33
R3	5	5	12	9	2	33
R4	9	9	9	16	2	45
R5	5	5	8	17	2	37
R6	12	9	12	20	2	55
R7	12	9	13	20	3	57
R8	12	9	13	20	3	57
R9	12	9	13	18	3	55
R10	14	14	13	21	3	65
R11	9	9	12	16	4	50
R12	9	15	9	9	2	44
R13	5	5	5	16	1	32
R14	12	9	9	21	3	54
R15	5	5	9	9	2	30
R16	12	12	9	19	2	54
R17	12	12	11	20	3	58
R18	5	12	12	9	2	40
R19	5	12	12	9	2	40
R20	9	9	9	5	2	34
R21	14	14	13	21	3	65
R22	14	14	13	16	3	60
R23	12	9	9	9	2	41
R24	14	15	12	20	3	64
R25	15	13	13	15	3	59
R26	5	5	9	9	2	30
R27	9	9	9	16	2	45
R28	5	5	9	16	2	37
R29	9	9	9	9	2	38
R30	9	5	5	5	1	25
N= 30						∑X= 1379

Table 4.2. The Percentage of Students Who Passed the Pre-Test Content Assessment

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	0%
2	Good	15-26	1	3%
3	Fair	12-14	12	40%
4	Poor	9-11	7	23.3%
5	Very poor	5-8	10	34%
	Total		30	100%

Table 4.2 shows the students' pre-test content assessment scores: none of the students (0%) received "very good," one student (3%) received "good," 13 students (40%) received "fair," 7 students (23.3%) received "poor," and 10 students (34%) received "very poor."

Table 4.3. Percentage of Students' Scores in Organizational Pre-Test Assessment

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	0%
2	Good	15-17	2	6.6%
3	Fair	12-14	6	20%
4	Poor	9-11	11	36.7%
5	Very poor	5-8	11	36.7%
	Total		30	100%

Table 4.3 showed the students' scores in the pre-test organization assessment varied, none of the students (0 %) received "very good," 2 students (6.6 %) received "good," 6 students (20 %) received "fair," and 11 students (36.7 %) received "poor." 11 students (36.7%) were classified as "very poor."

Table 4.4. The Rate Percentage of Students' Score in Vocabulary Assessment of
Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	0%
2	Good	15-17	-	0%
3	Fair	12-14	15	50%
4	Poor	9-11	12	40%
5	Very poor	5-8	3	10%
	Total		30	100%

Table 4.4 showed the students' pre-test vocabulary exam results ranged

from "very good" to "fair," with none of the students (0%) receiving "very good,"

15 students (50%) receiving "fair," and 12 students (12%) receiving "fair" (40

percent).3 students (10%) were assigned the grade "very poor."

Table 4.5. The Percentage of Students Who Passed the Pre-Test Grammar
Assessment

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	-	0%
2	Good	20-22	8	26.7%
3	Fair	16-19	9	30%
4	Poor	9-15	10	33.3%
5	Very poor	5-8	3	10%
	Total		30	100%

Table 4.5 showed the students' pre-test grammar assessment scores ranged

none of the students (0 %) received "very good," 8 students (26.7 %) received

"good," 9 students (30 percent) received "fair," 10 students (33.3 percent) received

"poor," and 3 students (10%) got "very poor."

Table 4.6. Mechanic Assessment of Pre-Test Scores by Percentage of Students

No	Classification	Score	Frequency	Percentage
1	Very good	5	-	0%
2	Good	4	1	3.3%
3	Fair	3	10	33.3%
4	Poor	2	17	56.7%
5	Very poor	1	2	6.7%
	Total		30	100%

Table 4.6 showed the students' scores in the mechanic evaluation of the pre-test ranged none of the students (0%) received "very good," one student (3.3%) received "good," ten students (33.3%) received "fair," and 17 students (56.7%) received "poor." There were two students (6.7%) classified as "very poor."

2. Post-Test

The researcher presents the post-test score of SMPN 8 Palopo students' descriptive text writing skills in this section (content, organization, vocabulary, grammar, and mechanics). Used the following table to compile the data:

Table 4.7. Students' Post-Test Scores in Content, Organization, Vocabulary,
Grammar, and Mechanics

Respondents	The components of writing					Total
	Content	Organization	Vocabulary	Grammar	Mechanic	
R1	15	15	15	20	4	69
R2	15	15	15	20	4	69
R3	17	17	15	22	4	75
R4	12	12	14	20	4	62
R5	15	15	15	20	4	69
R6	13	10	14	14	3	54
R7	15	15	14	20	3	67
R8	15	15	14	20	4	68
R9	14	14	13	16	4	61
R10	14	14	13	20	4	65
R11	15	15	13	20	4	67
R12	14	13	14	20	3	64
R13	9	9	9	16	2	45
R14	12	12	14	9	3	50
R15	12	12	14	19	3	60
R16	14	14	13	17	4	62
R17	15	15	15	14	4	63
R18	9	5	12	16	3	45
R19	5	5	12	7	3	32
R20	15	15	15	6	4	55
R21	15	14	15	19	4	67
R22	15	14	15	20	4	68
R23	12	12	12	20	3	59
R24	14	14	13	8	3	52
R25	14	15	15	15	4	63
R26	5	5	9	6	2	27
R27	9	9	9	19	3	49
R28	9	9	9	8	3	38
R29	9	9	9	16	3	46
R30	9	9	9	9	3	39
N= 30						$\sum X= 1710$

Table 4.8. The Rate Percentage of Students' Score in Content Assessment of Post-Test

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	0%
2	Good	15-26	11	36.7%
3	Fair	12-14	11	36.7%
4	Poor	9-11	6	20%
5	Very poor	5-8	2	6.6%
	Total		30	100%

Table 4.8 showed the students' post-test content assessment scores varied; none of the students (0%) were scored as "very good," achieved 11 students (36.7%) as "good," 11 students (36.7%) were scored as "fair," 6 students (20%) were scored as "poor," 2 students (6.6%) were scored as "very poor."

Table 4.9. The Rate Percentage of Students' Score in Organization Assessment of Post-Test

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	0%
2	Good	15-17	10	33.3%
3	Fair	12-14	11	36.7%
4	Poor	9-11	6	20%
5	Very poor	5-8	3	10%
	Total		30	100%

The table 4.9 showed the students' scores in the post-test organization assessment varied; none of the students (0%) got "very good," 10 students (33.3%) got "good," 11 students (36.7%) got "fair," and 6 students (20%) got "poor." 3 students (10%) were got the grade "very poor."

Table 4.10. Percentage of Students' Vocabulary Scores in Post-Test Vocabulary Assessment

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	0%
2	Good	15-26	9	30%
3	Fair	12-14	15	50%
4	Poor	9-11	6	20%
5	Very poor	5-8	-	0%
	Total		30	100%

Table 4.10 showed the students In the post-test vocabulary evaluation, the students' results varied; none of the students (0%) received "very good," 9 students (9%) received "good" 15 students (50%) received "fair," and 6 students (20%) received "poor." 3 were students (0%) who were classified as "very poor."

Table 4.11. The Rate Percentage of Students' Score in Grammar Assessment of Post-Test

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	-	0%
2	Good	20-22	12	40%
3	Fair	16-19	8	26.6%
4	Poor	9-15	5	16.7%
5	Very poor	5-8	5	16.7%
	Total		30	100%

Table 4.11 shows the students' post-test grammar assessment results: none of the students (0%) received a "good" rating, 12 students (40%) received a "fair" classification, and 5 students (16.7%) received a "bad" classification and 5 students (16.7%) got a "very poor" classification.

Table 4.12. Mechanic Assessment of Post-Test Scores by Percentage of Students

No	Classification	Score	Frequency	Percentage
1	Very good	5	-	0%
2	Good	4	15	50%
3	Fair	3	13	43.3%
4	Poor	2	2	6.7%
5	Very poor	1	-	0%
	Total		30	100%

The table showed 4.12 the students' grades on the mechanic assessment of the post-test varied, as shown in table 4.12; none of the pupils (0%) received "very good." 15 students (50%) received "good," 13 students (43.3%) received "poor," and 2 students (6.7%) received "poor." None of the students (0%) received a "very poor" rating.

Table 4.13. Pre-Test and Post-Test Mean Scores and Standard Deviations

	N	Minimum	Maximum	Mean	Std. Deviation
		Descriptive Statistics			
pre-test	30	25	65	45.63	12.113
post-test	30	27	75	57.00	12.222
Valid N (listwise)	30				

According to the descriptive statistics table, pre-test mean scores 45.63, with post-test mean scores 57.00. The pre-test standard deviation was 12.113, and the post-test standard deviation was 12.222.

To assess whether the pre-test and post-test were significantly different and chose the study hypothesis's acceptability, the researcher used Test analysis and computed it using SPSS 20. The results could be displayed in a table with

paired sample statistics, paired sample correlations, and paired sample tests. The

data is presented in the tables below:

Table 4.14. The Paired Sample Statistic of Pre-Test and Post-Test

| | | Paired Samples Statistics | | | |
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	45.63	30	12.113	2.212
	post-test	57.00	30	12.222	2.231

Table 4.14 shows the findings of summary statistics from both pre-test and

post-test data samples; the value gained an average learning outcome of 45.63 for

the pre-test. The average weight of students' learning results was 57.00 for the

post-test score. Std. Deviation, a total of 30 persons, were sampled as responders

or pupils. Deviation from pre-test was 12.113, while post-test was 12.222. It

began in the first grade. The pre-test error mean is 2.212, and the post-test error

means 2.231.

Table 4.15. Pre-Test and Post-Test Paired Sample Correlation

| | | Paired Samples Correlations | | |
		N	Correlation	Sig.
Pair 1	pre-test & post-test	30	.376	.040

Table 4.15 shows that the correlation between improving students' writing

skills before and after treatment is 0376, based on paired-samples adjustments of a

pre-and post-test.

Table 4.16. The Paired Samples Test of Pre-Test and Post-Test

		Paired Samples Test							
			Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – pretest	11.000	13.871	2.533	5.820	16.180	4.343	29	.000

The paired samples test of pre-test and post-test, the researcher got the data $t_0(t_{count}) = 4.343$ and df (degree of freedom) = 29. The table distribution of tt = 2.045 was the standard of significant 0.05 with a degree of freedom (df) = 29. Based on the result, the result concluded that t_0 (t_{count}) was higher than t_t (t_{count}), $t_0 > t_t.$

$$4.343 > 2.045$$

It was related to the result that ($t_0 > t_t.$) the t_{count} was higher t_{tabels}. It means that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. It can be concluded that there was a significant difference in writing descriptive text before and after the Facebook application. Thus, the researcher believed that writing skills through the Facebook application effectively used by seventh grade students of SMPN 8 Palopo.

Table 4.17. The Probability Value of T-Test of The Students' Achievement

Variable	P-Value	α
X2-X1	0,00	0,05

Table 4.17 shows the statistical analysis result for significance level 0,05 with a degree of freedom (df) = N-1, where (N) = 30, and df = 29. It signifies that the students' likelihood value for teaching reading was less than (0,000,05). It

indicates that the alternative hypothesis (H1) was accepted and rejected the null hypothesis (H0). Using the Facebook application to teach descriptive text learning can effectively improve students' writing skills in the seventh grade at SMPN 8 Palopo.

B. Discussion

According to the data analysis, the more pre-test score for the students was 45.63 (fair), and the mean score post-test score was 57.00(good). The standard deviation before the exam was 12.113(fair), while the standard deviation was 12.222(good). This proves that teaching descriptive tests through the Facebook application improves students' writing skills.

Observed students with very poor writing skill to have problems with certain subjects based on writing skills criteria. From vocabulary, word usage, inaccurate word selection, and a common language can be ignored. Students commonly make blunders in writing. Mechanical concerns linked to capitalization errors, marks, and spelling, and students were experiencing issues employing structures that fit their writing and coherence. As a result of using the Facebook application, students were more engaged and excited during the teaching-learning process. The students were not frightened to express themselves. Consequently, the researcher discovered that using the Facebook application can help students improve their writing skills in five areas: content, organization, vocabulary, grammar, and mechanics.

Hyland agreed with the findings, stating that new ICT technologies could impact the writing process, quality, and many other aspects of writing. On the other hand, the media can pique pupils' enthusiasm in learning to write.[38]

Furthermore, Rifki Irawan using a Facebook group, handouts, a group quiz, and awards boosted the writing learning process significantly. Students had more opportunities to practice writing in the Facebook group than in English class. They also had a discussion area to share their knowledge or challenges in teaching and learning. Their motivation rose since they thought writing in the Facebook group was fascinating.[39]" Measuring students' writing skills utilizing the Facebook group application in the context of EFL. According to their findings, the use of the Facebook group in English learning has improved.[40]

Using Facebook to assist students in improving their writing skills has a significant impact on the teaching and learning process. Because it gives variety in implementation material to relieve students' boredom in writing, Facebook is an excellent learning tool for English teachers that use it as a method.

Learning activities through Facebook that reflect the action that happened in real life increased students' motivation and self-confidence in improving their writing skills. When they practiced writing through the Facebook application, they were not studying but interacting on Facebook. They write without stress and worry about mistakes corrected by the teacher, Trust also increased. They are also

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[38]Hyland, Ken, *Second Language Writing*, (UK: Cambridge University Press, 2004).

[39]Rifki Irawan, *Improving the Writing Learning Process of Grade VIII Students of SMP N 1 Pleret Through Facebook Group in the Academic Year of 2014/2015,* march 2015, accessed on November 6th 2021.

[40]Geminastiti Sakkir, Syarifuddin Dollah, *Measuring students' writing skills using Facebook group application in EFL context,* Private Universities in South Sulawesi, Vol. 2 No. 3, 2019. P. 69

challenged to improve their good writing skills because they were read and published in Facebook applications.

When the researcher opted to use Facebook in the classroom, various issues arose. There must be some advantages and downsides in teaching descriptive text utilizing the Facebook application to improve students' writing skills. The researcher might attend lessons on Facebook, and the researcher could force students to join the Facebook application. Facebook is an ideal social network for analyzing possible interactions in a classroom setting because it is a leading social network. Students can comment on the Facebook application when researcher post examples and photographs about the descriptive text. Furthermore, it is not easy to make online students one by one when the researcher (teacher) distributes descriptive text in the Facebook program and needs speedier feedback.
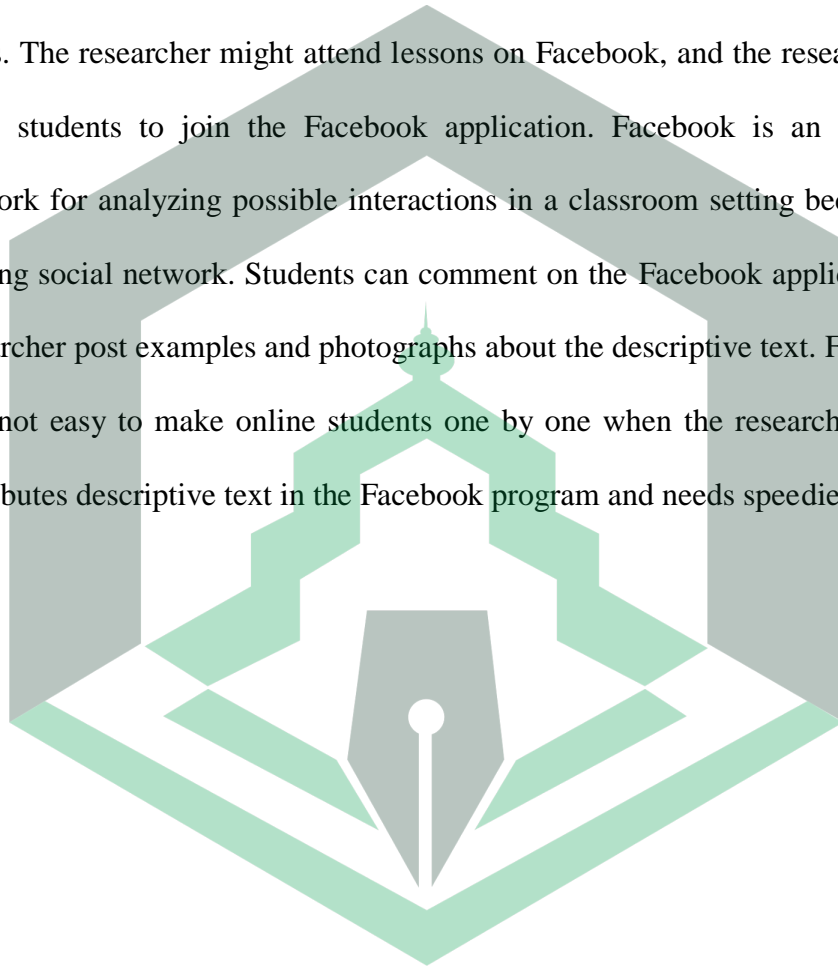
CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Facebook is effective in teaching writing and makes students practical in improving their writing skills Facebook is the most widely used social network site nowadays. In the seventh grade of SMPN 8 Palopo academic year 2022, pre-experimental research on the impact of Facebook applications in boosting students' writing skills can increase student involvement in the learning process and writing scores. From pre-test to post-test, the students' writing scores improved. The pre-test mean score 45.63, with post-test mean score 57.00. The result concluded that the t_0 (4.343) was higher than t_t (2.045). Students become more active and motivated to learn, improving writing skills, especially writing descriptive texts about animals.

B. Suggestion

The researcher offers the following suggestion:

1. For students, if students have a prior understanding of appropriate vocabulary and grammar, using the Facebook group as a teaching medium for composing descriptive text will be more effective.

2. The teacher should be more inventive in teaching writing, particularly descriptive text. They should also pay attention to the demands of the pupils by integrating innovative and engaging media. A Facebook group is one medium that can help students enhance their writing skills and increase their desire to learn. To use a Facebook group as a teaching-learning tool, the teacher must clearly describe the procedures that students must follow and the benefits that students

may gain from using the media. The teacher should limit the length of the pupils' writing. As a result, they will not produce a too-short composition as the seventh grade teacher requires.

3. Facebook as a learning medium to teach English. Especially efforts to improve students' writing skills effectively used Facebook groups in teaching; the researchers could make teaching videos first and then upload the videos to Facebook groups.
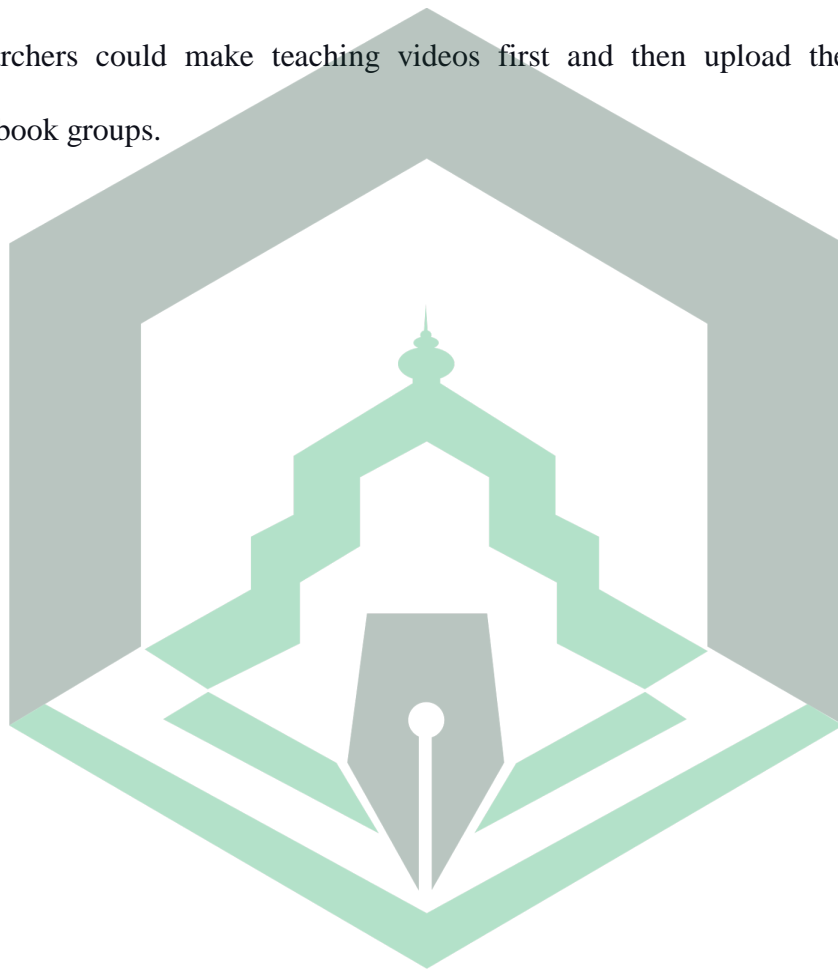
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APPENDICES

Lesson Plan (RPP)

RENCANA PELAKSAANAAN PEMBELAJARAN

PRE- EXPERIMENTAL

School Name : SMPN 8 Palopo

Class : VII

Subject : English

Meeting to : The 1ˢᵗ meeting

Time Allocation : 2 x 40 minutes

Descriptive Text

Standard Competence:

Students are expected to be able to understand, know, identify and write simple descriptive texts: about animals by paying attention to social functions, structures, and linguistic elements, correctly according to context.

Base Competence:

Writing Descriptive Text About Animals

- the generic structure of the descriptive text is, identification : Identifying the phenomenon to be describe and description : Describing the phenomenon in Parts, qualities and or characteristics
- The language features of descriptive text are : Using attributive for example be (am, is, are)and identifying, process, using adjectives, using simple present tense.
- Task : Asking the student to write descriptive text about animals (cat).

Step of Learning Activity

Opening (5 minutes)

• Greetings, attendance, appreciation, learning objectives, and material coverage (in person and using WhatsApp).

Pre-Test (40 minutes)

All students took a given Pre-test.

Mine Activity (30 minutes)

• The teacher explains the material about descriptive text

• The teacher gives examples of descriptive text in the form of pictures of animals.

• The teacher asks students to pay attention and understand the meaning of the descriptive text.

• The teacher gives a descriptive text task.

CAT

1. Make a descriptive text of the picture above. (maximum two paragraphs)

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Closing (5 minutes)

• Concluding, brief reflection, delivery of assignments, and subsequent material.

Source, Equipment, and Material

- Hand phone/Laptop
- Descriptive text
- Facebook application
- Internet

Lesson Plan (RPP)

RENCANA PELAKSAANAAN PEMBELAJARAN

PRE- EXPERIMENTAL

School Name   : SMPN 8 Palopo

Class   : VII

Subject   : English

Meeting to   : The Second Meeting in 1st Treatment

Time Allocation : 2 x 40 minutes

Descriptive Text

Standard Competence:

Students are expected to be able to understand, know, identify and write simple descriptive texts: about animals by paying attention to social functions, structures, and linguistic elements, correctly according to context.

Base Competence:

Writing Descriptive Text About Animals

- the generic structure of the descriptive text is, identification : Identifying the phenomenon to be describe and description : Describing the phenomenon in Parts, qualities and or characteristics
- The language features of descriptive text are : Using attributive for example be (am, is, are)and identifying, process, using adjectives, using simple present tense.
- Task : Asking the student to write descriptive text about animals (Chicken).

Step of Learning Activity

Opening (10 minutes)

• Greetings and material coverage via the Facebook application.

Mine Activity (Treatment 60 minutes)

• The teacher explains the material about descriptive text

• The teacher gives examples of descriptive text in the form of pictures of animals.

• The teacher asks students to pay attention and understand the meaning of the descriptive text.

• The teacher gives a descriptive text task.

CHICKEN

1. Make a descriptive text of the picture above. (maximum two paragraphs)

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Closing (10 minutes)

• Concluding, brief reflection, delivery of assignments, and subsequent material.

Source, Equipment, and Material

- Hand phone/Laptop
- Descriptive text
- Facebook application
- Internet

Lesson Plan (RPP)

RENCANA PELAKSAANAAN PEMBELAJARAN

PRE- EXPERIMENTAL

School Name   : SMPN 8 Palopo

Class   : VII

Subject   : English

Meeting to   : The Third Meeting in 2nd Treatment

Time Allocation   : 2 x 40 minutes

Descriptive Text

Standard Competence:

Students are expected to be able to understand, know, identify and write simple descriptive texts: about animals by paying attention to social functions, structures, and linguistic elements, correctly according to context.

Base Competence:

Writing Descriptive Text About Animals

- the   generic structure of the descriptive text is, identification : Identifying the phenomenon to be describe and description : Describing the phenomenon in Parts, qualities and or characteristics
- The language features of descriptive text are : Using attributive for example be (am, is, are)and identifying, process, using adjectives, using simple present tense.
- Task : Asking the student to write descriptive text about animals (Rabbit).

Step of Learning Activity

Opening (10 minutes)

• Greetings and material coverage via the Facebook application.

Mine Activity (Treatment 60 minutes)

• The teacher explains the material about descriptive text

• The teacher gives examples of descriptive text in the form of pictures of animals.

• The teacher asks students to pay attention and understand the meaning of the descriptive text.

• The teacher gives a descriptive text task.

RABBIT

1. Make a descriptive text of the picture above. (maximum two paragraphs)

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Closing (10 minutes)

• Concluding, brief reflection, delivery of assignments, and subsequent material.

Source, Equipment, and Material

- Hand phone/Laptop
- Descriptive text
- Facebook application
- Internet

Lesson Plan (RPP)

RENCANA PELAKSAANAAN PEMBELAJARAN

PRE- EXPERIMENTAL

School Name   : SMPN 8 Palopo

Class   : VII

Subject   : English

Meeting to   : The Second Meeting in 1ˢᵗ Treatment

Time Allocation   : 2 x 40 minutes

Descriptive Text

Standard Competence:

Students are expected to be able to understand, know, identify and write simple descriptive texts: about animals by paying attention to social functions, structures, and linguistic elements, correctly according to context.

Base Competence:

Writing Descriptive Text About Animals

- the generic structure of the descriptive text is, identification : Identifying the phenomenon to be describe and description : Describing the phenomenon in Parts, qualities and or characteristics
- The language features of descriptive text are : Using attributive for example be (am, is, are)and identifying, process, using adjectives, using simple present tense.
- Task : Asking the student to write descriptive text about animals (Monkey).

Step of Learning Activity

Opening (10 minutes)

• Greetings and material coverage via the Facebook application.

Mine Activity (Treatment 60 minutes)

• The teacher explains the material about descriptive text

• The teacher gives examples of descriptive text in the form of pictures of animals.

• The teacher asks students to pay attention and understand the meaning of the descriptive text.

• The teacher gives a descriptive text task.

MONKEY

1. Make a descriptive text of the picture above. (maximum two paragraphs)

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Closing (10 minutes)

• Concluding, brief reflection, delivery of assignments, and subsequent material.

Source, Equipment, and Material

- Hand phone/Laptop
- Descriptive text
- Facebook application
- Internet

School Name : SMPN 8 Palopo

Class   : VII

Subject   : English

Meeting to   : The 1ˢᵗ meeting

Time Allocation : 2 x 40 minutes

Descriptive Text

Standard Competence:

Students are expected to be able to understand, know, identify and write simple descriptive texts: about animals by paying attention to social functions, structures, and linguistic elements, correctly according to context.

Base Competence:

Writing Descriptive Text About Animals

- the   generic structure of the descriptive text is, identification : Identifying the phenomenon to be describe and description : Describing the phenomenon in Parts, qualities and or characteristics
- The language features of descriptive text are : Using attributive for example be (am, is, are)and identifying, process, using adjectives, using simple present tense.
- Task : Asking the student to write descriptive text about animals (cat).

Step of Learning Activity

Opening (5 minutes)

• Greetings, attendance, appreciation, learning objectives, and material coverage (in person and using WhatsApp).

Mine Activity (30 minutes)

• The teacher explains the material about descriptive text

• The teacher gives examples of descriptive text in the form of pictures of animals.

• The teacher asks students to pay attention and understand the meaning of the descriptive text.

• The teacher gives a descriptive text task.

Post- Test (40 minutes)

The researcher distributed the post-test.

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

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Closing (5 minutes)

• Concluding, brief reflection, delivery of assignments, and subsequent material.

Source, Equipment, and Material

- Hand phone/Laptop
- Descriptive text
- Facebook application
- Internet

APPENDIX 2 : FORMAT PRE-TEST DAN POST-TEST

PRE-TEST :

CAT

1. Make a descriptive text of the picture above. (maximum two paragraphs)

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POST-TEST:

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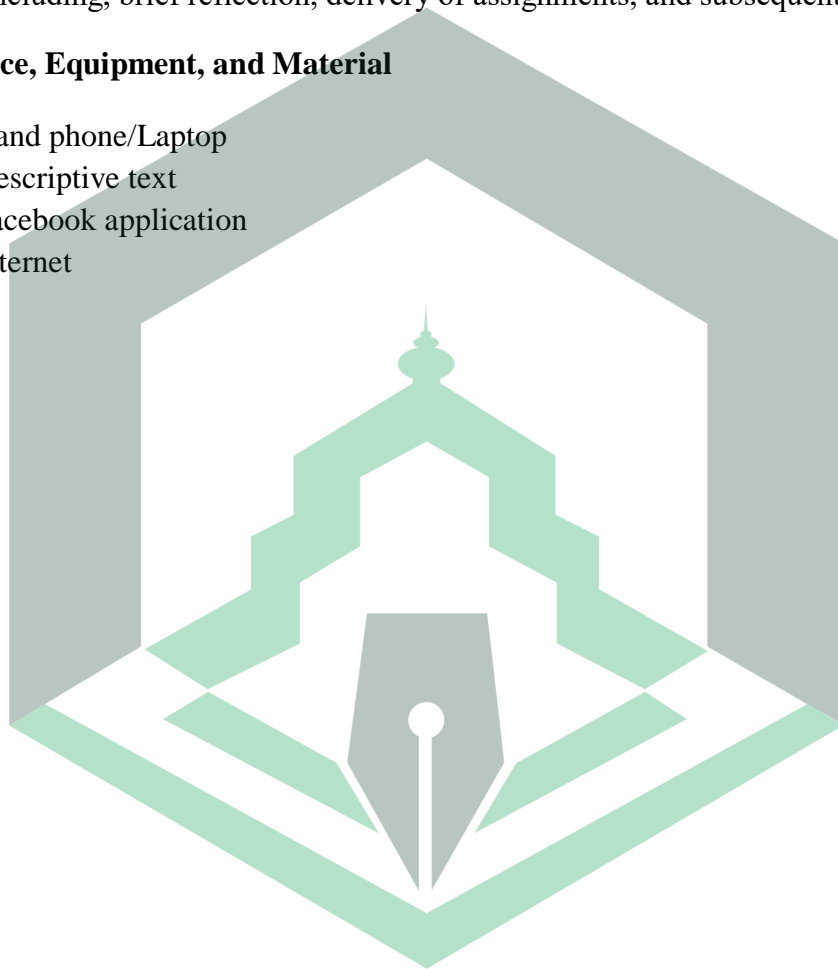
1. Make a descriptive text of the picture above. (maximum two paragraphs)

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TREATMENT : The First Meeting

CHICKEN

1. Make a descriptive text of the picture above. (maximum two paragraphs)

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TREATMENT : The Second Meeting

MONKEY

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TREATMENT : The Third Meeting

RABBIT

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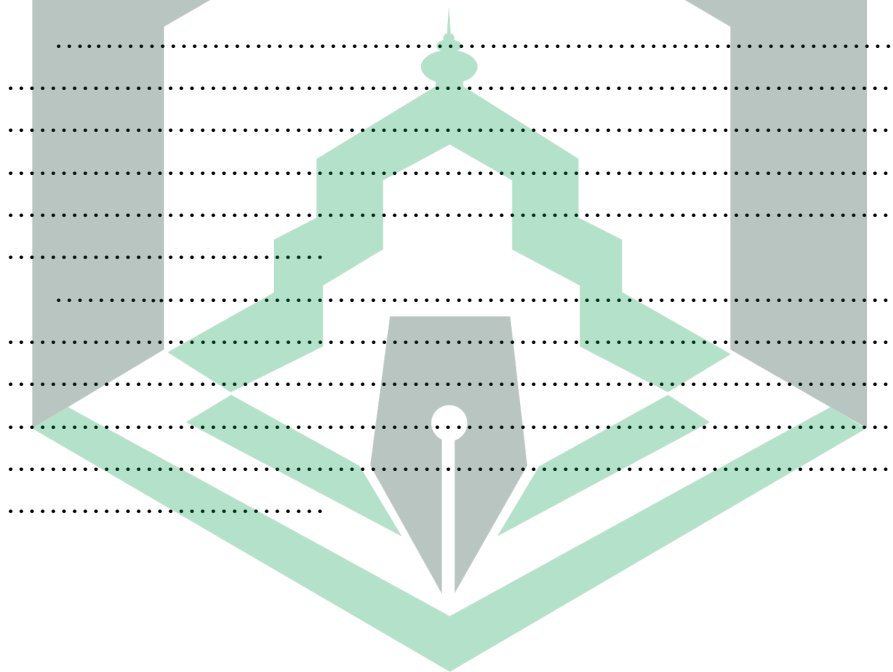
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APPENDIX 3 : STUDENTS ACHIEVEMNET in PRE-TES and POST-TEST

Name : Abd. Rahim

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

A Cat is simple animals, cat is beautiful, I love cat, cat is everything

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Name : Adriyanto

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   Cat is cute animals, cat is loyal animal, she like toys.
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Name : Aghib

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

<p align="center">Cat</p>

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   He is active animals, cat is cute animals, cat is clever

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Name : cezya

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The animal is cat, cat is cute, sometime they follow their owner anywhere, this animal have beautiful eyes, short fur, have two hand and two foots. …………………………………………………………………………………… …………………………………………………………………………………… …………………………………………………………………………………… …………………………………………………………………………………… ………………………………………………………………………… ………..………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… ……………………………

Name : Dimas Saputra J

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

Cat is cute, the animal always sleep all the time, they like fish. Cat is loyal animal.

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Name : Ernia Sari

Class   : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

The cat is white fur and smooth. it have is small ayes and sharp blue. the cat have two hand and two leg. it have is long moustache and small lips red color. it have sharp tooth. the cat eat fish and sometimes eat rice.

Usually, the cat plays in the garden with friends.

Name : Fany Nur Faisyah

Class : VII.6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

The cat white fur. It have is smooth fur and small eyes. The cat have small noise and cute. It have is long moustache and small lips red color. It have sharp tooth. The cat eat fish and sometimes eat rice.

Name : Farida Nur Intan

Class   : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The cat white color. It have small body and cute. It have small eyes and sharp. It have sharp finger and small. The cat eat fish and like fresh chicken. Sometimes the cat eat grass in the garden if it so hungry.

Name : Halpiani

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The cat have white fur. It have blue eyes and red lips. The cat have two hand and two leg. The cat have moustache and it moustache white color. The cat like eat fish.

Name : Laura Pongmangatta

Class   : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

The cat white color and have smooth fur. The cat have small nose and cute. It have red lips and sharp tooth. The cat like play with friends. It have many friends and sometimes they play together in the garden. The cat eat fish and other food.

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Name : M.Irsal

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat
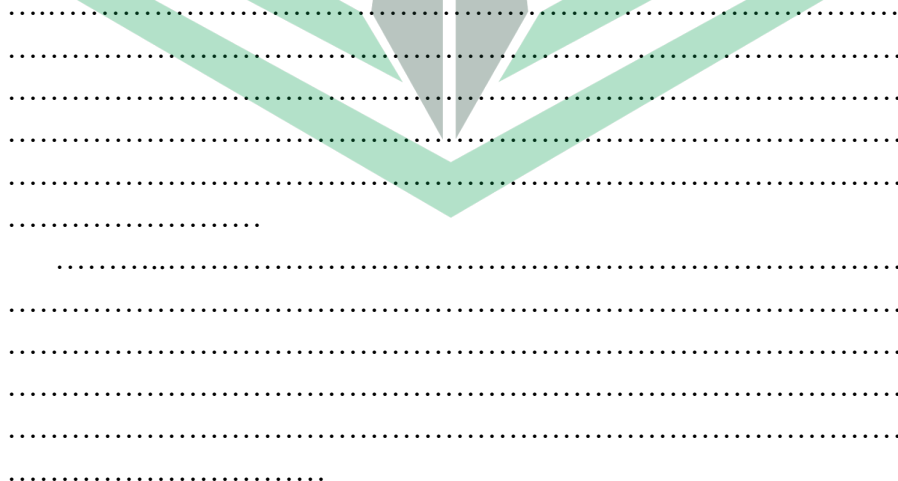
1. Make a descriptive text of the picture above. (maximum two paragraphs)

   A kitten walking on green grass that has a short tail with white reeds and beautiful eyeballs.

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Name : Miftahul Jannah G

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   i have stary cats as my pet. he's really funny, he like to play with me and discover new thing. his fur is very soft and i want to always stroke him. he has a short tail he also always tries to catch tail.
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Name : Muh. Aldi

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

    This is cat small and so beautiful eye
    Cat it stand in the gress
    Is so beautiful cat
    And my favorite color with and cat
    it color withe and eye's blue
    Eye's blue and nose so cute because very very small and i like that
cat.
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Name : Muh. Chaerul Rijal

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a cat whose fur is bright white, he was seen playing on the green grass, his mouth looked black as if he had eaten something. a short tail and pinkish white ears he also has a small nose and a mustaches that can be called a bit long.

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Name : Muh. Hidayat

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The animal is cat. He has a short tail, every day i play with him. he was seen playing on the green grass.

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Name : Muh. Indra Zulfikar

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

i have a white cat whose fur is so beautiful to see its whole body is covered with fur that is very soft to the touch.

i gave the name that is anabul every tile i called him he always come to me. i also always give him his favorite food which is minced meat and fish he is very food.

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Name : Muh. Iqra N

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have stray cats as my pets. He's really funny, He likes to play with me and discover new thing.

He has white fur and black eyes, his fur is very soft and i want to always stroke him, He has a short tail.

It likes to play with ist tail and the objects around it. he also always trie to catch his tail. i also like to carry him in my hand, when i carry him like that he will fall asleep.

Name : Muh. Nur Hikmah Baso

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have white cat whose coat is daily feed and roamed around the house.

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Name : Muh. Rangga Baktiyar

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   I have a white cat and paly around the house every day and playing feed it after i feed it i wash it.

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Name : Muh. Reza Pratama

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   Cat it stand in the gress. i really like cats, his fur is very soft, It have two ear, It have one tail, and four foot.
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Name : Nur Arini S

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The cat has a pair of attracting blue eyes. The cat has thin white fur and a short tail. with both tiny ears the cat looks very cute. Both of his blue eyes describe as it he wants to catch something in front of him. It stands in a field with grass as high as his body, in my eyes the cat is very cute and adorable.

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Name : Nur Azizah J

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a cat whose fur is bright white, he has beautiful eyes and a very tiny body, a short tail and pinkish white ears he also has a small nose and a mustaches that can be called a bit long.

he was seen playing on the green grass, his mouth looked black as if he had eaten something.

Name : Nur Utami Ferisca

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   This cate has long, Clean white fur. blue eyes, a long tail having a long nose and long. Triangular ears, this cat also has short legs.

   Cute face, funny, long mustache, this cat is in the midle of green grass with a small body size.

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Name : Oprah Natasya

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   I have a kitten whose fur is white. He has a short tail, every day i play with him, i really like cats, because they are very cute and cute, they have blue eyes. He really likes to play on the grass while standing upright.
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Name : Pathresia Novi Calista Samosir

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   In a picture there is a kitten standing in the field of grass. The cat has a pair of attracting blue eyes. Whit short white fur.
   The cat has thin white fur and a short tail. with both tiny ears the cat looks very cute. Both of his blue eyes describe as it he wants to catch something in front of him. It stands in a field with grass as high as his body, in my eyes the cat is very cute and adorable.
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Name : Saikal

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   I raise a kitten in my house i named it whit as the color of its fur.

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Name : Tasya Pricilia

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   Cats are pets that are almost found in every person's hause. And i am one of them, i have i white cat. cats are included in mammals.

   My cat likes to play on the lawn of the hause.his short legs and white fur make it even more attractive and cute. His blue eyes and tiny nose make him even more cute.

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Name : Tiara Nuriani

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   It have body hair, shape body small tail have feet or legs have two eye one nose and two ear.

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Name : Wiwi Jayanti

Class : VII 6

PRE-TEST = DESCRIPTIVE TEXT

Cat

1. Make a descriptive text of the picture above. (maximum two paragraphs)

It have two eye colored white, It have body hair, It have two ear, It have one tail, and four foot.

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Name : Abd Rahim

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

The animal is dog, dog is a carnivore that eating meat and skull. Dog has many color like orange color, black color and white color. They have small eyes, big nose and mouth that have a tongue that always out. Dog is a animal with sharp intuition, they can feeling if a ghost by way of them, they barking so loud that can make people shock.

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Name : Adriyanto

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)
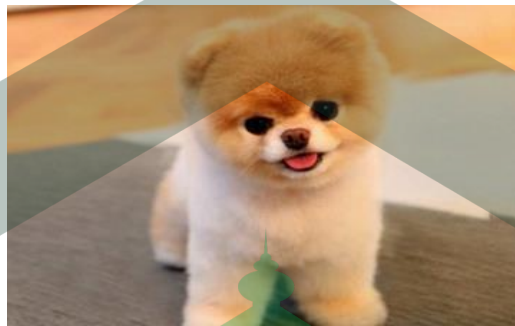
That animal is a dog, they are active animals. Their body is covered with long fur. They have four legs with some strong claws. They bark loudly when somebody comes to my house. They act like a reliable guard for their owner. People use them to catch rats, lizard, geckos or any animals that come to my house.

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Name : Aghib

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

The dog is a famous creature on the planet. It fits in with a pet creature. It comprises of two sorts. The first and foremost sort is charming canine and the second sort is a savage pooch. Individuals who in affection with a pooch will discover the puppy at the zoo or a pet shop. Adorable puppy for the most part has a little body shape. It has a delicate hide and short tail. Dog alludes to warm-blooded creature crew. It would seem that a feline, however, looks greater than a feline.

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Name : Cezya

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

The dog is a cute animal. They have fur soft and they like to be rubbed on their belly. They have long or short tail and big body. They have many fur of color. Their size are big as the palm of my hand. They are so fragile.

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Name : Dimas Saputra

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG
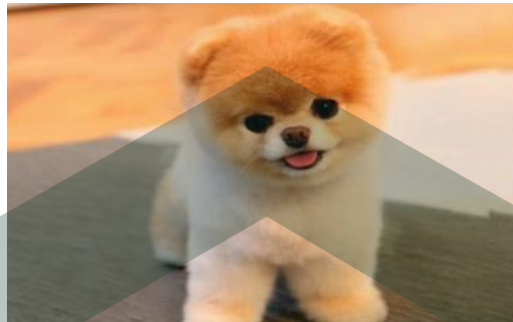
1. Make a descriptive text of the picture above. (maximum two paragraphs)

Dogs are very easy to find animals, habitat throughout the world, be it tropical, subtropical, forest, polar, temperate climates and even extreme temperate. He is very adaptable in various environments, therefore many people who make it a pet or guard. In Indonesia, most of the dogs are those who follow a religion other than Islam, it is because Islam considers the animal has dirtiness. But it all depends on our beliefs or our intentions.

Dogs are carnivorous coats that are animals that only eat meat, dogs have special features such as having sharp teeth and strong jaws to attack and bite their prey. Dogs include intelligent animals, or which dogs are often kept on other animals.

Name : Ernia Sari

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The dog is orange color. It is has smooth fur and nice. The eyes is small and round. It is has black lips and always show the tongue. It is nose is flat. Sometimes, the dog play in the garden with other dogs.
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Name : Fany Nur Faisyah

Class : VII.6

POST-TEST = DESCRIPTIVE TEXT
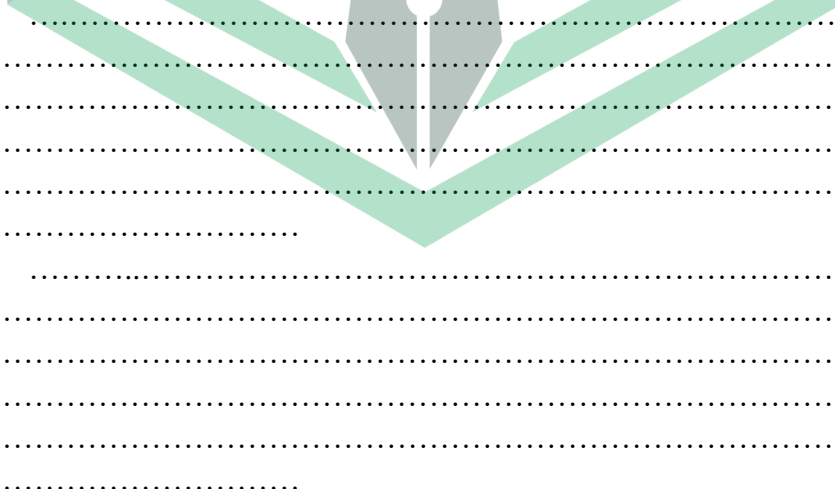
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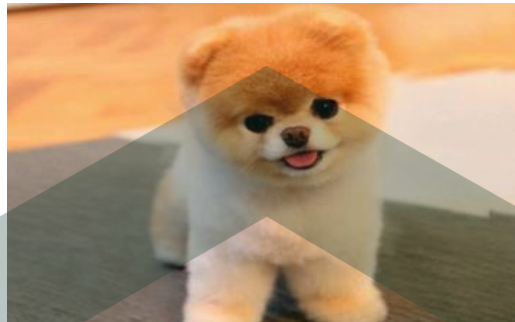
1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a stray dog as my pet. He is really playful, He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him.

He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

Name ; Farida Nur Intan

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

A dog very cute with orange fur and white color. It is has smooth fur and beautiful. It is has short fur and bold. The dog has small ears and small eyes. The eyes is small but sharp.

It is has red tongue and black lips. It is always open the mouth and like run away. Usually, the dogs like to bite chicken bones.

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Name : Halpiani

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The dog has fur bold and smooth. It is beautiful with combinations orange and white colors. The eyes are small and sharp. It is has flat nose and brown color. The dog has small mouth and black lips. It is has red tongue and long.

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Name : Lura Pongmangatta

Class   : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

A dog has smooth fur and short. It is has bold fur and beautiful. The fur orange and white colors. The dog has sharp eyes and small. It has flat nose and black color. The dog has small mouth and long tongue. It is has two legs and two hands. The dog has short tail.

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Name : M. Irsal

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

There is a small dog that sticks out its tongue with beautiful white brown fur and cute eyes staring. The dog is a famous creature on the planet. Adorable puppy for the most part has a little body shape. It has a delicate hide and short tail. Dog alludes to warm-blooded creature crew. It would seem that a feline, however looks greater than feline.

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Name : M. Reza Pratama

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a very cute dog named boly he is only seven months old he is very agile and smart in playing. Boly also really likes foods such as undercooked.

My dog really doesn't like it when he is disturbed when he sleeps.
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Name : Miftahul Jannah G

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

    I have a pet dog. This is a very cute dog. I love it as my pet. It has a whitish brown coat color which makes it look cool. Its fur is soft and it likes to rub its belly.

    It has a short tail and small body. I always take it for walks around because it really likes. It's like a part of our my family.

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Name : Muh. Aldi

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a pet dog. The body is white and has tiny legs. It's name is Nino. It eat bone. It's choile in color. It is very soft and I love my pet.
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Name : Muh. Chaerul Rijal

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

    I have a very cute dog. It also has dark black eyes and a small nose dark brown. It was seen witting on a brown carped mixed with gray and white, he was sticking out his pink tongue.

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Name : Muh. Hidayat

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a pet dog. It has a whitish brown coat color which makes it look cool. Its fur is soft and it likes to rub its belly. I always take him for walks around because he really likes him. He's like a part of our family.

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Name : Muh. Indra Zulfikar

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The dog is orange color. It is has smooth fur and beautiful. The eyes are small and round. It is has flat nose and brown color. It is has red tongue and black lips. It is always open the mouth and like run away. Usually, the cats like to bite chicken bones.

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Name : Muh. Iqra N

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT
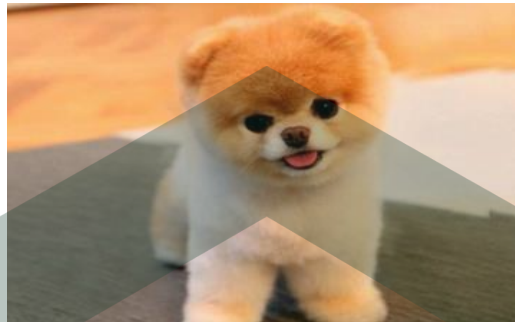
DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a pet dog. This is a very cute dog I really love him as my pet. He has a whitish brown coat color which makes him look cool. Her fur is really soft and she likes to rub her belly.

He has a short tail and a small body. I always take him for walks around because he really likes him. He's like a part of our family.

Name : Muh. Nur Hikmah Baso

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a pet dog. It is brown and white color. It very gentle and has a very interesting personality.

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Name : Muh. Rangga Baktiyar

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

    I have a pet dog. It is brown and white color. It is very soft cute.
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Name : Nur Azizah J

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

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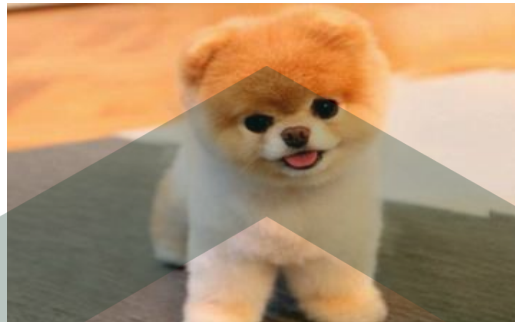
1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a very cute dog, he has white fur mixed with brown, his face is predominantly brown and his body is predominantly white while the legs are slightly orange, he also has dark black eyes and a small nose dark brown.

He was seen witting on a brown carped mixed with gray and white, he was sticking out his pink tongue.

Name : Nur utami Ferisca

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   The puppy above has a short muzzle. A dark brown nose and dark eyes. The puppy has thick hair. The color of the dog's fur in the picture above is brown on the head and legs while. The body is white and has tiny legs. The pippy is sticking out its tongue.

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Name : Nur Ariani S

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a stray dog as may pet. He is really playful. He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him.

He has a long tail. He is also always try to catch his tail sometimes. I also like to hold him ion my hand, when I hold him like that he will fall asleep.

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Name : Oprah Natasya

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   I have a pet dog. A dog the color of brown and white fur. It is big and fat. It hair is very thick and soft. It likes to play with to play with anyone even with srangers.

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Name : Pathresia Novi Calista Samosir

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

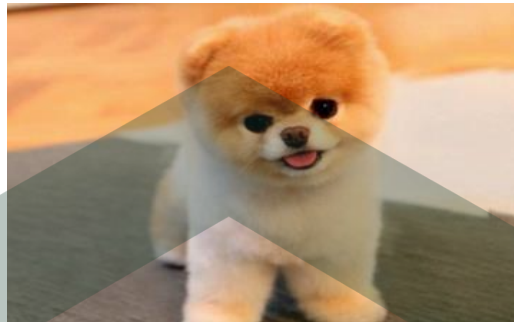1. Make a descriptive text of the picture above. (maximum two paragraphs)

I see a dog in a picture. The dog has very soft and thin white brown fur and both small and cute ears. It eyes were pitch black. It four small legs make it look very cute when running.

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Name : Saikal

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

   I raise a puppy in my house. I named it brown after the color of it fur.

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Name : Tasya Pricilia

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

    I have a pet dog. It fur is brown and white. It tiny ears make it even cute. It likes to eat meat. It eyeballs are black. I really like it.
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Name : Tiara Nuriani

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a pet dog. It's name is susi. It has lovely eyes. It's brown in color. It eat fish.

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Name : Wiwi Jayanti

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG

1. Make a descriptive text of the picture above. (maximum two paragraphs)

I have a pet dog. Its name is charry. It's brown in color. It has black eyes. It has fur brown in color. It eat tone.

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Name : Zhazkia Almira Muchsen

Class : VII 6

POST-TEST = DESCRIPTIVE TEXT

DOG
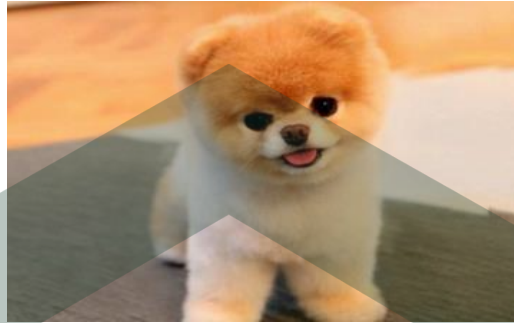
1. Make a descriptive text of the picture above. (maximum two paragraphs)

It's have black eyes. It's has cute face. It's have white and brown fur. It's have four foot. It eats bone and drink milk.

APPENDIX 4: DOKUMENTASI PENELITIAN

Balasan

Liya Aufa Q
Pathresia Novi Calista Samosir Silahkan deskripsikan gambar yang saya kirim,

TREATMENT : The First Meeting
CHICKEN

9 jam   Suka   Balas

Pathresia Novi Calista Samosir
I have a pet chicken,whose name is Ames. the color of the fur is yellow,blue,brown,and very beautiful.small eyes are white and black,have red combs,sharp baek,tail long drak blue and white,very unique,like to eat cory, sleeping in the stable in fornt of the house,I love my pet
Lihat Terjemahan

8 jam   Suka   Balas

Balasan

Liya Aufa Q
Intan Silahkan deskripsikan gambar yang saya kirim,

TREATMENT : The Third Meeting
RABBIT

9 jam   Suka   Balas

Intan
I have a pet rabbit. My rabbit is named Cici. Rabbit eats carrots and vegetables. The rabbit's body is white and large. When I release my rabbit out of its cage, it often jumps around and is difficult to catch. So, I could only put him in his cage because I was afraid that he might run away.
Lihat Terjemahan

8 jam   Suka   Balas

Balasan

Tasya
Liya Aufa Q mna sya kk

1 hari   Suka   Balas

Liya Aufa Q
Tasya Silahkan deskripsikan gambar yang saya kirim,

TREATMENT : The Second Meeting
MONKEY

1 hari   Suka   Balas

Tasya
I have a monyett, I name him Moni, he has nice fur, a long tail. Besides that, Moni also likes to eat bananas, papayas and insects. Moni also has big eyes. Moni's habit is like climbing trees and come in.
Lihat Terjemahan

APPENDIX 5 : SURAT KETERANGAN PENELITIAN

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 23892

ASLI

IZIN PENELITIAN
NOMOR : 969/IP/DPMPTSP/XII/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	DAHLIA
Jenis Kelamin	:	Perempuan
Alamat	:	Jl. Agatis Balandai Kota Palopo
Pekerjaan	:	Mahasiswa
NIM	:	16.0202.0075

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

IMPROVING WRITING SKILL THROUGH FACEBOOK APPLICATION AT THE SEVENTH GRADE OF SMPN 8 PALOPO

Lokasi Penelitian : SMP NEGERI 8 PALOPO

Lamanya Penelitian : 01 Desember 2020 s.d. 01 Maret 2021

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 01 Desember 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP. 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

SURAT KETERANGAN PENELITIAN
Nomor: 421.3/027/SMPN.8/I/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama Negeri 8 Palopo, dengan ini menerangkan bahwa:

Nama	:	DAHLIA
Tempat / Tgl Lahir	:	Kambisa, 7 Juli 1998
Jenis Kelamin	:	Perempuan
NIM	:	16.0202.0075
Pekerjaan	:	Mahasiswi IAIN Palopo
Fakultas	:	FTIK
Program Studi	:	Pendidikan Bahasa Inggris
Alamat	:	Jl. Agatis

Adalah benar telah melaksanakan penelitian di Sekolah Menengah Pertama Negeri 8 Palopo pada tanggal 1 Desember 2020 sd. 1 Maret 2021 untuk kepentingan penulisan skripsi dengan judul **"Improving Writing Skill through Facebook Application At The Seventh Grade of SMPN 8 Palopo"**.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 12 Januari 2021
Kepala Sekolah,

Drs. H. IMRAN
NIP 19611231 198602 1 051
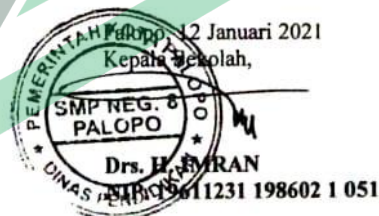
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076
Website: pbi.iainpalopo.ac.id.   E-mail: pbi@iainpalopo.ac.id.

SURAT KETERANGAN
No.967/In.19/FTIK/PBI/PP.00.9/02/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Dahlia
NIM	:	16 0202 0075
Semester	:	X (sepuluh)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 25 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 04 Februari 2022

Mengetahui,
Ketua Prodi,

Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001