JUPE : Jurnal Pendidikan Mandala
Vol. 10 No. 4 Desember 2025
P-ISSN: 2548-5555, *E-ISSN:* 2656-6745
DOI: https://ejournal.mandalanursa.org/index.php/JUPE/index

The Use Of Facebook To Improve Students' Writing Skill: An Experimental Study At The Second Grade Students Of Sman 1 Batukliang Utara In Academic Year 2025/2026

Masyudi
English Department, Faculty of Education for Language Institut Pendidikan Nusantara Global
E-mail: amaqmasyudi@gmail.com

Article Info

Article history:
Accepted: 09 December 2025
Publish: 22 December 2025

Keywords:
Facebook,
improve,
writing skill,
students' response.

Abstract

This particular research was intended to reveal any significant effect of using Facebook in improving students' writing skill and to what extent Facebook contributed to the development of students' writing skill. Besides that, this research also tried to know how the students respond toward the use of Facebook in teaching writing. This research was experimental research in which the researcher employed the two groups design where the control and experimental group were given pre-test before treatment and post-test after the different treatment that has been given. The population of this research was all the second-grade students of SMAN 1 Btukliang Utara in academic year 2025/2026 while the sample for this research was taken using cluster random sampling technique, then taken XI IPA 5 as the control group and XI IPA 6 as the experimental group. The data collection was done through test and questionnaire. The mean score of control class (MX= 19.18 > MY = 8) then further analyzed using t-test, found that $t_{count} > t_{table}$, where t-count = 2.90 and t-table = 1.99 at 5% level of significant and according to the existing criteria that the differences between control group and experimental group were significant. And referring to the mean score, it was also found that the experimental class, which was taught using Facebook had the better ability in writing than the students in control class which were taught using traditional media. In other words, Facebook can significantly improve the students' writing skill. Data about the students response were analyzed using Mi (ideal mean) and ISD (ideal standard deviation) formulas with five scales conversion guide. The questionnaire data analysis found that most of the students responded the use of Facebook in teaching English writing at the level "very good". In other words, Facebook can increase students' motivation and the potential of Facebook to be utilized in English class especially writing class.

Corresponding Author:
Masyudi
Institut Pendidikan Nusantara Global
amaqmasyudi@gmail.com

1. INTRODUCTION

Today, the development of science and technology runs very rapidly. These developments almost cover the entire aspects of human being's life. Particularly in the field of information and communication technology is what underlying the need for the application of science and technology in education. School as an educational institution that generates the cadres' nation-building required to conform to the changes that is happening today. This is a challenge for the school to be able to create the students' outcome who know and be able to cope the problem in today's complicated life with science and technology. The most important

instrument for gaining the benefits of science and technology is being able to communicate, particularly the ability in understanding the language in which used in international affair.

English is one of the most important languages in the world. As an international language, English is spoken in almost all over the world. It implies that English plays very important roles in any aspect of international affair; both in spoken or written form. The transfer of information run very fast, which requires as being able to understand English. Considering the importance of English in this globalization, English is considered as a compulsory subject matter taught in all level of study in Indonesia. The main purpose of teaching English in Indonesia is as an instrument to transfer science and technology and as a mean of communication in international affair. Furthermore, the main function of teaching English in Indonesia is instrumental, that is to gain science and technology for the development of Indonesia.

2. REVIEW OF RELATED LITERATURE

The most important reason for teaching writing is that it is considered as basic language skill, just as important as the other language skills, speaking, listening, and reading (Harmer, 1998). Writing as a productive skill involves producing language rather than receiving it. Writing itself refers to an activity of producing a coherent, fluent, and extended piece of writing. It is the most difficult thing to do in language. Brown (2001) describes that writing is a process of putting ideas down on paper to transform thoughts into words to sharpen main ideas and to give them structure and coherent organization.

Writing involves several sub skills. Some of them are related to accuracy that is using the correct form of language. But writing is not just about the accuracy. It is also about having message and communicating it successfully. To do this, we need to have sufficient ideas, organize them and express it in an appropriate style.

When we teach writing we have to focus on both accuracy and on building up communicating message. When the students write words in sentence's gap, writing the answer for reading comprehension and might also take note from listening comprehension. These activities are useful for teaching vocabulary or grammar but unfortunately this is not for teaching the writing skill.

Research Design

This is experimental research where the researchers deliberately control and manipulate the condition which determines the events in which they are interested in (Yusra, 2006). In this research the researcher manipulated the condition in experimental class while no manipulate condition given to control class. The treatment given will reveal any significant effect of utilizing Facebook (independent variable) in process of teaching and learning English writing and to what extent Facebook contribute to the development of students' writing skill (dependent variable). The research design of this study is figured out by the following table:

Class	**Pre test**	**Treatment (Facebook)**	**Post test**	
			Post test	**Questionnaire**
Experimental	Yes	Yes	Yes	Yes
Control	Yes	No	Yes	No

Table 3.1 Research design

3.2.1 Time of the research

This particular research was done in three phases:

1) Research proposal
2) Data collection
3) Data analysis and the completion of research report.

The first phase was done in October 2010 and second phase was done in January 2010, then the last phase was done in February 2011.

3.2.2 Research location

This study was conducted at second grade students of XI IPA 5 and XI IPA 6 of SMAN 1 Btukliang Utara at second semester in academic year 2025-2026.

Research Instrument

There were two kinds of instrument of data collection that were used during this research. It was test and questionnaire.

Test is a set of questions that are used for measuring the ability, knowledge, talent or skill of individual or a group (Arikunto, 2006). The test that has been used in this study was essay test (see appendix 11). This test was aimed to know the student ability in writing. For the matter of test validity and reliability, the researcher used the logic validity assumption (approach) as remarked by Prof. Arikunto in Prosedur Penelitian Suatu Pendekatan Praktik. In this case the researcher composed the writing test to test the students writing ability instead of using speaking test, vocabulary test or other tests. This we meant by logic validity. This assumption also put as the consideration of test reliability. Besides that, the design was carefully done. It has passed through several revisions, extensive consultation with consultant and also a pilot study was carried out on a small sample to enhance its reliability.

Techniques of Data Analysis

Homogeneity test is one of the conditions to be met in order to proceed on the hypothesis test in inferential statistics. If the sample has been known from a homogeneous population, the parametric test can be done and if not then the hypothesis test will be conducted through non-parametric statistics (Sugiyono, 2010). some scholars explain that the test of homogeneity also aimed to ensure that the sample was in a state that is relatively similar (homogeneous) so that the change (achievements, attitudes, abilities, response) is caused by the treatment rather than other factors (i.e. certain classes naturally has the better ability).

To find out that basically two classes do have the ability and characteristics those are relatively similar. The homogeneity test was done via the following F-test formula (Sudjana, 2001). *biggest* var*iant*

F □——————— ..... (3.1) *smallest* var*iant*

Each variant can be found via the following formulas:

a. Variant of experiment class S □ □□^{x} □ ^{x} □2
..... (3.2) ^{2} ^{a}
n

b. Variant of control class S □ □□^{x} □ ^{x} □2 ..... (3.3)
^{2} ^{a} n

Where:

F = homogeneity index
S2 = variant
□x= students' total score x_a = mean score

Data is homogenous if F-count < F-table at the significant level 5% with numerator df = (n-1) and enumerator df = (n-2).

2) Normality Test

Normality test was conducted on the entire data test to determine whether the data were normally distributed or not. This also become one condition to be met before the data will be analyzed through the parametric statistic. Normality test was done through the chi-square formula (Sugiyono, 2010):

^{2} k □f0 □ fh □
□ □□i □k———fh ..... (3.4)

Where f_o states observed frequency and f_h states expected frequency based on the frequency distribution of normal theoretic curve 2,7%, 13,53%, 34,13%, 34,13%, 13,53%,
2,7% (Sugiyono,2010). Data is normally distributed if x^2_{count} □x^2_{table} at the significant level of 5% with df = K-1.

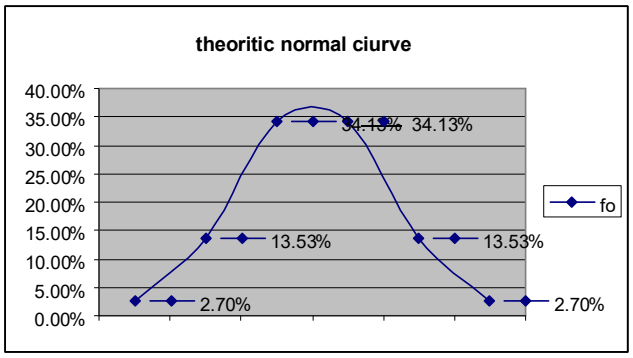

Chart 3.1 theoretic normal curves

Data Collection Procedures

Pre-test

At the first meeting the researcher gave the students sets of writing test which was aimed to know the students' initial proficiency in writing before the different treatment were given. The result of the test was count for the data then compared with the result of the post-test.

Treatment

In this step the researcher provided the different treatment to the two classes. In experimental class the researcher utilized "Facebook" as medium in teaching English writing. Yet in the control class the teaching of English writing conveyed in conventional way or without involving Facebook as the medium. The treatment model can be seen at the appendix 10. Hopefully these two different treatments could make the difference of students' ability in writing.

Post-test

The next procedure was post-test. This test was conducted after pre-test and treatment have been given to the students. The result of the test was count for the data. Finally, the result of this test showed us the students' capability after the different treatments were given.

Questionnaire

The last procedure was questionnaire distribution. This instrument was only distributed to the experimental class. This was aimed to know to what extent students react toward the use of Facebook in their English writing course.

3. RESULT AND DISCUSSION

Result

As noted in the previous chapters that this study was aimed to determine whether the use Facebook as the medium in teaching writing can cause a significant impact on improving student writing skills or not and also to know the student's response toward the use of Facebook as their learning medium especially in learning English writing. This research has been carried out for 4 months, starting from the proposal, completion of administrative requirements of research, data collection and data processing to the completion of the research report. This particular research is experimental research in which researcher deliberately controls and causes a certain factor to influence the variable. Data collection (data of students' ability and students' response) was started from the pretest on 6 January 2011 to post-test and the questionnaire distribution dated 27 januari2011.

During this period, the different treatments were also given to two classes, where the experimental class was taught by involving Facebook while control class was taught without involving Facebook. The treatment was carried out for 4 meetings for each class (for treatment model, see lesson plan available in appendix 10). The subjects in this study were the second-grade students of Natural science (IPA 5) as the control class and the second-grade students of Natural science (IPA 6) as experimental class at SMAN 1 Btukliang Utara in academic year 2025/2026.

From the above table, then the charts of student's level of ability according to the table of score classification (see table 3.4) and also the mean score of each test for experimental class and control class were made as shown bellow:

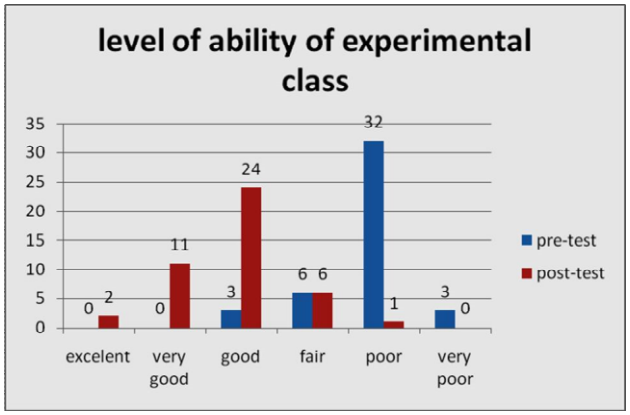

Chart 4.1 level of ability of experimental class

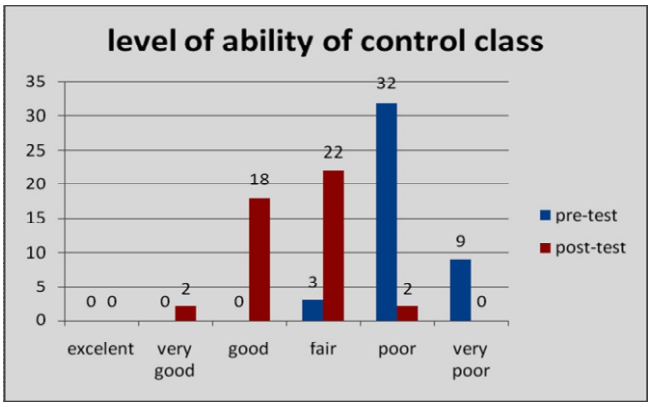

Chart 4.2 level of ability of control class

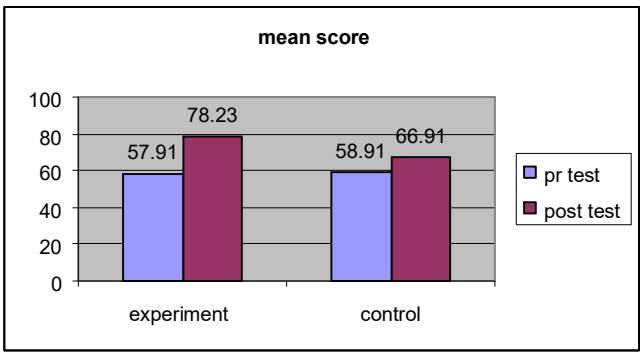

Chart 4.3 obtained mean score for each test of Experimental class and control class

From the above data, we can see the changes in students' score occur in the two classes. At the pretest, the two classes seem to have the similar capabilities. It is shown by the similar mean score of two classes at pretest, whereas at posttest, the experimental class appears to have a better ability. This is evident from the mean score of experimental class that much different from the control class. But there are still some questions to be answered, among others, whether the difference was significant, whether two classes were initially had the same ability, and whether the data was normally distributed or not. The answers to these questions will be discussed further

in section of data analysis. For the data obtained from questionnaire distribution can be seen at the appendix 7.

Data Analysis

Before the hypothesis testing was conducted by using t-test formula to determine the significance of differences between the control class and experimental class, it is necessary to do the procedure as it has noted in detail in chapter III.

Homogeneity test

This test aims to find out that basically two classes do have the ability and characteristics that are relatively similar. So we could assume that the changes of score during pre and post test that occur were caused by the treatment rather than other factors. Homogeniety test was conducted via equation (3.1). Data homogeneous if F count <F table at significant level 5% with numerator df = (n-1) and enumerator df = (n-2).

Homogeneity test was carried out at the two data test. At the homogeneity test of pre test data obtained F count= 1.27 based on the F distribution table (see appendix 13) obtained F table= 1.68 at the significant level 5% with numerator df = (n-1) and enumerator df = (n-2). So, F count < F table, according to the existing criteria then experiment class and control class had a homogeneous ability. At the homogeneity test of post test data obtained F count= 1.48 and obtained F table = 1.68 at the significant level 5% with numerator df = (n-1) and enumerator df = (n-2). So, F count < F table, according to the existing criteria then experiment class and control were homogeneous.

For the detail calculation see appendix 1.

Normality Test

Test for normality in this study was performed on all test data to determine if all data are normally distributed or not. Normality test was conducted via chi square formula (3.4). This test becomes one loaded to proceed on further data analysis.

Based on the calculation (see appendix 2) by using equation (3.4) obtained normality test results as follows.

Normality test on pre test data of experimental class

obtained $x^{2\ Count} = 9.02$ and $x^{2\ table} = 11.07$ on 5% level of significant with df= K-1, which refers to the criteria

mentioned in chapter III that if $x^{2count} < x^{2\ Table}$ then the data in pre-test of experiment class was *normally distributed.* The normality test on the post-test experiment class

obtained by calculating the $x^{2\ Count} = 4.72$ and $x^{2\ table} = 11.07$ at significance level of 5% with df= K-1. In other words post test data of experiment class was *normally distributed* because $x^{2\ Count} < x^{2\ table}$. Here are the normality curves for each data test:

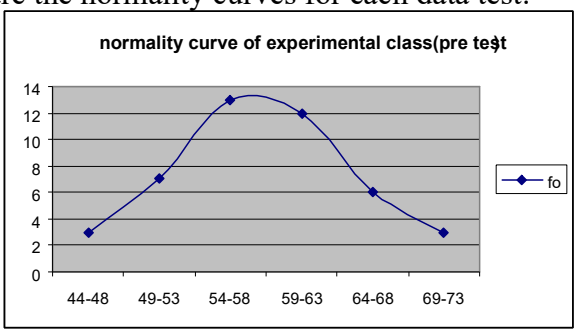

Chart 4.4 Normal curve of experimental Class (pre test)

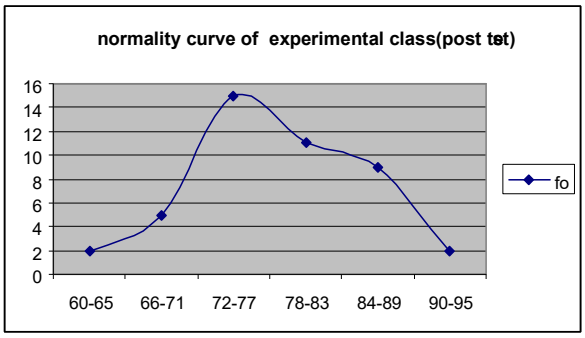

Chart 4.5 Normal curve of experimental Class (post test)

On the normality test at pre test data of control class obtained $x^{2\ Count} = 6.2$ and $x^{2\ table} = 11.07$ at 5% level of significant with df= K-1. So it can be concluded that pre test data of control class was *normally distributed* because the $x^{2\ Count}$ is smaller than the $x^{2\ table}$. The normality test on the post test data of control class obtained $x^{2\ Count} = 6.121$, and x^2

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