



**THE EFFECTIVENESS OF ASKfm IN TEACHING  
WRITTEN DESCRIPTIVE TEXT  
(A Quasi-Experimental Study of the Seven Grade Students of SMPN 3  
Semarang  
in the Academic Year 2018/2019)**

a final project  
submitted in a partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English

by  
Zuha Ulya Millatina  
2201412041

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG  
2019**

## DECLARATION OF ORIGINALITY

I, Zuha Ulya Millatina, hereby declare that this final project entitled *The Effectiveness of ASKfm in Teaching Written Descriptive Text (A Quasi-Experimental Study of the Seven Grade Students of SMPN 3 Semarang in the Academic Year 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, August 2019



Zuha Ulya Millatina

NIM 2201412041

## APPROVAL

This final project entitled *The Effectiveness of ASKfm in Teaching Written Descriptive Text* has been approved by the board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Universitas Negeri Semarang on 19 August, 2019.

### Board of Examiners

#### 1. Chairman

Prof. Dr. Muhammad Jazuli, M.Hum.

NIP. 196107041988031003

#### 2. Secretary

Bambang Purwanto, S.S., M.Hum.

NIP. 197807282008121001

#### 3. First Examiner

Dr. Hendi Pratama, S.Pd., M.A.

NIP. 198505282010121006

#### 4. Second Examiner/ Second Advisor

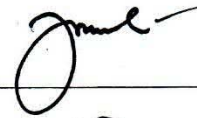
Galuh Kirana Dwi Areni, S.S., M.Pd.

NIP. 197411042006042001

#### 5. Third Examiner/ First Advisor

Intan Permata Hapsari, S.Pd., M.Pd.

NIP. 197402242005012001



Approved by

Dean of Faculty of Languages and Arts



Dr. Sri Rejeki Urip, M.Hum.

NIP. 196202211989012001

## MOTTO AND DEDICATION

You never know what you can do till you try.

(William Cobbett)

Dedicated to:

My beloved parents

My annoying little brothers

My dear fiancé

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Finally, I realize that this final project is still far from perfect. There are still so many flaws and weakness, but hopefully it will be beneficial and useful for all the readers.

Semarang, August 2019



Zuha Ulya Millatina

## ABSTRACT

**Millatina**, Zuha Ulya. 2019. *The Effectiveness of ASKfm in Teaching Written Descriptive Text (A Quasi-Experimental Study of the Seven Grade Students of SMPN 3 Semarang in the Academic Year 2018/2019)*. Final Project. English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. First Advisor: Intan Permata Hapsari, S.Pd., M.Pd.; Second Advisor: Galuh Kirana Dwi Areni, S.S, M.Pd.

**Keywords:** ASKfm, writing, descriptive text

The aim of this study is to find out the significant difference in the students' writing achievement of descriptive text between the students who are taught by using ASKfm and the students who are taught by using conventional method. A quasi-experimental research was conducted to achieve the goal. The population of this research was the seventh year students of SMPN 3 Semarang in the academic year 2018/2019. Two classes were chosen as sample of this study. Those classes were VII G as the experimental group and VII E as the control group. Giving pre-test, treatments, and post-test were some activities that had been done during the research to collect the data. The experimental group was given treatments by using ASKfm as the medium. Meanwhile the control group was presented treatments by lecturing.

The result of the pre-test showed that the average score of the experimental group was 63.88, and the control group was 61.38. The scores indicate that the student's prior achievement of both group is quite similar. After getting some treatments, the score of both groups increased in their writing elements. In the post-test, the average score of experimental group was 73.13 and the control group was 66.75. The students in the experimental group made improvements in all components after being taught by using ASKfm. However, it gave significant improvement for grammar and content. The grammar's average of the pre-test was 2.91 while the grammar's average of the post-test was 3.52. In addition, the content's average of the pre-test was 3.15 while the content's average of the post-test was 3.71. In fluency, the average score of the pre-test was 2.84 while the post-test was 3.35. The vocabulary's average of the pre-test was 3.16 while the post-test was 3.57. The last, the spelling was the smallest improvement from all the writing components. The spelling's average of the pre-test was 3.91 while the post-test was 4.16. Moreover, the t-test calculation showed that  $t_{\text{value}}$  was higher than  $t_{\text{table}}$  ( $3.587 > 1.999$ ). Therefore it can be concluded that there was a significant difference in the post-test mean of the experimental group and control group. In conclusion, using ASKfm as a medium in teaching written descriptive text is effective.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of background of the study, reasons for choosing the topic, research question, purpose of the study, significances of the study, limitation of the study, and outline of the study.

### **1.1. Background of the Study**

This research investigates the effectiveness of ASKfm in teaching written descriptive text. ASKfm is social media on question and answer format. The users can exchange questions and answers in order to socialize and know each other more. Besides, we may attach pictures, gifs, and videos in our posts or answers. In addition, ASKfm is accessible since it can be downloaded on any devices, such as smartphones, computers, and laptops. Hence, ASKfm is applicable as a medium in teaching and learning English because of its useful features. In particular, teachers can stimulate students to write by giving questions so that they can answer in a form of good text.

This research needs to be carried out for some reasons. First, most teachers think that practice writing in the classroom takes a lot of time; second, descriptive text is considered as the simplest writing form for the beginning writers; third, high-school students nowadays are living in the era of internet which makes them easier to be exposed to an internet-based lesson; fourth, social media can be tool in which

students grow their writing habits; and the last, students need variation to learn English.

The first reason is most teachers think that practice writing in the classroom takes a lot of time. There are four skills that have to be mastered in learning language. The skills are listening, speaking, reading, and writing. Most people, especially high school students, consider writing as the most difficult skill. It is because they have to pay attention to the organization, vocabulary, grammar, spelling, and words arrangement. The students think that they cannot manage to finish their writing in the classroom because of the limited time. Therefore, teachers have to find a place to facilitate students to write outside the classroom. By using ASKfm, the students can write anytime and anywhere they want.

Descriptive text is considered as the simplest writing form for the beginning writers. Ellis et al. (1989: 145) mention, "A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers". According to Wardiman et al. (2008: 115), "Descriptive text is a text that describes the features of someone, something, or a certain place". Here in Indonesia, descriptive text is one of the text types which has to be taught in junior high school. Most students think that writing is the most difficult skill to be mastered. As beginners in learning English, their ability and skill in writing English is limited. They also may have less experience in writing English. However, many teachers think that teaching written descriptive text is easy because of its simplicity and easiness of its language features. Therefore, teaching

descriptive text is suitable for the beginning writers to develop their basic skills in writing English.

The third reason is high schools students nowadays are living in the era of internet which makes them easier to be exposed to an internet-based lesson. Most of their daily activities cannot be separated from the use of gadgets and social media. Internet has become important need for the society. Aguiar et al. (2010: 21) based on their research that was conducted in 2007 states, "Indonesia was the most active online social networkers among Brazil, Russia, India, and China. In addition, Indonesia had 9 million mobile internet users in 2010." According to Brown (2014: 10) in Jakarta Post, Thursday, June 05 2014, "Indonesians ranked as the world's most addicted smartphone using population, spending on average more than three hours a day on the devices. The study showed that Indonesians with smartphones spend on average 181 minutes using them a day, more than any other nationality." In addition, the survey conducted by UNICEF and Indonesia's ICT ministry in 2014 showed that there were at least 30 million teenagers in Indonesia who frequently used the internet. The report said that 52% of the respondents used their smartphone to access internet. Consequently, these facts come to my consideration that the use of ASKfm would be helpful in teaching learning practice.

The fourth reason is, social media can be tool in which students grow their writing habits. Having social media as a source of entertainment and a place to write can make them accustomed to writing in English. The more they write, the better their writing will be. They may write anytime and anywhere. Hence, by using social media, the students may care a lot about their writing, since it is posted on the

internet and everybody can see it. It can be one of their motivation to do their best and make their writing more special.

Finally, the last reason why this research needs to be carried out is students need variation to learn English. They sometimes feel bored because they learn English only by listening to their teacher's explanation or reading their peers writing. Students need new media of teaching writing which lead them to enlarge their enthusiasm in writing. Since most of them have personally used social media on a daily basis, the students may be highly motivated by the use of social media as media for teaching learning process. When they use social media, they may be motivated and excited because it can be a new thing to support them learning English. Once the students do it with joy and excitement, they may do it better.

## **1.2 Reasons for Choosing the Topic**

The topic of the research is "The Effectiveness of ASKfm in Teaching Written Descriptive Text (A Quasi-Experimental Study of the Seven Grade Students of SMPN 3 Semarang in the Academic Year 2018/2019)". The reasons for choosing the topic of this study are stated as follows.

- (1) Most teachers think that practice writing in the classroom takes a lot of time;
- (2) Descriptive text is considered as the simplest writing form for the beginning learners;
- (3) High schools students nowadays are living in the era of internet which makes them easier to be exposed to an internet-based lesson;
- (4) Social media can be tool in which students grow their writing habits; and



(5) Students need variation to learn English.

### **1.3 Research Question**

The discussion of this study will be limited on the following question:

(1) Is there any significant difference in students' writing achievement of descriptive text between the students who are taught by using ASKfm and the students who are taught by using conventional method?

### **1.4 Purpose of the Study**

The objective of this study based on the research problem above is as follows.

(1) to find out the significant difference in students' writing achievement of descriptive text between the students who are taught by using ASKfm and the students who are taught by using conventional method.

### **1.5 Significances of the Study**

I hope that the results of the study are useful for:

(1) Theoretically

The findings of this research can be used to develop further research of better or more effective way to teach written descriptive text. The findings can also be used as a reference to find out whether using ASKfm can be an effective way to teach written descriptive text.

(2) Practically

- For students: teaching written descriptive text by using ASKfm can lead to enjoyment so that learning English can be fun.
- For English teachers: the result of the study can be taken into a consideration by English teachers as a new variant of teaching written descriptive text for their students.

### (3) Pedagogically

The results of this research can be used by the teachers to improve their teaching method by using social media.

## **1.6 Limitation of the Study**

In this research, I limit the scope of the study on the use of ASKfm in teaching written descriptive text. The subject of the study is the seventh grade students of SMPN 3 Semarang in the academic year 2018/2019.

## **1.7 Outline of the Study**

This study is divided into five chapters. Chapter I presents the introduction of the study. It discusses background of the study, reasons for choosing the topic, research question, purpose of the study, significances of the study, limitation of the study, and outline of the study.

Chapter II elaborates review of related literature. This chapter describes review of previous studies, review of theoretical study, and theoretical framework.

Chapter III is research methodologies. It discusses the research design, population and sample, research variables, hypotheses, instrument for collecting data, methods for collecting the data, and methods of analyzing data.

Chapter IV contains the analysis and the discussion of research findings which answer the research problems. It presents the general description of the research, the research findings, and the discussion of the study.

Finally this study is ended by providing chapter V which presents conclusions and suggestions. It contains the conclusion of the overall study and some suggestions of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter is divided into three parts. The first part is review of previous studies. The second is review of theoretic6cal study, and the last is theoretical framework.

#### **2.1 Review of Previous Studies**

There have been some studies concerning about teaching writing using social media and internet that I have found. One of the studies was conducted by Listiani (2016) entitled *The Effectiveness of Instagram Writing Compared to Teacher Centered Writing to Teach Recount Text to Students with High and Low Motivation*. The aim of the study is to determine whether there is any significant difference in improvement of students' progress in writing recount text between students who were taught using Instagram writing and those who were taught using teacher centered writing. The research design was a quasi experimental research. The result showed that Instagram writing was more effective than teacher centered writing to teach recount text to students with high and low motivation.

The relation between her study and this study is we conduct a quasi-experimental study which uses social media as a medium to teach writing. However, here she used social media Instagram to teach recount text, while I use ASKfm to teach descriptive text. In addition, she used questionnaire as the instrument for collecting data to find out students with high motivation and low

motivation and to know the students' response toward the teaching learning activity during the research. Meanwhile I only use writing test as instrument to help me collecting the data.

Purwaningrum (2015) in her study *The Effectiveness of Using Comment Column on Facebook Group to Improve Students' Skill of Writing Review Text*. This research's objective is to find out whether commenting actively on Facebook group post affects students' skill of writing review text. She used semi experimental or quasi experimental to meet her objective. Based on her research, it can be concluded that commenting actively on Facebook groups' posts affects students' skill of writing review text because there is a significant improvement of the participants' writing ability after receiving the treatments.

A quasi-experimental study is conducted both in these studies. However, her study involved 40 students from Genre-based Writing class of English Education, in year 2015, Semarang State University. It differs from my study, which involves seven grade students of SMPN 3 Semarang. In addition she used review text in her study because based on the observation, review text is one of the text types that most of the students are still confused with. In my study, descriptive text is used because it is considered as the simplest writing form for junior high school students as the beginning writers. Another difference between these two studies is, she gave treatments to the experimental group using a Facebook group.

The next study was an action research by Khusnita (2013) entitled *The Use of Facebook to Improve Students' Skill and Increase Their Motivation in Writing Recount Texts*. This study aimed to investigate the way Facebook improves



students' skill and increases their motivation in writing recount texts. The results of the study showed a significant improvement of the students' achievement, also the students gave positive responses towards the use of Facebook in their learning.

The study previously mentioned has some differences with this study. One of them is the research design. Although both studies use social media to teach writing, the previous study was an action research involving ten grade students while this study is a quasi-experimental research involving seven grade students. Another difference is, Khusnita (2013) wanted to investigate the way Facebook increases students' motivation in writing recount texts in her study, while I use descriptive text and have nothing to do with motivation in the purpose of my study.

Another study was conducted by Qurtufi (2015) which was about *The Application of Photographs in Facebook in Teaching Descriptive Text to Improve Students' Writing Skill*. This experimental research has a goal to find out whether there is a significant difference in achievement between the tenth students of SMA Islam Sultan Agung 2 Jepara who were taught by using photographs in Facebook and those who were taught by conventional technique. After doing the research, he concluded that there was a significant difference in the achievement in understanding in writing descriptive text for both experimental and control groups. That is because using photographs in Facebook helps students to catch the idea of the things they want to describe, so it is easier for them to make a good descriptive text.

Both studies have the same objectives, that is to find out whether there is any significance difference in the achievement between students who are taught by

using social media and those who are taught by using conventional technique in mastering their writing descriptive text. The students here are ten grade students who differ from students involved in my study. Furthermore, Qurtufi (2015) did not make the most of all features on Facebook to conduct his study. His study was limited on using photographs in Facebook in teaching descriptive text to improve students' writing skill. Meanwhile in my study students can use not only pictures or photographs, but also gifs and videos on ASKfm.

Based on the previous studies above, I can conclude that using social media is an effective way to teach writing. The subjects of the researches were motivated to write in English and able to make a better achievement. However, those researchers used mainstream social media like Facebook and Instagram as media to improve students' writing skill. None of them have used ASKfm as a medium to teach written descriptive text. Therefore, I try to conduct a research entitled *The Effectiveness of ASKfm in Teaching Written Descriptive Text* to measure the effectiveness of ASKfm in teaching written descriptive text.

## **2.2 Review of Theoretical Study**

This part will give some explanations related to this study. They are writing skill, teaching writing, ASKfm, descriptive text, generic structure of descriptive text, and language features of descriptive text.

### **2.2.1 Writing Skill**

According to Samra (2001: 1), "Writing skill is the communication between writer and the reader." It means that the writer tries to convey meaning through the use of

words and expressions to reader. In order to make the written communication understandable, the writer employs writing technique by combining the use of proper grammatical structures and related contents.

Al-Shara'h (2003: 410) states, "Writing skill is a process that includes several phases where the writer arranges and organizes ideas then revises and finally edits." It is usually started with the writer's intention to convey ideas or opinions toward a case. The writing is completed with several evidences to strengthen the position of the writer. It is combined with the writer's interpretation to make clear the aim of the writing.

There are two macro skills of a language; receptive and productive skills. Listening and reading are receptive skills, while speaking and writing are productive skills. According to Harmer (2001: 265), "Receptive skill is a term used for listening and reading, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves. Receptive skills are important because they let learners to figure out contents, textbooks, works or documents. Besides, productive skills are essential because they allow learners to perform in communicative aspects such as oral presentations, conversation, written studies and reports among others. Harmer (2001: 52) suggests that one skill cannot be performed without another. It is impossible to speak in a conversation if someone does not listen as well, and people seldom write without reading. Therefore, these skills need to be developed and learnt properly.

### **2.2.2 Teaching Writing**

Teaching writing is an important basic life skill because it is required in many aspects of life. When spoken communication cannot be conducted, writing can be means of communication among people. Teaching writing is not only teaching the way to write good sentences, but also it includes the transfer of lexical and grammatical knowledge. Writing is a good way to practice grammar structures; it helps learners to recycle and look up new vocabulary and to learn English punctuation rules.

Skill in writing is a basic necessity both in the academic and nonacademic environment. Nonacademic students, who do not need to write reports and term papers, will occasionally need to write letters, messages, memos, invitations, and the like. Practice in this type of writing is customarily referred to as composition. Paulston and Bruder (1976: 205) state that composition is writing beyond the sentence level, putting together words in a grammatically acceptable form and ordering the resultant sentences in an appropriate way.

There are three major teaching points in the writing compositions at the beginning level: (1) correct form of the language on the sentence level, (2) mechanics of punctuation, and (3) content organization. On the beginning level we concentrate on the correct language form of sentences and their punctuation, but students also learn basic principles of organization.

While on the intermediate and advanced levels, the purpose of teaching writing is mainly to teach the writing of research papers, reports, essay, and the like. The teaching points of composition at these levels include some work on syntax

and vocabulary, but the major emphasis is on rhetorical organization on the paragraph level as well as on the overall composition level. This work includes rhetorical devices like transition words and parallelism, and outlining, note-taking, the writing of footnotes and bibliographical entries. On the intermediate and advanced levels we concentrate on the organization and development of ideas, but the students still need to work on sentence level language skills.

Brown (2001: 335) states that a half a century ago writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what the product should “look” like. They give a good deal of attention on how well a student’s final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. However, teachers began to develop the process approach to writing instruction. The current emphasis on process writing is a balance between process and product. Brown (2001: 335) describes what process approaches do as adapted from Shih (1986: 48):

- (1) focus on the process of writing that leads to the final written product;
- (2) help student writers to understand their own composing process;
- (3) help them to build repertoires of strategies for prewriting, drafting, and rewriting;
- (4) give students time to write and rewrite;
- (5) place central importance on the process of revision;
- (6) let students discover what they want to say as they write;



- (7) give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
- (8) encourage feedback from both the instructor and peers;
- (9) include individual conferences between teacher and student during the process of composition.

In addition, Brown (2001: 340) explains that teacher's role must be one of facilitators and coaches, not an authoritative director and arbiter. As a facilitator, the writing teacher becomes a responder to student's writing. The teacher also offers guidance in helping students to engage in the thinking process of composing, but must not impose his or her own thought on student writing. Ferris (1997: 39) offered useful guidelines for making teacher commentary more effective. For example, when teachers (a) requested specific information and (b) made summary comments on grammar, more substantive student revisions ensued than when teachers (a) posed questions and (b) made positive comments.

### ***2.2.3 Teaching Writing Using Conventional Method***

The teachers are considered as the source of knowledge, while learners are passive receivers. We can say that as a conventional teaching or traditional teaching. Scrivener (2005: 17) claims, "Traditional teaching [is imagined to work as] 'jug and mug' – the knowledge being poured from one receptacle into an empty one." This widespread attitude is based on a precondition that "being in a class in the presence of a teacher and 'listening attentively' is [...] enough to ensure that learning will take place". Richards (2006: 4) highlights that in traditional methodology "learning was very much seen as under the control of the teacher". In

conclusion, the traditional methodology believes that the responsibility for teaching and learning process is merely on the teacher's hand and if the students are present in the lesson and listen attentively to the teacher's explanations and examples in the classrooms, they will be able to use the knowledge.

McCarthy and Anderson (2000: 279) explain that conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom. These instructors initiate discussions in the classroom, and focus exclusively on knowing content in textbooks and notes. Students receive the information passively and reiterate the information memorized in the exams.

Furthermore, Devinder and Zaitun (2006: 26) note that many teachers are still using conventional teaching that while the teacher is explaining and writing on the board, students will be copying the same thing onto their notes, some day-dreaming and some sleeping. Conventional teaching also gives limitation for students to think more creative and seldom considers individual differences.

Teaching English in Indonesia for the past few years has become teacher-centered. The teachers are considered as the source of knowledge, while learners are passive receivers. From my observation in SMP 3 Semarang, some classes are sometimes still taught using conventional method. Most of the activities are lecturing and teacher-centered. Moreover, not all classes are equipped with LCD projector so their teaching learning activities are lack of media use.

#### ***2.2.4 Teaching Writing Using Social Media***

These days a teacher has big possibilities in choosing what things to do with his or her students, in terms of teaching methods, seating arrangement, visual aids, etc. A teacher, especially the young ones, can discover a great number of new ideas and activities to be used in the classrooms. Teachers should come up with innovative strategies since the environment has changed. It is essential for teachers to familiarize themselves with the contemporary social tools. They can utilize social media to create suitable teaching activities, and help students to get the input and produce the output effectively. However, when a teacher is about to choose a teaching method, he or she has to look at the learner's needs and characters.

According to [www.merriam-webster.com](http://www.merriam-webster.com), "Social media is forms of electronic communication (such as web sites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)". In addition, Manning (2014: 1158) states, "Social media is the term often used to refer to new forms of media that involve interactive participation."

Bexheti et. al. (2014: 90) identifies four main dimensions in which social media can lead to innovations in teaching and learning.

##### (1) Content

Social media allow students to access an enormous variety of learning materials in most of the cases free of charge. It supports teaching and learning in a lifelong learning scale; it contributes to fairness and inclusion and increases standards on

Higher Education institutions to improve the quality and availability of their course content.

#### (2) Creation

Social media gives the possibility to the students to create digital content on their own and publish it online, increasing a vast resource of user-created content from which learners and teachers can jointly benefit, also encouraging more active and proactive approaches to learning.

#### (3) Connecting

Social media is a network that connects students with one another, and to their teachers, allowing them to share their knowledge and at the same time have access to specific and targeted knowledge in a given field of interest.

#### (4) Collaboration

Social media makes possible collaboration between learners and teachers on a given task or project or a joint objective, pooling resources and gathering the expertise of a group of people working towards a common objective.

When it comes to writing, a lot of practices are needed. The more we write, the better we become as writers. Social media can be tool where students are encouraged to use their creativity combined with personal expression to improve and strengthen their writing. According to Alrubail (2016: 2), social media can strengthen student's writing through things below:

#### (1) Consistency

Teachers need to work out a plan with students to make writing on social media platforms a consistent practice in the classroom. Working with the students'

needs, skills and abilities would help the teacher and the student figure out a goal of how much writing needs to be done per week to improve on a specific set of writing skills.

#### (2) Feedback

The power of peer feedback undeniably helps students to improve their writing. However, it also helps to foster a culture of writing accountability amongst peers.

Peers now feel the need to write, comment and improve in order for them to share their work with their peers.

#### (3) Confidence

Publishing work publicly is often a very nerve wracking and a scary experience for many students. Though with practice, encouragement, and positive feedback, students are able to gain confidence in themselves to be able to write and share more of their work in the digital world. This confidence doesn't necessarily translate to stronger writing; however, the more confidence students have when it comes to writing, the more it's an enjoyable task that they're engaged with and actually look forward to doing.

#### (4) Collaboration

When students are exposed to writing from their peers by way of feedback and collaboration, especially when it's live collaboration (Google doc/Twitter), students are able to develop stronger ideas, find convincing evidence and be creative in composition generally.

### 2.2.5 *ASKfm*

According to Faizi et. al. (2013: 50) social media platforms can be grouped into three major categories, they are:

- (1) social network sites like Facebook, Instagram, MySpace and Twitter that serve as online communities via which users connect with friends or colleagues, and share ideas and resources;
- (2) content sharing and organizing sites like Delicious, Digg, Flickr, YouTube, Dailymotion and RSS readers;
- (3) content creation and editing websites such as Blogger, Google Docs, Wikipedia and WordPress.

ASKfm is included as a social networking site. Kaplan and Haenlein (2010: 63) state, “Social networking sites are applications that enable users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending e-mails and instant messages between each other. These personal profiles can include any type of information, including photos, video, audio files, and blogs.”

This site is a question-and-answer social networking site with its slogan “where the world wants to know about you”. It allows the users to ask some questions to other users and answer them. While posting the answers, the users also can attach a picture, gif, or video. It was founded by Mark Terebin on June 16, 2010 in Latvia with 50 million monthly users as of March 2015. This social networking becomes a hype lately because it offers anonymous features, so that people can ask some questions anonymously. Unfortunately, this is also being considered as

facilitating online bullying. People can insult, give bad comments, and bully one another with no fear since they are hiding behind this anonymous feature. These things make me want to change the stereotype of ASKfm which is often considered as a place of cyberbullying. By making it as media to teach descriptive text, we can engage the students to use social media in a positive way.

### ***2.2.6 Descriptive Text***

Descriptive text is a text types which is taught in junior high school in Indonesia. According to Siahaan and Shinoda (2008: 89), “Description is a written English text which the writer describes an object. In this text, the object can be a concrete or abstract object”. Descriptive text is a text containing two components i.e., identification and description by which a writer describes a person, or an animal, or a tree, or a house as his topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics of the parts of the object.

Wren and Watts (2002: 33) define descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Meyers (2005: 60) states that a good descriptive text has a unifying idea and everything that support the idea. As Oshima and Hogue (1997: 50) state that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. In other words, it can be said that descriptive text captures one experience of a person, place or thing into words by appealing to the five senses: sight, hearing, smell, taste, and touch. As mentioned by Savage and Shafiei (2007: 15), in a descriptive paragraph, the writer uses words

that create an image and helps the readers see, touch, feel, smell, or taste the topic that he or she is describing. Therefore, descriptive text uses detail explanations about something, person, or place by using words that related to describe the topic.

Meanwhile Kane (2000: 352) states, “Descriptive text is description about sensory experience –how something looks, sounds, tastes. Mostly, it is about visual experience, but description also deals with other kinds of perception. The purpose of descriptive text is to describe and reveal a particular person, place, or thing in detail or specific to make the readers be able to visualize the description”. It can be concluded that descriptive text is used to describe everything which is seen by a writer in detail. Emilia (2010: 103) also states, “Descriptive text is a text which is intended to describe a particular person, place or thing”.

The most important thing to create a descriptive text is on how we transfer our ideas in our minds into a piece of paper. Our ability to develop sentences by sentences become paragraphs is needed and we have to have high potential in developing the paragraphs so that the content of the paragraph is logical. It also has benefit to avoid misunderstanding for readers. A good descriptive text can make the readers also imagine what particular things, persons, or places that are being described to the writer. Therefore, we have to know well what is being described because descriptive text aims to make the readers imagine what the content of the text without being affected by the writers’ personal opinion. By reading a descriptive text, readers feel that they see the description just like they see pictures



### ***2.2.7 Generic Structure of Descriptive Text***

In mastering descriptive writing, students have to know the generic structure of descriptive writing. As stated by Dudley-Evans and St. John (1998: 115), “Knowledge of genre is a key element in all communication and especially significant in writing academic or professional texts”. It means that genre is an important element to be known when someone wants to communicate his/her idea especially in writing.

According to Pardiyo (2007: 34), “Descriptive text has generic structure as follows:

- (1) Identification: a part of paragraph of description text which tells a topic and characters that would be described.
- (2) Description: a part of paragraph of description text which tells the content of describing the particular persons, places, or things.

### ***2.2.8 Language Features of Descriptive Text***

Besides having generic structure, descriptive text also has significant language features that support the form of a descriptive text. Gerot and Wignell (1994: 28) state, “Descriptive text has language features consist of identifying process, classical nominal groups, using simple present tense, using specific nouns, using detail noun phrase to give information about the subject, various adjectives functioning to describe, relating verbs to give information about the subject, action verbs, adverbial to give additional information, and figurative language skill.”

The language features of descriptive text are simple and easy to be taught to junior high school students. In descriptive text, the writer usually uses present tense

except when the thing to be described does not exist anymore. Based on Hammond (1992:78) there are significances of grammatical features of descriptive text as follows

- (1) Focus on specific participants, Use of simple present tense,
- (2) Use of simple past tense if extinct,
- (3) Use of verbs of being and having relational processes,
- (4) Use of descriptive adjectives (strong legs, white fangs),
- (5) Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur),
- (6) Use of action verbs material processes (It eats grass, It runs fast),
- (7) Use of adverbials to give additional information about behavior (fast, at tree house), and
- (8) Use of figurative language (John is as white as chalk).

### **2.3 Theoretical Framework**

This study is an experimental research which observes two groups, they are control group and experimental group. The population of this research is the seventh year students of SMPN 3 Semarang in the academic year 2018/2019. This research has goals to describe the effectiveness of ASKfm in teaching written descriptive text and to find out the significant difference in students' writing achievement of descriptive text between the control group who are taught by using conventional method and the experimental group who are taught by using ASKfm.

The experimental group received a treatment using ASKfm to write descriptive text, while the control group used conventional method which was teacher-centered. In teacher-centered learning, the students depended on the writing guidelines from the teacher. Both groups were given pre-test in the beginning of the research, and post-test in the end of the research. The treatment was given in the middle of the test for two times.

The results of those pre-test and post-test is calculated to get the answer about effectiveness of ASKfm in teaching written descriptive text and the significant difference in students' writing achievement of descriptive text between those who are taught by using ASKfm and those who are taught by using conventional method. The theoretical framework is shown by the following diagram.

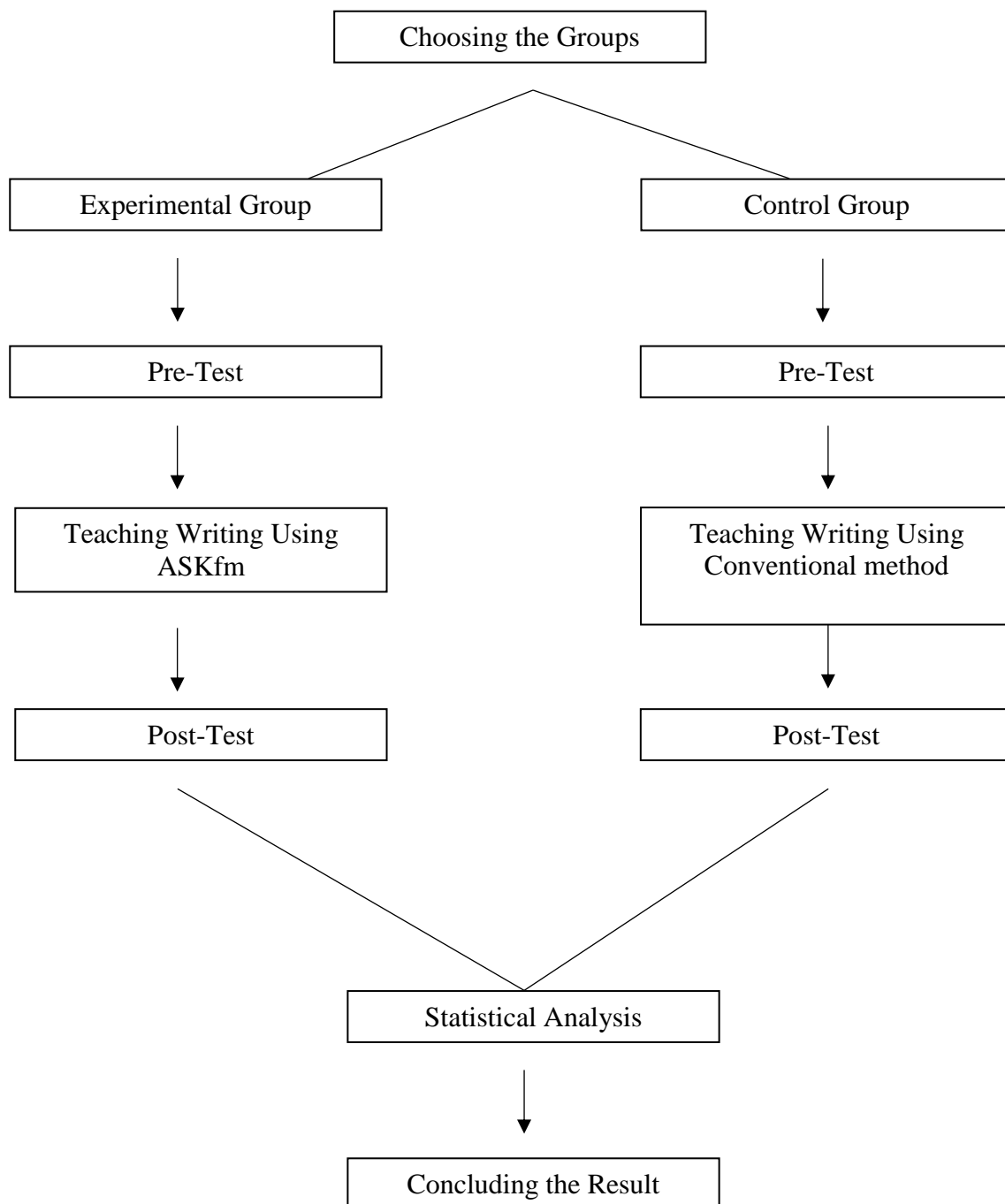


Figure 2.1 The Research Concept

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This last chapter provides the conclusions derived from the data analysis and discussion in the previous chapter. This chapter also presents some suggestions for English teachers, students, and next researchers.

#### 5.1 Conclusions

The objectives of this study are to describe the effectiveness of ASKfm in teaching written descriptive text, and to find out the significant difference in the students' writing achievement of descriptive text between the students who are taught by using ASKfm and the students who are taught by using conventional method. The conclusions from the obtained data are summarized as the following.

Firstly, the use of ASKfm is effective to improve the students' writing skill. The students made improvements in all components after being taught by using ASKfm. However, it gave significant improvement for grammar and content. Before getting the treatments, the students showed difficulty in using correct tense and subject. The treatments made them improved their grammar understanding. Using ASKfm as the medium also encouraged the students to make a good writing. It boosted their creativity and made their writings more interesting. In fluency, the students' writing style became smoother and easier to understand. Furthermore, the improvement was seen in the use of vocabulary. The students developed their range of vocabulary and used it correctly. The last, the spelling was the smallest

improvement from all the writing components. In addition, the improvement can be seen from the pre-test and post-test score. The mean score in the experimental group increased from pre-test to post-test, from 63.88 to 73.13, while the control group increased from 61.38 to 66.75. It indicated that after getting the treatment using ASKfm, the experimental group got higher improvement than the control group.

Secondly, there is a significant difference in the students' writing achievement of descriptive text between the students who were taught by using ASKfm and the students who were taught by using conventional method. It can be seen from the t-test calculation using IBM SPSS 23<sup>th</sup> version. It was obtained that the score of  $t_{\text{value}}$  was higher than  $t_{\text{table}}$  ( $3.587 > 1.999$ ). In addition, *Sig. (2-tailed)* value was 0.001, which was lower than 0.05. The results meant that there was a significant difference between post-test scores of the experimental group who was taught by using ASKfm and the control group who was taught by using conventional method.

## 5.2 Suggestions

After conducting the research, I would like to present some suggestions based on the conclusions of this research.

For the English teachers, they should use various methods and media to make teaching-learning process more interesting for the students. They can engage the students by using something that is currently popular among them, for example social media. It may motivate the students to learn more.

For the students, they should practice writing a lot. They can use social media as a medium to practice their writing, so that it can be their habits. Thus, it can motivate them to keep writing and become a better writer.

For the next researchers, I hope that this study can be used to develop further research of more effective way to teach written descriptive text. In addition, this study can also be used as a reference to conduct a new research related to the use of social media in improving students' writing ability.

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