

# THE EFFECT OF TWITTER AUTOBASE @ENGLISHFESS TO THE STUDENTS' ABILITY IN WRITING PROCEDURE TEXT

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**Abstract** : The objective of the research was to determine whether there was a significant effect of the use of Twitter Autobase @Englishfess to the students' ability in writing procedure text. This type of research is quantitative research and was conducted using two classes as research samples, namely class X-D as the experimental class consisting of 35 students and class X-C as the control class consisting of 35 students. In the data collection technique, the researcher conducted a pre-test, treatment and post-test by giving a test in the form of an example of a procedure text. The results of this study indicate that there is a significant effect of using Twitter Autobase @Englishfess to the students' ability in writing procedure text. This can be seen after the data was analyzed, the mean of the experimental group was 74, 45. Meanwhile the mean of the control group is 64, 28. This means that the tenth grade students of SMA Negeri 2 Lubuk Pakam apply Twitter Autobase @Englishfess in learning procedure texts higher than those without Twitter Autobase @Englishfess. After testing the research hypothesis, it turns out that the hypothesis is accepted.

**Keyword** : *Procedure Text, Writing Skill, Twitter Autobase*

## INTRODUCTION

English is the international language that is used by people in the world. English is the foreign language or second language in every country. In learning English, students require to learn four major English skills, such as speaking, listening, writing, and reading. Among the four major, writing is one of the important skills that has to be mastered. As stated by Klimova (2014:147) writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking.

However, writing is not as easy as people think. There are some reasons why writing becomes the difficult skill. The effective writers are noted for having a range of vocabulary, getting the grammar right, punctuating meaningfully, spelling accurately, using a range of sentence structures, and linking information across sentences to develop the topic, developing

and organizing the content clearly and convincingly (Durga & Rao, 2018:12). It means that the writer should master these several things at above. If the writer can master these things above, the readers can understand and there will be no misunderstanding.

In teaching writing for high school students, there were some problems that are faced by students. For instance, sentence structures, dictions, coherency, and etc. Dealing with students' motivation, they sometimes were faced to a barrier that can keep them from learning. Also, the students were still not able to make a good simple sentence. In addition, students got many difficulties in understanding English, especially in interpreting a paragraph or producing a written text. They often made mistakes. Therefore, teachers needed to find the interesting way to remove those educational obstacles so that students can learn and grow. One of the ways that can be used as an interesting tool for teaching writing is social media.

In the context of writing, incorporating social media such as Twitter seems to be one of the effective tools for improving writing skills since it can be adapted to students' interests, needs, motivations, and expectations. As Indonesian English language learners in the twenty-first century, where technology such as smartphones, laptops, and internet connections have become an unavoidable part of daily life, and social media has become a way of life.

Twitter is a micro-blogging that people use to write a discussion on a homepage of a person (Ekinici, 2018:93). One of the most popular auto-bases that students use for the purpose of learning English is @Englishfess. The @Englishfess auto-base has tweeted 63 thousand times and has 761 thousand followers since it was created in February 2021. Through this auto-base account, Twitter users can ask anything related to learning English and discuss problems related to English. It can make it easier for students to comprehend the writing text given. The effective media, the students can be applied for students learning writing.

It can be concluded that Twitter can be used as a tool to improve students' writing. Twitter can help students to improve their writing skill. Twitter is easy to use and the students will enjoy learning writing. The use of Twitter can make language more accessible for students by making it easier to integrate and contextualize writing activities. Moreover, Twitter can be used to motivate the students to learn writing and make the students easier to learn writing in teaching and learning process. Thus, this study desires to know how is Twitter Auto-base @Englishfess implemented in writing ability and how does the use of Twitter Auto-base @Englishfess improve students' writing abilities.

## RESEARCH METHOD

In this research, the researcher used the quantitative through experimental design. According to Creswell (2012:15) quantitative research asks specific questions to obtain measurable data on variables through instrument then analyzes those using statistical procedures. This design was utilized to determine whether Twitter auto-base @Englishfess might affect students' writing procedure text or not.

This research was conducted using two classes as research samples, namely class X-D as the experimental class consisting of 35 students and class X-C as the control class consisting of 35 students. The researcher obtained this research sample utilizing cluster random sampling, it indicates that both of classes were chosen at random. The instrument of collecting data was procedure writing test. The researcher administered a writing test to find out the effect of students' procedure text writing ability after using of Twitter auto-base @Englishfess or not. In the data collection technique, the researcher conducted a pre-test, treatment and post-test by giving a test in the form of an example of a procedure text.

To analyze the data, the researcher gained the data from the test. In finding the results of tests that were done by students, namely the test of writing a procedure text and to prove the statistical hypothesis, the researcher used the test formula to analyze data.

$$t = \frac{|M_a - M_b|}{\sqrt{\left[\left(\frac{da^2 + db^2}{N_a + N_b - 2}\right)\left(\frac{1}{N_a} + \frac{1}{N_b}\right)\right]}}$$

Where:

- Ma : mean of experimental group
- Mb : mean of control group
- a : the deviation of experimental group
- b : the deviation of control group
- Na : the total sample of experimental group

Nb : the total sample of control group

## FINDINGS AND DISCUSSION

The experimental was conducted in class X-C and class X-D of SMA Negeri 2 LubuK Pakam. Below are the result of pre-test and post-test of the two class, namely the experimental class and control class which were used as research.

**Table 1**  
**Result of the Students' Score in Pre-test and Post-test of Experimental Group**

No	Initials	Pre-test	Post-test
1	AM	61	81
2	CV	44	79
3	DA	46	72
4	DP	57	78
5	DS	66	75
6	EF	43	77
7	ES	35	85
8	FD	47	51
9	GP	41	67
10	IV	57	65
11	IP	66	75
12	JS	56	84
13	JG	46	75
14	KD	60	76
15	LS	59	77
16	LF	44	74
17	MA	51	60
18	MJ	45	78
19	MP	67	82
20	MH	56	75
21	MF	49	54
22	MC	53	81
23	NR	58	78
24	NL	57	77
25	RE	70	80

26	RC	42	78
27	RS	47	65
28	RU	51	77
29	SS	49	78
30	SA	58	81
31	SP	73	80
32	SM	45	73
33	VW	66	80
34	VL	39	79
35	WJ	51	59
<b>N=35</b>	<b>Total</b>	$\sum X_1 =$ <b>1855</b>	$\sum X_2 =$ <b>2606</b>

Deviation of the test (d) =  $X_2 - X_1$

Deviation of Experimental Group (da) =  
Deviation of the test – Mean

Mean of the test =  $\frac{\text{Total deviation of the test}}{\text{Total of the students}}$

Ma =  $\frac{2606}{35}$

Ma = 74,45

**Table 2**  
**Result of the Students' Score in Pre-test and Post-test of Control Group**

No	Initials	Pre-test	Post-test
1	AA	43	67
2	AJ	59	72
3	BI	42	59
4	CY	52	64
5	CM	59	62
6	DG	61	70
7	DO	69	70
8	DF	52	65
9	DW	60	68
10	EG	71	74
11	EM	50	61
12	GA	76	74
13	GT	52	66
14	HS	45	55
15	IY	47	45

16	IS	74	80
17	JA	68	68
18	JS	42	58
19	JG	38	62
20	JK	59	66
21	LA	75	80
22	LT	64	70
23	MH	63	52
24	MP	41	46
25	NS	65	69
26	NA	68	61
27	PS	44	52
28	SN	72	74
29	SM	65	67
30	SJ	57	65
31	TA	61	65
32	TP	57	69
33	WS	44	46
34	YM	58	63
35	SU	63	65
<b>N=35</b>	<b>Total</b>	<b>∑X1 = 2016</b>	<b>∑X2 = 2250</b>

Deviation of the test (d) =  $X_2 - X_1$

Deviation of Experimental Group (da) =  
Deviation of the test – Mean

Mean of the test =  $\frac{\text{Total deviation of the test}}{\text{Total of the students}}$

$$M_b = \frac{2250}{35}$$

$$M_b = 64,28$$

From the data above, it is obtained that:

$$M_a = 74,45$$

$$M_b = 64,28$$

$$d_a^2 = 528,60$$

$$d_b^2 = 3285$$

$$N_a = 35$$

$$N_b = 35$$

The data obtained from the students' scores in pre-test and post-test were from two groups. The data were adapted to the

t-test of formula. The presentation of the data was shown as below:

$$t = \frac{|M_a - M_b|}{\sqrt{\left[\left(\frac{d_a^2 + d_b^2}{N_a + N_b - 2}\right)\left(\frac{1}{N_a} + \frac{1}{N_b}\right)\right]}}$$

$$t = \frac{|74,45 - 64,28|}{\sqrt{\left[\left(\frac{528,60 + 3285}{(35 + 35) - 2}\right)\left(\frac{1}{35} + \frac{1}{35}\right)\right]}}$$

$$t = \frac{|10,17|}{\sqrt{\left[\left(\frac{3813,6}{70}\right)\left(\frac{2}{35}\right)\right]}}$$

$$t = \frac{10,17}{\sqrt{54,48 \times 0,05}}$$

$$t = \frac{10,17}{\sqrt{2,72}}$$

$$t = \frac{10,17}{1,36}$$

$$t = 7,4779411$$

$$t = 7$$

The result of computing the t-test from SPSS shows the sig (2-tailed) is 0,000 which they are less than 0.05. It means that  $H_a$  is accepted meanwhile  $H_o$  is rejected. According to calculation, it is possible to infer that the use of Twitter Autobase @Englishfess has a significant effect at tenth grade of SMA Negeri 2 Lubuk Pakam.

It can be concluded that the effect of Twitter Autobase @Englishfess in writing procedure text is quite success. It means the ability students in writing are better because the students have remembered how to write procedure text by the use of Twitter Autobase @Englishfess in writing procedure text.

## CONCLUSION

After the researchers conducted research, the conclusions that can be drawn. The students' ability in writing procedure text by the use of Twitter Autobase @Englishfess is better than without Twitter Autobase @Englishfess. The students' ability in writing procedure text without the use of Twitter Autobase

@Englishfess is not better than Twitter Autobase @Englishfess because after analysed the data, the researcher found that t-test.

The difference between the experimental and control group was shown up, it was seen from the result of the test that the researcher gave to the students where the mean of experimental group is 74,45 meanwhile, the mean of control group is 64,28. It means that hypothesis (Ho) is rejected because the alternative hypothesis (Ha) of the research was accepted. It means there is significant effect of the use of Twitter Autobase @Englishfess in writing procedure text of SMA Negeri 2 Lubuk Pakam.

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