

THE USE OF INSTAGRAM IN TEACHING DESCRIPTIVE TEXT

THESIS

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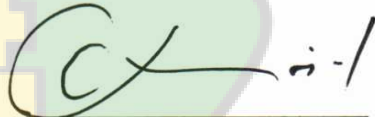
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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The aim of this study was to examine the students' improvement in English writing skill and their perspectives of using Instagram in doing their descriptive text writing assignments on Instagram. This research employed a quantitative approach. The participants were 15 students from different high schools in Banda Aceh. The research data was gathered by test and questionnaire. In collecting data, test (pre-test & post-test) was used as instrument to answer the first research question; what percentage Instagram impacts students' English writing ability and questionnaire was used as instrument to answer the second research question; how do students perceive their use of descriptive writing on Instagram. The finding of this research showed that the mean of the student's post-test score is higher than the mean of the student's pre-test score. Additionally, student's responses to the questionnaire in this study indicate that there were more students like using Instagram as a media. Then, it was found in the study that student's writing skill improved after using Instagram as a media.

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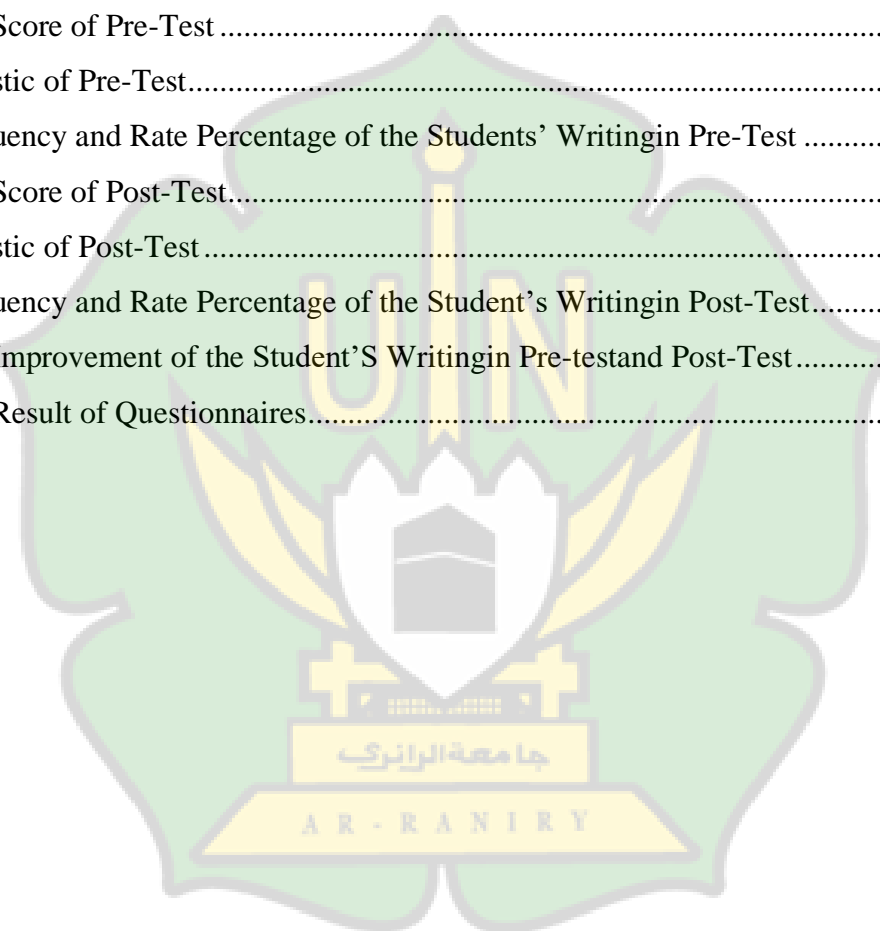
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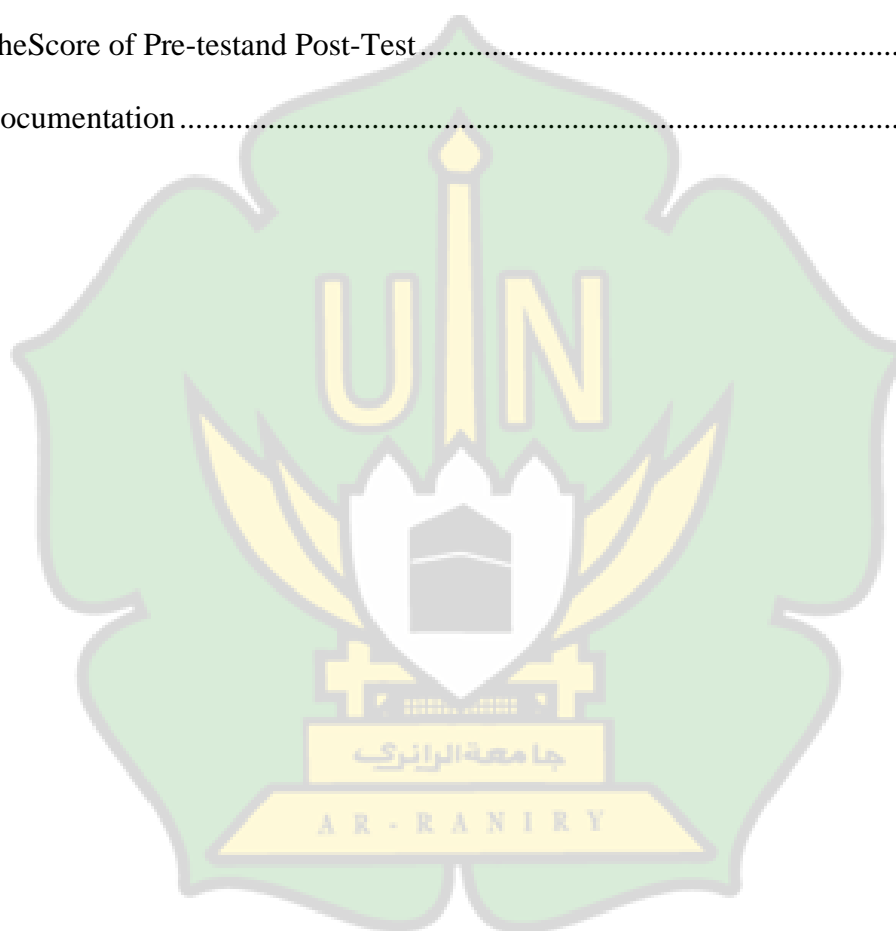
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It consists of background, research questions, aims of the study, the significance of the study and terminology.

A. Background of Study

It has been found that writing is one of the most difficult language skills to be mastered. Fareed, Ashraf and Bilal (2016) claim that the major problems of undergraduate learners' writing are insufficient linguistic proficiency (including grammar, syntax and vocabulary), writing anxiety, reliance on the first language (L1) and weak structure organization. As we know, in its process, writing demands learners to have ample vocabulary mastery, as with limited vocabulary, a learner will express only very limited ideas in her writing. It's the same case with grammar aspect. Bad grammar competency will make the writing process feel difficult to learners. Based on the explanation, it can be said that vocabulary and grammar together hold a vital role in a writing process and make a writing process successful. And thus, limited mastery of the two will cause writing process troublesome. Another writing difficulty faced by the students is related with the language gap between English and Indonesian. The differences English and Indonesian have in most of their aspects have become the source of writing mistakes among the Indonesian students who are foreigners to English. Not always being fully aware of the differences,

majority of the students in Indonesia usually make mistakes in writing because they do mixing the grammar blindly and translating the words directly. They do not pay much attention to the differences between English and Indonesian when writing, however in fact, English and Indonesian are a lot different in terms of structural, grammatical, terms and styles.

In fact, writing is a language skill that needs to be acquired by students. To help overcome these difficulties, information and communication technology (ICT) can be utilized as a supplementary tool in teaching writing. Since the last two decades, ICT has played an essential role in all aspects of human life. ICT which includes computers, the internet, and electronic delivery systems is widely used in today's education field (Fu, 2013) having been successfully applied in instruction, learning, and assessment. The study conducted by Al-Munawwarah (2014) revealed that the use of ICT in English language teaching and learning can help teachers to design and implement interesting and enjoyable learning activities. Besides, ICT promotes learner autonomy and their motivation to learn. With the current developments in technology, particularly mobile technology, mobile devices cannot be left outside classrooms. iPads, tablets, cellular phones, smart phones, mp3 players, digital cameras, personal digital assistants (PDAs), and e-readers are examples of mobile devices that are becoming very popular and part of our daily life. Once mobile devices became an important part of daily life, there is a need to make use of them in language learning tasks (Miangah & Nezarat, 2012).

Teaching writing in digital era is one of challenges in teaching learning process. Lecturers of writing need to follow the development of technology in order

to support their teaching. In this era, 21st century, the students tend to access their social media platform regularly. They often chat with their friends, update their social networks, and upload their pictures so they will be called as up to date person. Regarding to the phenomenon of using social media, it is needed to make use of social media platform in teaching and learning process of writing class. In 21st century teaching of writing, the role of technology in teaching and learning process is notable due to it offers lecturers to give another way of teaching writing, so the students will be more enthusiast in writing. Richard (2015) views lot of new technological tools and online resources are able to support student writing. Nowadays, there are many technological tools in the form of Web 2.0 technologies, for instance wiki, blog, podcast, instant messenger, online social communities, online video sharing, an online video and audio conferencing tools in which they give contribution to teaching and learning in 21st digital age (Koc and Koc, 2016). These Web 2.0 technologies will help the lecturers to provide different teaching method by applying the type of Web 2.0.

One of the types of technological tools that the students are familiar with is instagram as online social communities. Instagram is one of the social network platforms in which the students usually use it to share their personal information, such as uploading their pictures or videos and writing instagram captions. Alhabash and Ma (2017) state Instagram is a mobile photo sharing application that allows users to take photos, apply filters and share them on the platform itself. Instagram has more than 400 million monthly active users who have shared more than 40 billion images. Instagram users can perform a few of functions: post contents (pictures and 60-

second videos), add captions, tag users, add location, add hashtags, follow other users, check feeds, add comments, like contents, explore other users, collect contents online, and send direct messages. The number of active users of this application is increasing time by time. Data from Info Komputer (2017) reveals that Indonesia is in the top five countries which most frequently use Instagram along with other countries such as the United States, Brazil, Russia, and the United Kingdom. Instagram is a widely used social media which learners are now accustomed to using. According to Solomon (2013), the level of engagement of college students on the network appears to be higher. It has been reported that teenagers tend to spend hours accessing it (Handayani, 2017). Besides, Instagram is available in most hand handled devices which are easy to access (Al-Ali, 2014). Thus, these make Instagram more tempting to be considered and utilized as a language learning tool in classrooms.

There are various activities that teachers can use to implement Instagram in their classes. The photos and videos posted on Instagram become writing prompts and encourage students to create their own sentences underneath the posted content. Furthermore, these sentences can be corrected by other students, which facilitates cooperative learning because the group is able to use its collective knowledge of grammar to edit comments (Al-Ali, 2014). There are also other ways to use Instagram as an educational tool. Firstly, digital storytelling can be promoted when students contribute their own content to an authentic audience and become engaged through the opportunity to showcase their creativity. Students can express their impressions by clicking likes and, thus, create a positive learning atmosphere (Spencer, 2012).

There are some advantages of using Instagram as teaching and learning tools. A research conducted on university student's perception and attitude towards the use of Instagram in English language writing found that its mobile and accessible through gadgets making it applicable for continuous exposed of the language. Instagram also promotes socialization in a community via communication beyond classroom context (Akhiar, Mydin & Kasuma, 2017). Moreover, Kurniawan and Kastuhandani (2016) stated that students are given their freedom in generating ideas of captions and uploading pictures to complete writing tasks. It automatically creates personalized learning environment of the students. Therefore, through past studies, Instagram is used as a learning platform of either reading or writing and proven to be a success language teaching tools.

Using videos and pictures posted on Instagram can attract students' interest. A study conducted by Al-Ali (2014) integrated Instagram as an active mobile learning tool in the language bridge program. In that case, Instagram was used as a production tool for a holiday project with two writing activities. The result showed that students gradually welcomed the idea and were encouraged to be creative in completing their writing activities. In line with Al-Ali (2014) and Wiktor (2012), Instagram has potential to be a language learning tool in terms of language skills. When pictures or videos are uploaded and shared with the students followed by questions from the teachers, the students are encouraged to use their language skills. Listiani (2016) in her research examined the effect of the use of Instagram on junior high school students' in writing class. The study revealed that Instagram promoted a better understanding for students with high and low motivation. Another study was

conducted by Kelly (2015) who used Instagram to develop students' ability in writing descriptive texts. The study showed that Instagram is as an effective tool for developing students' vocabulary range and grammatical accuracy. Mansor and Rahim (2017) conducted a similar study using Instagram and indicated that Instagram was an effective tool for students' interactions while discussing task-related content.

Recently, the world has been facing a COVID19 pandemic. Schools and universities are closed indefinitely. Turn the learning process that usually takes place in the classroom into online learning. Teachers try to use social media in their teaching despite they did not know much about how their students use social media to improve their English writing. Since students are the center of the learning process, their perception of the teaching practice is worth knowing in helping teachers create teaching activities that are close to their students.

In this research, the researcher will focus on the use of Instagram as one of the media during the COVID-19 pandemic to promote the student's writing ability especially in writing descriptive text. In teaching descriptive text, Instagram is consider as an appropriate media, because by using Instagram it is supposed that students will more enthusiast and more motivate in writing about descriptive text. Therefore, this research is aimed at filling in the gap by investigating the effect of the use of Instagram on students' ability in writing descriptive text of Senior High School students of Banda Aceh.

B. Research Question

The study guided by following research questions:

1. What percentage Instagram impacts students' English writing ability?
2. How do students perceive their use of descriptive writing on Instagram?

C. Aims of Study

This study aims to examine the students' improvement in English writing skill and their perspectives, views, share and react of using Instagram in doing their writing assignments on Instagram

D. Significance of Study

1. For students, this study hopefully can help students to improve their writing ability by using Instagram.
2. For lecturer, this study hopefully can help the lecturer finds the alternative method to implement in the writing class.
3. For university, this study hopefully can be an input of a good alternative method in improving the quality of instructional. Also, the usage of Instagram to face the millennial era.

E. Terminology

To avoid misunderstanding of the readers, the terms used in this study need explanation.

1. Instagram

According to (Rainie, Brenner, and Purcell, 2012), Instagram is a mobile photo (and video) capturing and sharing service, it has quickly emerged as a new medium in spotlight in the recent years. It

provides users an instantaneous way to capture and share their life moments with friends through a series of (filter manipulated) pictures and videos. Since its launch in October 2010, it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (Instagram, 2013). The extraordinary success of Instagram corroborates the recent Pew report which states that photos and videos have become the key social currencies online (Rainie, Brenner, and Purcell, 2012).

2. Writing

According to Rivers (1981, p. 294), “writing is conveying information or expression of original ideas in a consecutive way in the new language”. Brown, (2001, p. 336) also claimed that “writing is a thinking process”. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001, p. 336) also says that “writing is a two-step process”. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

3. Descriptive Text

According to Gerot and Wignell (1994, p. 208), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc”. It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details.

4. Instagram as Media in Teaching Writing Descriptive Text

Instagram is one of the media, by using media, learning English will be more effective and better and can help students to understand and conduct experiments more easily with language. “Doing learning by using the media can help teachers to facilitate teaching and make students become interested and understand to learn English” (Warda & Armeria, 2019, p. 2). “Instagram is very suitable as a media in teaching writing descriptive texts” (Warda & Armeria, 2019, p. 3). Students can explain the picture based on real situations, so they do not feel bored when the learning process takes place. The teacher can utilize social media not only for communication but also for learning media.

Using Instagram as a learning media is a way that makes it easier for students to learn the descriptive text. Because Instagram is used to share moments like photos and videos, while the descriptive text is the text that consists of object descriptions that are obtained. By using Instagram as a learning media that can be utilized by teachers, the learning process will be easy for especially in learning descriptive text (Warda & Armeria, 2019). In addition, they will be more interested in learning English. Therefore, “using Instagram as social media can improve student achievement in learning” (Salikin & Tahir, 2017, p. 2).

Teachers can also use Instagram to use photos of famous people to ask questions to students related to the photo (Handayani, 2016). For example, ask students who the photo is, and explain 1-2 relevant items about that person. This activity can also be applied to teach students to describe someone specifically. Students are given the choice to share and post their favorite famous people. They are required to provide a description of the person. Maybe about physical appearance and personality traits. Then, other students can give their own opinions about a famous person.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer described some related theories and literature to the problems of this study in order to give relevant knowledge in the field.

A. Theoretical Description

1. Writing

a. Definition of Writing

In academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Through writing we can tell about people, remember facts and ideas. Generally, the writer expresses his thoughts, ideas and feeling through writing. With writing make us are able to deliver our minds to everybody. Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. According to Jeremy Harmer, "Writing is used for a wide variety of purposes it is produced in many different form."

Writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Writing is central to our personal experience and social identities and we are often evaluated by our

control of it. Writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying.

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. According to Jeremy Harmer, "Writing is used for a wide variety of purposes it is produced in many different form." Writing is not a simple activity because there are a lot of aspects that must be mastered. This preparation can make it possible for words that have been used receptively to come into productive use.

b. The Purpose of Writing

According to Reid, the purposes of writing are:

- 1) To inform; it means the writer can give information to the readers.
- 2) To Explain; it means that the writer can write something to explain a thing or situation that happens.
- 3) To amuse the audience; it means that the writer can make the reader happy by reading his writing.

Thus, when we write something, we have chosen one of the three purposes above that makes the audience get the point of his writing. Every people have a purpose in writing, which other people can understand the meaning of these writings. Therefore, the main purpose of writing is communication.

Based on the statements above, it can be concluded that writing can be used in many ways. It can be used by many people to deliver message, to express ideas, to respond about something given, to persuade, and to suggest in written form for particular purpose.

c. The Writing Process

Harmer explains some stages of the writing process. The stages are presented as follows:

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision

of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are prewriting, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and prewriting. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

d. Kinds of Writing

According to George E. Wishton and Julia M. Burks, the kinds of writing are narration, description, exposition, argumentation and persuasive.

a. Narrations

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened. From the definition above, it can be concluded that narration is a kind of writing that tell us about story or something that happened. It can be used in an abbreviated form to introduce or illustrate a complicated subject.

b. Description

Description is used to created visual image of people, places, even of units of time days, times of day or seasons. Description is a strategy for presenting a person, place or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

c. Exposition

Exposition is used giving information, making explanations and interpreting meanings. It concludes editorials, essays, and informative and instructional material.

So, the writer can conclude that the exposition is kind of writing that use in writing information like newspaper, magazine, article and journal. So it can be used to give a conclusion of editorial, essay and discussion.

d. Argumentation

Argumentation is used to make a case or to prove or disprove a statement or proposition.

Writing argumentation has to be able to change the argumentation of reader about thing that reputed important and still can to discuss. Therefore, writing argumentation is character of persuading or allurements. The writer concludes argumentation is the process forming a reason.

e. Persuasive

Persuasive writing the type of writing that is meant to convince the reader to think or act a certain way. Therefore the writer conclude persuasive text is the writer invites the reader to be agree with something that the writer write and then the reader do the suggestion from the writer.

B. Descriptive Text

a. Definition of Descriptive Text

According to Anderson and Anderson (2003, p. 26), “descriptive text describes particular person, place, or things”. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

b. Generic structure of Descriptive Text

According to Bamanti and Oktaviani (2011, p. 50) “the generic structure of descriptive text is divided into two parts”, there are:

1) Identification

It is generic part of paragraph which introduces or identifies the character.

2) Description

It is a part of paragraph which describes the character.

c. Language Features of Descriptive Text

- 1) Descriptive often uses adjectives, numbering, and, classifying. For example; “it is really cool”, “it has very thick fur”, etc.
- 2) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; “My friend gave it to me as my birthday present”.
- 3) Descriptive text uses thinking verbs (believe, think, etc.), for example: “I think she is so smart) and feeling verbs (feel), for example: “I feel like he is my loyal bestfriend”.
- 4) Descriptive text also uses adverbs to give information about character or adjective that explained. Example; “it is extremely high”, “it runs definitely past”, etc.

Example of Descriptive Text:

My Beloved Teddy Bear

(Identification)

I have a favorite doll. It is an original Teddy Bear from America. My friend gave it to me as my birthday present last year. I was very happy. I put it on a cabinet next to my bed. Sometimes I use it as a pillow.

(Description)

My Teddy Bear is very big, and the colour is cream. It is about 180 and the width is about 50 centimeters. When I put it on my bed it will occupy half of it. It is almost as big as my body. It is made of typical kind of fabric called rasfur. The head is round with the size of 25 centimeters. It has two ears which located on top of its head. The shape of the ear is half circle and the size is half of my palm. The colour of its eye is dark brown. I think it is made of glass since I can see through it. It has a blue shirt encircling its body. On the sole of each foot, there is a paw pattern made of smooth fabric.

C. Instagram

a. Definition of Instagram

Instagram was launched on October 6, 2010. It is one platforms of social media which the user can share photos, and starting from mid-2013 instagram's services expanded to sharing 15-second video. It is called "Insta Story", in this feature the users can post

their “story” about anything such as photos, videos, or captions with songs play in it. But, the Insta Story will last 24 hours in their account. Since that time, the number of people using Instagram increased rapidly. From the Instagram statistics showed that it has attracted more than 150 million active users, with an average of 55 million photos uploaded by users per day, and more than 16 billion photos shared so far (Instagram 2013). For now, Instagram can take many functions: create accounts, post content (pictures or 15-second videos), apply filters, add captions, tag users, add locations, add hashtags, like content, add comments, browse and follow other accounts, check a feed generated by followed accounts, and explore (search for) hashtags/users (Ali, 2014). In general, Instagram has specific features which are commonly used by users. The features can be described as in the following:

- 1) Instagram Profile Interface

This part displays information about user profiles. It includes biography, circular profile photo, number of posts, and users’ follower/following count. The “+ Follow” option permits users to follow other users and stay updated on latter’s posted content.

2) Profile Content

It provides viewers to scroll down the profile. Viewers may see all profile photos appear together. For a closer look, viewers have the option to click on any photo. The photo being chosen is displayed clearly.

3) Instagram's Photo Content

Clicking on a photo displays a larger version of the photo. Here, viewers can like the photo, leave a comment, or read previously posted comments. In this photo content also displays how many people have "liked" the photo, the photo's caption, and comments appended below the caption.

4) Navigational Tools

There are five icons available at the bottom of each page in the Instagram's screen the icons are:

1. The home page

There are a few ways to navigate to the main feed, but the easiest way is to tap on the house icon. It can be found in the left corner of the navigation bar. While exploring the main feed, there are also active Instagram Stories at the top of the page. The algorithm determines which accounts the user cares about the most, which means the ones the user engages with regularly and shows those Stories first.

2. Explore page

When user tap on the search bar they will see that they can explore people, tags and places. User can also type in a keyword to see the top results. For example, if the user is a jewelry designer they might start off by typing in the general term “jewelry.” Then, they can see the hashtag hub and the most relevant accounts based on your keyword search. As user explore different content, they will see other hashtags or keywords that might be relevant to their business.

3. Posting page

In this page, user may post their photos or videos by tapping the +sign with a square around it.

4. Notification page

This page used to see whether there are comments, like or new follower the user have. By tapping the “love” sign, user may know their notification.

5. User’s profile page

This page is user’s brief “introduction” to the followers. It contains the photos/videos feed, and also the user can add link in their “bio”.

From the features given above, it gives the users “a unique way” to use Instagram as a social media. They can take photos and videos by applying different manipulation tools – 16

filters- in order to transform the appearance of an image. Then, the photos and videos can be shared instantly on multiple platforms (e.g., Twitter and Facebook). While posting photos or videos, users can tag photos which include adding location, tagging friends and assigning key words tags to photo. Besides, the users also can add captions, hastags using # symbol to describe the pictures and videos, and tag or mention other users by using the @ symbol (which effectively creates a link from their posts to the referenced user's account) before posting them. In Instagram, a user follows any other users called "friends". On the other hand, the users following a instagram user are called "followers". A user can set its privacy preferences to whom his/her post only can be looked by his/her followers. When the others users want to follow, they require approval from the user to be his/her follower. The users can see the latest photos and videos from all their friends, listed in reverse chronological order. They can also favorite or comment on these posts.

For the students, Instagram mostly used to take photos of themselves which is known as selfie. They like to take a picture and filter it in instagram app. From that filter, the picture is more catchy and beautiful. Finally, the picture will be posted in the Instagram. From that picture, it can describe everything which does not need to be mentioned in words. Instagram becomes a

wonderful place for them to share feelings and situations through pictures.

Besides, they like to do interaction with their friend by posting something and commenting photos from their friends. In fact, instagram is not just about selfies, likes/comments, or repost. Teachers should jump the opportunity to get the most out of this progress. It is a great idea to start using instagram in the classroom. Instagram can become a great educational tool that makes the educational process unique, interesting, and insightful (Kirst, 2016). A lot of activities can be done by using Instagram in the classroom. Using this tool, students can exchange opinions and views on different topics. Students can also participate in a group activity where each student asks the others to comment on a photo or video. This makes it possible for them to exchange knowledge with classmates and teachers. Thus, Instagram is a photo-sharing website, the taking and editing of pictures as well as the captions and feedback options encourage students to be spatially and linguistically aware (Phillips, 2013).

b. Advantages and Disadvantages of Instagram

1. Advantages:

- a.** Virtual stores. Instagram has now become a marketing tool. Many virtual stores employ this platform to promote their products.
- b.** On Instagram, Beautify photos to be posted.

- c. Ideal for most photos use hashtags. Therefore, it is recommended to use hashtags to make it easier to find user posts.
- d. Make money. Some people called “selebgram” who has many followers on their Instagram account can make money if there are brands that attractive to their “content”. The brands will pay for them to review products and the brands will reach “followers” and “buyers” for their products.

2. **Disadvantages:**

- a. Possibility of image theft. By posting quality or professional images on a social network, it is possible for someone to access them and use them for professional issues of which they benefit economically. Therefore, there is a possibility of "stealing" images to a user without their consent.
- b. Addictive. The Instagram social network can become an addiction for its users. For this reason, it must be used with caution.

D. Instagram as Pedagogical Tool

One of the most used social media in the world is Instagram. Instagram is the combination of “Insta” which is instant camera and “gram” refers to telegram. Basically, Instagram is an interactive way to share the user’s life through a series of pictures. Instagram is a new form of communication using the medium of pictures and videos. With it many features, users find it fun to be able to create, filters, share live

videos of themselves with their friends locally or internationally (Yuheng, Manikonda & Kambhampati, 2014). A research conducted by Sirait & Marlina (2018) which explore the use of Instagram as a tool for online peer-review activity in writing descriptive text for Senior High School students finds that Instagram and its features are relatively easy to use, convenient and can be accessible at any time. It also increases their motivations to write and review others' descriptive writing. Hence, Instagram is an appropriate teaching tool in teaching writing. This statement is supported through a qualitative research done by Nada & Shiellany (2018) stated that Instagram is an effective tool for developing students' descriptive writing skills. This study also found that Instagram can be an effective pedagogical tool if used appropriately.

There are some advantages of using Instagram as teaching and learning tools. A research conducted on university student's perception and attitude towards the use of Instagram in English language writing found that its mobile and accessible through gadgets making it applicable for continuous exposure of the language. Instagram also promotes socialization in a community via communication beyond classroom context (Akhlar, Mydin & Kasuma, 2017). Moreover, Kurniawan and Kastuhandani (2016) stated that students are given their freedom in generating ideas of captions and uploading pictures to complete writing tasks. It automatically creates a personalized learning environment of the students. Therefore, through past studies, Instagram

is used as a learning platform of either reading or writing and proven to be a success language teaching tools.

3. Instagram in Teaching Writing (Based on Recent Research or Previous Study)

Instagram, which first appeared in 2010, was launched as a photo sharing platform and over the time other new features such as video, texting, and story sharing have been added which contributed to its growth greatly (Ellison, 2017). Instagram is one of the most popular Social Networking Sites (SNS) in the world with over 300 million active users (Instagram Pres, 2015). The focus of instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily (Instagram Press, 2015). Therefore, Instagram seems to provide an ideal environment for foreign language learners to produce descriptive writing.

Caption in Instagram is some sentences for clarifying the images or videos which are usually use to interact what user's intention. On Instagram, caption turns into extensive thing because the users want to render informations or messages about what users' feeling and doing. Therefore, this instagram caption is an ideal place to produce descriptive text. The user can describe images or videos that they post with using form of descriptive text.

In terms of language learning which has four language skill, Handayani (2016) argued that Instagram can be used as a source for

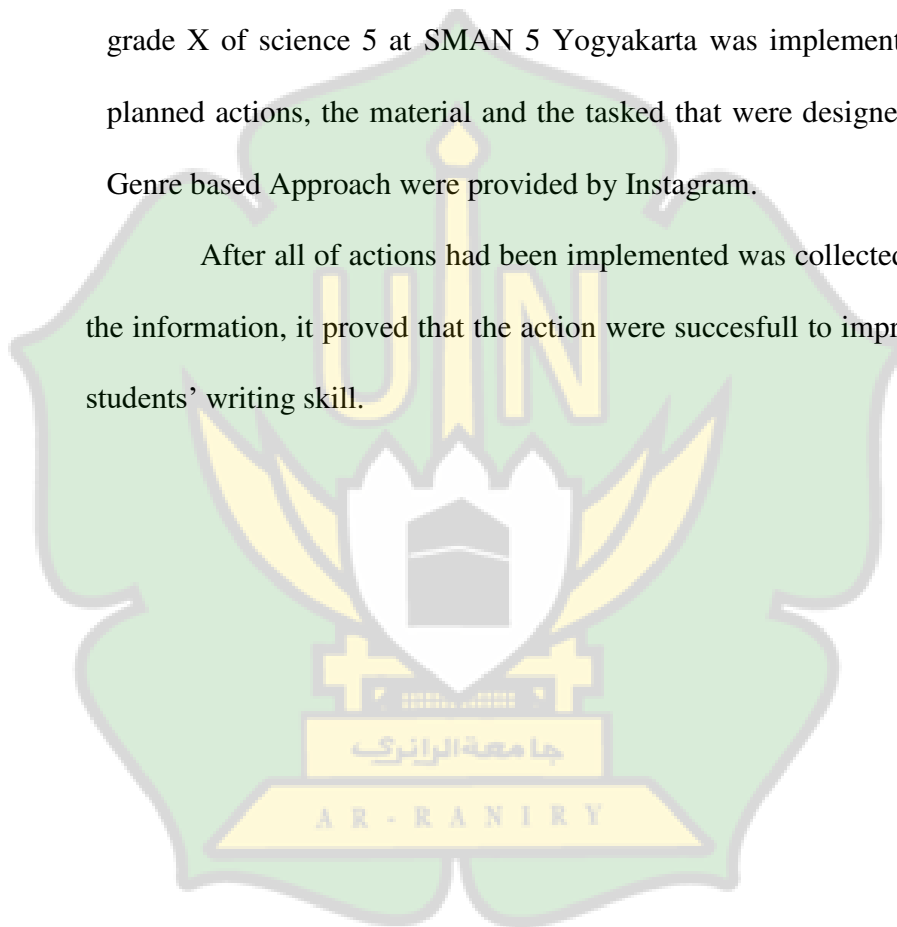
applying a number of activities in language classrooms like digital storytelling, grammar activities through photos, role plays, reading, speaking activities through videos etc. Thus, Instagram addresses to four language skills to practice the language in and outside the classroom.

Additionally, some studies were conducted on Instagram for developing writing skill. Listiani (2016) conducted a study about the effectiveness of Instagram writing compared to teacher centered writing to teach recount text to students with high and low motivation at the eight grade students of SMP Kesatrian 1 Semarang. Based on these findings, the researcher found that there was an obvious effect of using Instagram on improving the students' progress in writing recount text rather than using teacher centered writing. The researcher concluded from the sharp improvement of students' ability which was explained by the scoring system of rubric Brown and Bailey.

Sofiah (2018) in her thesis investigated on the use of Instagram to enhance writing ability in descriptive text revealed that Instagram is an effective and suitable strategy to use in an English as a Foreign Language learning setting, particularly in learning writing descriptive texts. The attained outcomes of this research illustrate that after being taught using Instagram, the experimental students who got the treatment of Instagram media outperformed those from the control class who were treated without Instagram use.

Suraya (2011) in her thesis investigated of the use of web quest as a media to improve student's skill in writing descriptive text found that the implementation of web quest as a media in the teaching and learning process of writing skill had improved. Zidny (2017) did a research on improving students's writing skill using Instagram in grade X of science 5 at SMAN 5 Yogyakarta was implementing the planned actions, the material and the tasked that were designed using Genre based Approach were provided by Instagram.

After all of actions had been implemented was collected. From the information, it proved that the action were succesfull to improve the students' writing skill.



CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research methodology, which consists of research design, population and sample, techniques of data collection, and techniques of data analysis. Each of them needs to be clearly explain because it is the process how the researchers conduct this research.

A. Research Design

The writer conducted a quasi experimental method with no control group for this research. More specifically, it used one group pre-test post-test design. A pre-test provided a measure on some attribute or characteristic that was assess in an experiment before the group got a treatment, while a post-test measured on some attribute or characteristics that assessed for participants in an experiment after a treatment.

The researcher used quantitative approach in this research to analyze data. Creswell (2003, p. 18) stated as "A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermine instruments that yield statistical data".

1. Population

According to (Schreiber & Asber-self, 2011, p. 80), "the population in social science research refers to all of your potential participants; think of it as

the whole group of people in which you are interested”. The writer took the first year students of Senior High School in Banda Aceh as the population of the study. It narrowed as sample of 2020/2021 academic year

2. Sample

(Bordens & Abbott, 2011) state that sample is a small subgroup chosen from the larger population. Schreiber & Asber-self (2011) state that the sample of participants for your study is part of the population, and all possess some characteristic or characteristics that make them members of the sample group. For the sample of the study, the writer took 15 Senior High schools students from 3 different high schools in Banda Aceh in order to get the data. The participants have been determined as the following characteristics: 1) the participants are the active Instagram users; 2) the participants are take English major in their high schools.

B. Technique of Data Collection and Instrument

An instrument is anything used to collect data (Schreiber & Asber-self, 2011). Instrument of the research is a tool or facility that is used by researcher for collecting data in order to get better result. To get an accurate data, this study used some instruments. They are:

1. Test

Test was administered in the pre-test and post-test sessions to measure the students' writing ability. The pre-test was delivered to the students before the treatment, while the post-test after the treatment.

Pre-test was intended to measure the students ability in writing ability before the treatment was given, while post-test was to measure students' writing ability after the treatment given.

As an experimental research, the instrument that was used in this research was writing test. In the test the researcher asked students to write a descriptive paragraph about a topic (pre-test). The students had to write 2 paragraphs in the pre-test and 2 paragraphs in the post-test.

As in the students were "learn from home" because of the COVID-19 pandemic, the whole process of data collection was held on Google Classroom.

a. Pre-test

The researcher came to the online class (Google Meet) and told the students what they had to do. The pretest in writing ability the researcher asked the students to write paragraphs in descriptive about their parents (mother/father). The aim of administering pretest was to get initial information of the students before the experimental conducted.

b. Treatment

After administering the pre-test, the writer gave the treatment four times to the students. The researcher applied the treatment by showing Instagram's pictures, which have good descriptive caption. Then the material was given to the students in the form of display

pictures, in other words, after that the students described what they thought. The students wrote in a paragraph in the form of descriptive text. The steps of the treatment could be classify into three phases:

1) Pre-writing Activity

In this phase, the researcher introduced and explained the material about descriptive text. Then before the text was discussed, the researcher showed the pictures and explained about the organization used in descriptive text. The researcher asked the students to write a paragraph about the pictures and the students expressed their ideas in accordance with the pictures.

2) Whilst-writing Activity

In this step, the researcher provided theme for the students in terms of the kind of picture that the students had described. After that, the researcher guided the students to discuss the theme. After the students understood the theme, the researcher asked the students to find a picture, which will related to the theme. The students were going to build their ideas to be some paragraph and expressed their ideas in the caption of their instagram. The students could use the dictionary to find out the word or new vocabulary in their write.

3) Post-writing Activity

Post writing activity was instructional activity that the students and researcher did after writing taken place. In this step, post

question, feedback and whole discussion would be conducted. The researcher did it by giving a quiz concerning the material as evaluation and reinforcement.

c. Post-test

The last method of collecting the data was administered post-test. Post-test administered to the students after being exposed with instagram as the treatment. The post-test in writing ability , the researcher did it after give the treatment in experimental research or after teach writing on instagram. The purpose of administering post-test in this study was to observe and measure any changes of the students in writing descriptive text after being taught by instagram. The post-test was done to get writing score of students after doing the treatment.

2. Questionnaire

The questionnaire was employed to verify the students' perceptions on the use of Instagram in the teaching of writing. It was administered in English since the students' major is English.

C. Technique of Data Analysis

In this research, the researcher was collected the data from test and questionnaire.

1. Test

The test results examined and then score by using an assessment elements consisting of content, organization, vocabulary, grammar, and mechanic. Destager in Dahnianti (2018) revealed that there are five aspects evaluate in writing: they are content, organization, vocabulary, grammar, and mechanic.

The test was analyzed by using SPSS. SPSS meant Statistical Package for The Social Sciences by IBM. The purpose of test is to find out how Instagram can improve students' writing descriptive text ability.

The steps to analyze data as follows:

1. The test results examined and then score by using an assessment elements consisting of content, organization, vocabulary, grammar, and mechanic. Destager in Dahnianti (2018) revealed that there are five aspects evaluate in writing: they are content, organization, vocabulary, grammar, and mechanic. The following table presents the five aspect of evaluating which were uses.

Table 3.1 Spesification Aspect of Writing

NO	Aspects of Writing	Criteria	Score
1	Content	The substance of the writing, the idea express	20
2	Organization	The form of content (coherence)	20
3	Vocabulary	The selection of word that suitable for the content	20

4	Grammar	The employment of grammatical form and syntactic pattern	20
5	Mechanic	Mastery writing focus on spelling and punctuation	20

(Destager in Dahnianti 2018)

Table 3.2 Specification Score of Content

a. Content

Classification	Score	Criteria
Excellent	20	Expression is very smooth, ideas are express very clearly, well order, logical, and coherence
Very Good	15-19	Expressions are very smooth, ideas are clearly express, well order, logical, and cohesive
Good	11-14	Expression smooth, expression expression less clear, arrange with almost good, logical sequence.
Fair	6-10	The expression is substandard, less organize, the main idea is invisible, the sequence is almost logical, and incomplete.
Poor	>5	Not communicative, chaotic ideas, sequences and problems are illogical.

(Destager in Dahnianti 2018)

Table 3.3 Specification of Organization

b. Organization

Classification	Score	Criteria
Excellent	20	Expression is very smooth, ideas are express very clearly, well order, logical, and coherence.
Very Good	15-19	Expressions are very smooth, ideas are clearly express, well order, logical, and cohesive
Good	11-14	Expression smooth, expression expression less clear, arrange with almost good, logical sequence.
Fair	6-10	The expression is substandard, less organize, the main idea is invisible, the sequence is almost logical, and incomplete.
Poor	>5	Not communicative, chaotic ideas, sequences and problems are illogical.

(Destager in Dahnianti 2018)

Table 3.4 Specification of Vocabulary

c. Vocabulary

Classification	Score	Criteria
Excellent	20	Utilization of word potential is very precise, word choice and expression very precise, mastering word formation.
Very Good	15-19	Utilization of word potential is very precise, choice of words and phrases appropriate, very controlling the formation of words.
Good	11-14	Utilization of word potential rather precisely, word choice and expression almost right, almost mastering the formation of words.
Fair	6-10	Utilization of the word good, choice of words and phrases are less precise.
Poor	>5	Utilization of word potential is very limit, vocabulary is low.

(Destager in Dahnianti 2018)

Table 3.5 Specification of Grammar

d. Grammar

Classification	Score	Criteria
Excellent	20	The employment of grammatical form and syntactic patterns
Very Good	15-19	Complex and effective construction has only a few grammar and syntactic patterns of mastery.
Good	11-14	Construction is simple and effective, grammar error occurs but not disturbing.
Fair	6-10	There is a grammar error but not annoying.
Poor	>5	Slightly control syntactic rules, confusing meanings.

Table 3.6 Specification of Mechanic

e. Mechanic

Classification	Score	Criteria
Excellent	20	Mastering the entire writing.
Very Good	15-19	Mastering the entire writing, there are only a few spelling errors.
Good	11-14	Sometimes spelling errors occur but they do not obscure meaning.
Fair	6-10	Often spelling errors, confusing meaning.
Poor	>5	Not mastering the rules of writing, there are many spelling errors, unreadable and unworthy of value.

(Destager in Dahnianti 2018)

From the basic standard above, the researcher used the standard score for the total value of the students' writing by calculating the standard score given, as follows:

1. Scores 20 is classify as excellent.
2. Scores 16-19 is classify as very good.
3. Scores 11-15 is classify as good.
4. Scores 6-10 is classify as fair.
5. Scores >5 is classify as poor.

Classifying the score of the students into following criteria:

The mean score of the students is classified in to 5 levels as follows:

Table 3.7 Classification of Score

NO	Classification	Score
1	Very good	91-100
2	Good	76-90
3	Fair	61-75
4	Poor	51-60
5	Very poor	Less than 50

(Depdikbud in Dahnianti 2018)

2. After all test results were obtained, then rate 10-100 value. Scores that had obtained then analyzed.
3. After each student's work was assessed then presented to find the grade average value.
4. Using SPSS (Statistical Product and Service Solution) determined the students' value.
5. Calculating the mean score of the students' test by using SPSS.
6. Finding the improvement's percentage of students' writing achievement of utilizing Instagram by using SPSS.
7. To find out the significant different between the pre-test and post-test by calculating the value of the test using SPSS.

8. Interpreting values to see the effectiveness of learning descriptive text writing by using Instagram.

2. Questionnaire

To acquire the data of questionnaire, the researcher was analyzed the data by counting the percentage of students' answer in each item of the questionnaire. The researcher refers to Metode Statistika which was written by Sudjana (2008). The formula is:

$$P = F/N \times 100\%$$

Note :

P : Percentage

F : Frequency of Respondents

N : Number of Sample

100% : Constant Value

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, namely the findings of research and the discussion of the research. The finding of the research covers the description of the result of data collected through test and questionnaire that can be discussed in the section below.

A. Research Findings

RQ 1: *What percentage Instagram impact students' English writing ability?*

To find out the answer of the first research question in the previous chapter, the researcher administered a test that was given twice. A pre-test was given before treatment which is knowing the student's ability in writing descriptive text before given the treatment, while post-test was given after treatment in order to know the student's writing skills after treatment was done and the result of the post-test of this research could answer the first question of this research that aimed to find out the impact of students ability in writing descriptive text by using Instagram in 15 senior high school students in Banda Aceh.

1. Test

The test results examined and then score by using an assessment elements consisting of content, organization, vocabulary, grammar, and mechanic. Destager in Dahnianti (2018) revealed that There are five aspects evaluate in writing: they are content, organization, vocabulary, grammar, and mechanic. The five elements will be initialized as:

- 1) Content (Co)
- 2) Organization (Org)
- 3) Vocabulary (Voc)
- 4) Grammar (Gra)

5) Mechanic (Mec)

a. Pre-Test

Table 4.1 The Score of Pre-Test

No	Name	Score					Pre-test
		Co	Org	Gra	Mec	Voc	
1	AH	16	15	14	15	16	76
2	AS	10	10	11	10	11	52
3	ANS	10	11	13	12	12	58
4	AZ	12	10	12	13	13	60
5	CAN	15	15	15	15	15	75
6	CGR	14	13	12	13	11	63
7	IAFL	10	10	10	12	11	53
8	MAF	13	14	14	13	15	69
9	NIS	16	14	13	13	16	72
10	S	10	9	11	10	12	52
11	SMR	14	14	13	14	16	71
12	SKP	10	10	10	10	11	51
13	SNC	11	13	10	11	13	58
14	SM	12	14	13	14	14	67
15	NR	12	11	13	13	13	62

Table 4.2 Statistic of Pre-Test

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
PRETEST	15	51	76	62.60	8.675	75.257

Valid N (listwise)	15					
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Based on the data of Pre-Test, the mean of the total pre-test score was 62.60, the minimum was 51, maximum was 76 and standard deviation was 8.675.

Table 4.3: Frequency and Rate Percentage of the Students' Writing in Pre-test

Score	Classification	Frequency	Percentage
		Pre-Test	Pre-Test
91-100	Very Good	0	0%
76-90	Good	1	7%
61 – 75	Fair	8	53%
51 – 60	Poor	6	40%
<50	Very Poor	0	0%
Total		15	100%

Table 4.3 showed the frequency and percentage of the student's writing in pre-test from 15 students. As clearly presented, the highest percentage of the students. (53%) was in fair classification. Meanwhile, some of the students got poor ability and only a very small percentages were good in writing. In addition there was no students got either very good or very poor category.

In conclusion, before the treatment, the students at the first year of senior high school in Banda Aceh had fair ability in writing especially in descriptive text.

a. Post-Test

Table 4.4 The Score of Post-Test

No	Name	Score					Post-test
		Co	Org	Gra	Mec	Voc	
1	AH	18	17	16	17	18	86
2	AS	16	14	14	12	15	70
3	ANS	16	15	14	15	16	76
4	AZ	16	15	15	16	16	78
5	CAN	18	17	15	17	18	85
6	CGR	17	16	15	15	15	78
7	IAFL	16	15	14	15	17	77
8	MAF	16	15	15	15	16	77
9	NIS	16	17	17	16	16	82
10	S	14	13	12	14	15	68
11	SMR	18	15	17	15	16	81
12	SKP	14	13	12	14	15	67
13	SNC	16	14	12	13	15	70
14	SM	16	14	15	15	18	78
15	NR	17	15	14	16	17	79

Table 4.5 Statistic of Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
POSTTEST	15	67	86	76.80	5.809	33.743
Valid N (listwise)	15					

Based on the data of Post-Test, the mean of the total pre-test score was 76.80, the minimum was 67, maximum was 86 and standard deviation was 5.809.

Table 4.6: Frequency and Rate Percentage of the Students' Writing in Post-test

Score	Classification	Frequency	Percentage
		Post-Test	Post-Test
91-100	Very Good	0	0%
76-90	Good	11	73%
61 – 75	Fair	4	27%
51 – 60	Poor	0	0%
<50	Very Poor	0	0%
Total		15	100%

Table 4.6 showed the frequency and percentage of the student's writing in the post-test from 15 students. As presented in the table, almost all of the students were in good category or have good writing ability. Besides, there were very small percentages that got fair category just 4 students or 27%. There was no students were in very good category, as well as poor and very poor. It meant that student's writing ability in that school was significantly improved after treatment.



Figure 4.1 : Percentage of The Students' Writing in Pre-test and Post-test.

Figure 4.1 showed the result of the student's writing. Therefore, after conducting the research, the results of pre-test and post-test were different. As described in the chart, good category student's frequency went up from 7% to 73% after the treatment. Furthermore, in fair category, the students got average 53% in pre-test and it went down to 27% in post-test. In poor category, students writing skill got 40% in pre-test and after treatment there was no students got poor category anymore. Lastly, there was no students into were in very good and very poor category in pre-test and post-test. Therefore, using Instagram to improve student's writing ability especially in descriptive text is very beneficial and effective.

b. The Improvement of Students' Vocabulary in Pre-test and Post-test

The following table showed the improvement in pre-test and post-test:

Table 4.7: The Improvement of the Students' Writing in Pre-test and Post-test

Indicator	Pre-Test	Post-Test	Improvement(%)
Writing	62.60	76.80	22,68%

RQ 2: *How do students perceive their use of descriptive writing on Instagram?*

2. Questionnaire

To find out the answer of the second research question in the previous chapter, the researcher administered a questionnaire to the students. Questionnaire is administered in order to know the student's perceive in learning writing descriptive text by using Instagram. This instrument is distributed to 15 students. There are ten questions in the questionnaire. The questionnaire is in the form of "yes" or "no" questions. The amount of the students who chosen an option for each question in reflected in percentage (100%).

Table 4.8 The Result of Questionnaire

No.	Question	Students' Responses		Percentage
		YES	NO	
1.	Do you like English lesson?	12	3	80% (Yes)
2.	Do you like writing in English?	11	4	73,3% (Yes)
3.	Do you have problem in learning writing English?	11	4	73,3% (Yes)
4.	Do you have difficulties along teaching writing by using Instagram?	12	3	80% (No)

5.	Do you feel interested in learning writing by using Instagram?	14	1	93,3% (Yes)
6.	Do you like learning writing descriptive text by using Instagram?	14	1	93,3% (Yes)
7.	Does your teacher use Instagram as a media in teaching learning writing before?	2	13	86,7% (No)
8.	Can Instagram media help you to write in English?	14	1	93,3% (Yes)
9.	Do you feel the progress or improvement in writing after using Instagram as a media?	14	1	93,3% (Yes)
10.	Do you agree if Instagram applied in learning writing?	14	1	93,3% (Yes)

The researcher also percentage of each questionnaire.

1. The first question was “Do you like English lesson?” and the percentage were 80 % answered Yes and 20% answered No. It was mean that almost of the students like with English lesson.
2. The second question was “Do you like writing in English?” and the percentage were 73,3 % answered Yes and 26,7 % answered No. It means that almost students like writing in English.

3. The third question " Do you have a problem in learning writing English?" and the percentage were 73,3 % Yes and 26,7% No. it means that almost all of the students have a problem in learning writing in English.
4. The fourth question was "Do you have difficulties along teaching writing by using Instagram?" and the percentage were 80% Yes and 20% No. It means that most of the student did not have difficulties along teaching writing by using Instagram.
5. The fifth question was "Do you feel interested in learning writing by using Instagram?" and the percentage were 93,3% answered Yes and 6,7% answered No. After saw the percentage the researcher knew that almost all of the students felt interest to learning writing by using Instagram.
6. The sixth question was "Do you like learning writing Descriptive text by using Instagram?" and the percentage were 93,3% answered Yes and 6,7% answered No. It means that almost of the students like to learning writing by using Instagram.
7. The seventh question was "Does your teacher use Instagram as a media in teaching learning writing before?" and the percentage were 13,3% answered Yes and 86,7% answered No. It means that almost all of students agree that the teacher was not using Instagram as a media to teaching writing before.
8. The next question was "Can Instagram media help you to write in English?" and the precentage were 93,3% answered Yes and 6,7% answered No. In means that almost of the students agree that Instagram can help them to write in English.
9. The ninth question was "Do you feel the progress or improvement in writing after using Instagram as a media?" and the percentage were 93,3% answered Yes and 6,7% answered No. It means that almost the

students felt the progress or improving in writing after using Instagram.

10. The last question was “Do you agree if Instagram is applied in learning writing?” and the percentage were 93,3% answered Yes and 6,7% answered No. It means that almost all of the students agree if Instagram is applied in learning writing.

B. Discussion

This study attempted to explore the use of Instagram in teaching writing descriptive text based on student's writing and their perceives. It was found in the study that student's writing skill has improvement after using Instagram as a media. It is supported by Zidny (2007) who stated that the use of Instagram in the teaching and learning process significantly improved the student's writing skill. The students made a good improvement on the aspects of content, vocabulary, organization, grammar, and mechanics. The social media worked well to improved their interest, focus, and proficiency in writing. They were more interested in the teaching and learning process and kept focused on the class. They also had more opportunities to practice their skill using the social medium. There were significant improvements in the test scores. In conclusion, the use of Instagram can improve the student's writing skill significantly. Etikaningsi (2018) said the same thing that, there was significant difference in students writing score between those taught using Instagram and those who aren't. In conclusion, teaching students writing by using Instagram pictures are more effective than teaching without using Instagram pictures. In other words, the use of Instagram is effective in teaching writing descriptive texts.

Additionally, student's responses to the questionnaire in this study indicate that there were more students like using Instagram as a media, they could focus, interested, enjoy the lesson and understood the material. But there were some of students were not like writing descriptive text by using

Instagram in learning speaking English. It related with statement of Penny (2002), Instagram Task makes students actively contribute in the process of learning. It can be the key in increasing students' motivation to learn English much more enthusiastically.

In other words the use of Instagram can improve writing ability of students especially in descriptive text. Using Instagram made the students more enthusiastic and interested during the teaching and learning process of writing. The students had no hesitate to express their ideas. Since the use of picture in Instagram can make students' imagination more developed and make students more motivated to make a good descriptive text, because many people can see their posts in Instagram. Therefore the result of this research also showed that using Instagram could improve student's writing especially in descriptive text that focused on five aspects of writing they are content, grammar, structure, vocabulary and mechanic.

It is supported by Hyland (2004) who stated that new technologies in ICT can affect the lighting process, quality and many other lighting components. On the other hand, social media can make classes more engaging and interesting. This is also in line with the findings of research conducted by Irawan (2015) that social media can make lessons more interesting and more interesting. In addition, by using media, lessons become more effective because students do not need paper to submit their work. They just need to touch their Smartphone and then their teacher will get their job. In discussing student work, Instagram is also good as a medium for displaying work. Therefore, using Instagram can make lessons more effective and efficient in terms of time, energy, and equipment. As a result, students' writing skills can be improved properly.

Based on the research above the use of Instagram to improve student's writing skills in descriptive text had significant effect for teaching and learning process. The use of Instagram is very suitable as a learning tool for English teachers by using the Instagram as a method because it provides

variations in implementation material to release student's boredom in learning to write, such as writing descriptive, narrative text, essay and ect. Handayani, (2016) claimed that through Instagram the students can post photos or videos that can be commented by their followers. Purwandari (20017) also related that the use of photographs on instagram in teaching descriptive text to improve student's writing skill.

Another insightful point was related to Kelly's research (2005) revealed that Instagram can be an effective tool to improve students writing. Kelly Ronan said that teachers can boost student's creative and critical thinking skills by using Instagram. Instead of writing descriptive text or narrative essays, students can share the results of their stories through photos. Which made the writing experience in the classroom more fun and meaningful.

C. Implication

According to Gibson (2012), the users of social media during the teaching-learning process, especially in teaching language and specifically English gave a significant impact on the students. The ultimate reason was time and yet the picture might or might not as good as the picture provided by Instagram. Instead, Instagram helped the student to have a very good quality picture with or without the filters.

The student might use any search engine to find the photo. Still, the students could downloaded a good quality picture through Instagram with another help. In order to find an appropriate picture, the students could type the name of places in explore tab and Geotagging. Compared to another social media, Instagram win in every aspect that might the researcher decided to use Instagram to assist the teacher in teaching writing descriptive text.

Instagram was a very popular social media, especially among teens. Since the students belonged to a teenager they very used to Instagram. Hence, Instagram could help. On the other hand, compared to Facebook, which had higher character posting, the aims of engagement would not as higher as

Instagram. The teenager was not common with Facebook. Instagram made users easy to access such a platform.

In the context of learning, Instagram made the process easier for students to interact with each other. It was actually work in both ways for the inside and outside the classroom. The real-time access of Instagram made the teacher able to evaluate and noticed the students easily. Since, the teacher could monitor those who submit their work first and later, if there was another student who copied the work.

The teacher directly knew about it. Instagram had multiple access to other social media, still not every social media had the same access to Instagram. Instagram provided easier access for the students joined a community to help them improved their English especially writing. The researcher believed that Instagram had the same chance with the previous social media to help the students learn English. The researcher believed that 21st education mean that the education needed to be accessed everywhere. Using Instagram mean the student could access it anywhere.

Instagram provided the students with such quality image that allowed the students to describe more. It was not only one photo instead, yet the students could also have post up to ten photos. It gave the students a bigger chance to explore especially most of the picture taken from a different angle in one place. More photos equal to more explanation written by the student. The more the students wrote the more they learned to put every aspect from the photos into sentences.

Besides, Instagram allowed the user to post up to 2,200 characters. It was great space for the students to write their description. In the students' daily life, they used to write something to describe a photo. They knew how to write the caption in Bahasa, at least they knew how to use the caption section in English. Instagram allowed the user to re-edit their caption with the edit feature. The feature found in the three horizontal dots beside the name of the account.

The features also consisted of a post to other apps, copy link, archive, delete, and turn off commenting. Through the edit features, the students revised the work repeatedly and maximize their writing. As the descriptive typed as the caption, it made the students easily to check their grammar, in the online website such as Grammarly. Therefore, the students copied the caption and pasted it into Grammarly website.

Otherwise, the Grammarly needed a subscription to work even better, the websites provided basic writing check for punctuation, spelling, vocabulary, and grammar. The activity of teaching writing descriptive text with Instagram made the students thought that writing English was easy since they had a place to learn it. The students felt motivated since they were not working alone instead, they worked with their groupmate.

Besides, the students knew a place to go where they could check their writing work before submitting their work into Grammarly. The other uniqueness of Instagram was the hashtag. Some social media used the hashtag, rather not had a larger impact equal to Instagram. Hashtag in Instagram made the students broaden their knowledge to write in English. Since the students saw another post written in English and used the caption as the description of the photo.

The hashtag made their post could probably see in someone explore that could to commenting and promoting local heritage. The other user commented into the students' work and the students tried to explain in such away. Instagram also helped the user to find something in common with another user. Then, it was very helpful to the students to find others account related to English so they had a learning space, while playing with the social media.

The teacher could be used the help of Instagram to assist in any teaching writing text. It could work with narrative, report, recount, and even procedure. Concerning the implementation of Instagram to teach writing descriptive text, there still room for improvement.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the impact of The Use of Instagram in Teaching Descriptive Text.

A. Conclusion

Based on the research findings and discussion, it can be concluded that the use of Instagram can improve student's writing skills, particularly in writing descriptive text at the tenth grade 15 senior high school students in Banda Aceh. It was proven by the student's mean score improvement from pre-test to post-test. The student's mean score of pre-test was 62.60 which was classified as fairly classification, while that of post-test was higher than mean score of pre-test as 76.80 which was classified as good category. The improvement of student's writing skill also strengthened by answering the questionnaire. From the questionnaire the researcher got the result that there were more students like using Instagram as a media, they could focus, interested, enjoy the lesson and understood the material.

B. Suggestion

Based on the research, the researcher gives some suggestions as follows:

1. It is recommended for English teachers to use the Instagram application as a method because it provides variations in implementing material to release students' boredom in learning writing, especially descriptive text.
2. The other researchers who would like to conduct similar research, they are suggested to apply the technique in different level of the students because every school has different level of the students. The other researchers should be creative and innovative to modify the activities of the technique in using Instagram to improve students writing.

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Appendix 1. (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

Materi Pembelajaran	: Bahasa Inggris
Kelas/Semester	: X/1
Materi Pokok	: <i>Teks deskriptif</i>
Alokasi Waktu	: 4 x 45 menit (2 kali pertemuan)

A. KOMPETENSI INTI (KI)

- K1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- K2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- K4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2.	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3.	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	<p>Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok</p> <p>Mengakui ketika membuat kesalahan Tidak menyalahkan orang lain atas tindakannya sendiri</p> <p>Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain</p>
4.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
5.	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang	Menyampaikan teks deskriptif secara tulis tentang orang, tempat wisata,

orang,tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks
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C. TUJUAN PEMBELAJARAN

(Pertemuan Pertama)

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang describing people setelah diberikan contoh dari guru.

(Pertemuan Kedua)

Setelah mengikuti serangkaian pembelajaran, peserta didik :

2. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks deskriptive sederhana tentang seseorang

(Pertemuan Ketiga)

Setelah mengikuti serangkaian pembelajaran, peserta didik :

3. Mampu menuliskan teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai dengan konteks

(Pertemuan Keempat)

Setelah mengikuti serangkaian pembelajaran, peserta didik :

4. Mampu menuliskan teks deskriptif dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang sesuai dengan menggunakan aplikasi instagram.

D. MATERI PEMBELAJARAN

• Fungsi Sosial

Menggambarkan suatu objek (orang, benda, tempat) dengan terperinci dan mendetail

- **Generic Structure Descriptive Text**

Ketika menulis descriptive text, ada beberapa susunan umum / generic structure (sebenarnya tidak wajib) agar tulisan kita dianggap benar. Susunan tersebut adalah :

- a) Identification

1. Identifying the phenomenon to be described
2. Statement that describe the object that we will describe generally
3. Statement must be interesting, so the readers will be interested to read completely
4. Using the adjective or degree of comparison

- b) Description

1. Giving description about the object that we described
2. Describing the phenomenon in parts, qualities, or/and characteristic
3. Using grammatical pattern, such as tenses (present tense/present perfect tense), verb (be,have, linking verbs), and using the adjectives that used for describing the condition of object.

- **Tujuan teks deskriptif**

- Untuk menggambarkan orang, benda atau tempat secara spesifik
- Untuk menggambarkan orang, benda, atau tempat tertentu.

- **Unsur Kebahasaan**

1. Menggunakan simple present tenses

- a. Kalimat Verbal

Formula

(+) S + (Verb (-s/-es) + object

(-) S + Do/does + Not + Verb + object

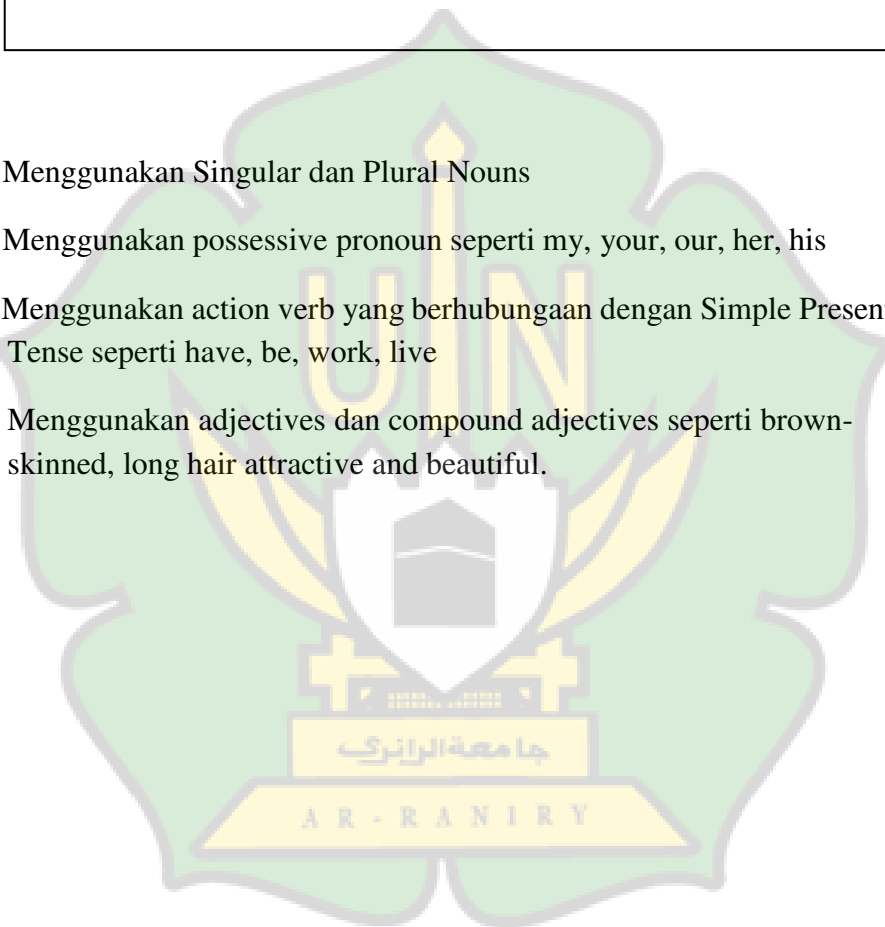
(?) Do/Does + S + Verb + Object +?

b. Nominal sentence

Formula :

- (+) S + To be (is/am/are) + Complement (adjective/adverb/noun)
- (-) S + To be (is/am/are) + Not + Complement (adjective/adverb/noun)
- (?) To be (is/am/are) + S + Complement (adjective/adverb/noun)

- 2. Menggunakan Singular dan Plural Nouns
- 3. Menggunakan possessive pronoun seperti my, your, our, her, his
- 4. Menggunakan action verb yang berhubungan dengan Simple Present Tense seperti have, be, work, live
- 5. Menggunakan adjectives dan compound adjectives seperti brown-skinned, long hair attractive and beautiful.



- Contoh penggunaan aplikasi instagram dengan menggunakan descriptive text.



mirma_olias12 My Sister

In my family, I am the first kid and I have two siblings, one sister and one brother. I will describe my sister to you. Her name is Nita Noviani. She is a lovely sister that I have ever had and I love her so much.

Nita is my sister. She is 3 years old younger than me. She was born in Bandung, on 28 November 1998. She is about 18 years old now. She looks beautiful, even more beautiful than me. She has black long straight hair and also black eyes, like me. Her height is about 165 cm and she is taller than me! She has Asian-type skin which is not-too-dark skin.

She studied in the same elementary school, junior high school, and senior high school as me. She just enrolled in the same university as me, but we are in different department. She is taking elementary school education department while I choose English department in university. She has the same hobbies as me as well. We like watching movies. We like to watch action and comedy movies. We also like to cook together even though sometimes our food tastes unique. Besides, she also likes to read novels whether it is electronic novels or novels in the form of book.

She is my nice sister because she likes to help me whenever I need a help. She likes to hear my stories and likes to give any advices when I have problems. She is a sympathetic person. However, there is a side of her that I do not like. She is a lazy person. Even though she likes to read novels, she is very lazy to read her school books. She is also lazy to make up her room and to wash the clothes. Sometimes I wonder why she likes to see her room messy. But, afterall, Nita is my cute and lovely sister. She is a nice girl who is helpful, friendly and talkative sometimes. She is my place to share my stories with and I love her.



Tambahkan komentar...



4 menit yang lalu • Lihat Terjemahan

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi :Pengamatan, dan mempraktekkan.

F. MEDIA PEMBELAJARAN

Media : WhatsApp, Google Classroom, Android

G. SUMBER BELAJAR

Buku SMA kelas X yang relavan, internet, kamus

H. LANGKAH-LANGKAH PEMBELAJARAN

(Pertemuan Pertama)

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Kegiatan Awal	Salam Mengecek kehadiran siswa Mengecek kehadiran siswa Membaca doa Apersepsi dan motivasi
KEGIATAN INTI (70 menit)	
Observation	Guru memperkenalkan dan menjelaskan aplikasi instagram (pengertian,kelebihan dan manfaat untuk digunakan sebagai media pembelajaran terkhusus dalam menulis text descriptive text) Guru menjelaskan pengertian dan fungsi teks deskriptive Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada materi teks Deskriptif dengan menampilkan Tokoh terkenal (artis ,ilmuan, pahlawan ,dll)

Questioning	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks deskriptif (E.g difficult vocabulary, pronunciation ,etc)
Assosiation	Peserta didik membuat teks descriptive sederhana
Experimenting	Peserta didik belajar menulis teks descriptive dengan menggunakan aplikasi instagram.
Communicating	Memotivasi peserta didik untuk mengembangkan diri dengan membaca atau mencari informasi tambahan setelah pulang ke rumah. Menginformasikan kepada peserta didik materi yang akan dibahas pada hari berikutnya.
PENUTUP (10 menit)	
Penutup	Menyimpulkan hal-hal yang telah dipelajari Refleksi Penugasan

(Pertemuan Kedua)

PENDAHULUAN (10 menit)	
Tahap	Kegiatan
Kegiatan Awal	Salam Mengecek kehadiran siswa Membaca doa Apersepsi dan motivasi Bernyanyi Guru mengajukan pertanyaan tentang materi minggu lalu Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 menit)	
Observation	Guru mereview kembali materi yang telah diajarkan minggu lalu. Guru menjelaskan components of writing (content,vocabulary,mechanic,organization and grammar) Guru meminta siswa membuat teks descriptive

	sederhana dengan menggunakan aplikasi instagram
Questioning	Dengan bimbingan dan arahan guru, siswa dapat mempertanyakan components of writing yang cocok untuk tulisan mereka
Assosiation	Guru memberikan penguatan tentang componets of writing yang dipelajari
Experimenting	Guru mengamati peserta didik membuat teks descriptive.
Communicating	Peserta didik mengupload hasil tulisan mereka kepada guru Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait materi teks descriptive dengan menggunakn instagram
PENUTUP (10 menit)	
Penutup	Salam Menyimpulkan hal-hal yang telah dipelajari Refleksi Penugasan

I. PENILAIAN

Rubrik Penilaian

No	Aspek yang Dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	100% isi sesuai	20
		80% isi sesuai	15
		60% isi sesuai	11
		40% isi sesuai	6
		20% isi sesuai	5
2	Pilihan kata	100% pilihan kata tepat	20
		80% pilihan kata tepat	15
		60% pilihan kata tepat	11
		40% pilihan kata tepat	6
		20% pilihan kata tepat	5
3	Keterpaduan kalimat	100% kalimat terpadu dan runtut	20
		80% kalimat terpadu dan runtut	15
		60% kalimat terpadu dan runtut	11
		40% kalimat terpadu dan runtut	6
		20% kalimat terpadu dan runtut	5

4	Penulisan kosa kata	100% penulisan kosa kata tepat	20
		80% penulisan kosa kata tepat	15
		60% penulisan kosa kata tepat	11
		40% penulisan kosa kata tepat	6
		20% penulisan kosa kata tepat	5
5	Ketepatan tata bahasa	100% penggunaan tata bahasa tepat	20
		80% penggunaan tata bahasa tepat	15
		60% penggunaan tata bahasa tepat	11
		40% penggunaan tata bahasa tepat	6
		20% penggunaan tata bahasa tepat	5
		80% tulisan hasil pemikiran sendiri	4
		60% tulisan hasil pemikiran sendiri	3
		40% tulisan hasil pemikiran sendiri	2
		20% tulisan hasil pemikiran sendiri	1



Appendix 2. (TEST)


PRE-TEST

Name :

School :

Write down two short paragraph of descriptive text about your parents (mother/father) in which every paragraph consist of 5 sentences. Text should be least 80 words and at most 120 words!

MY PARENT



A series of horizontal lines for writing the descriptive text about parents.

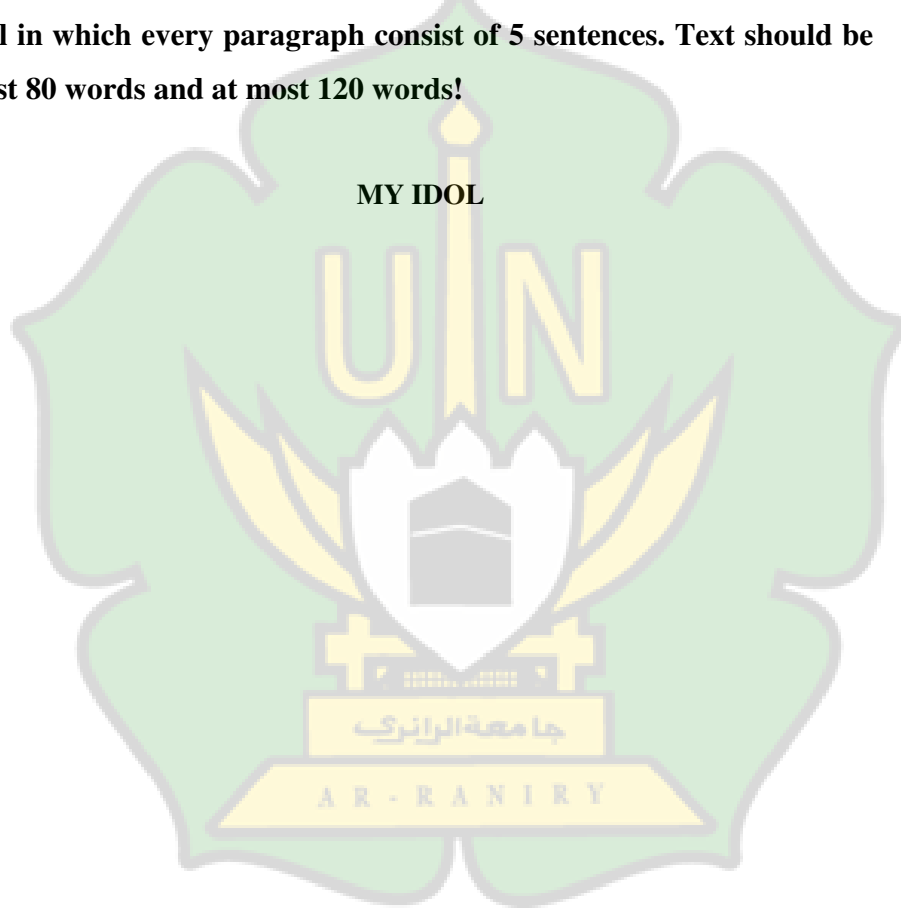
POST-TEST

Name :

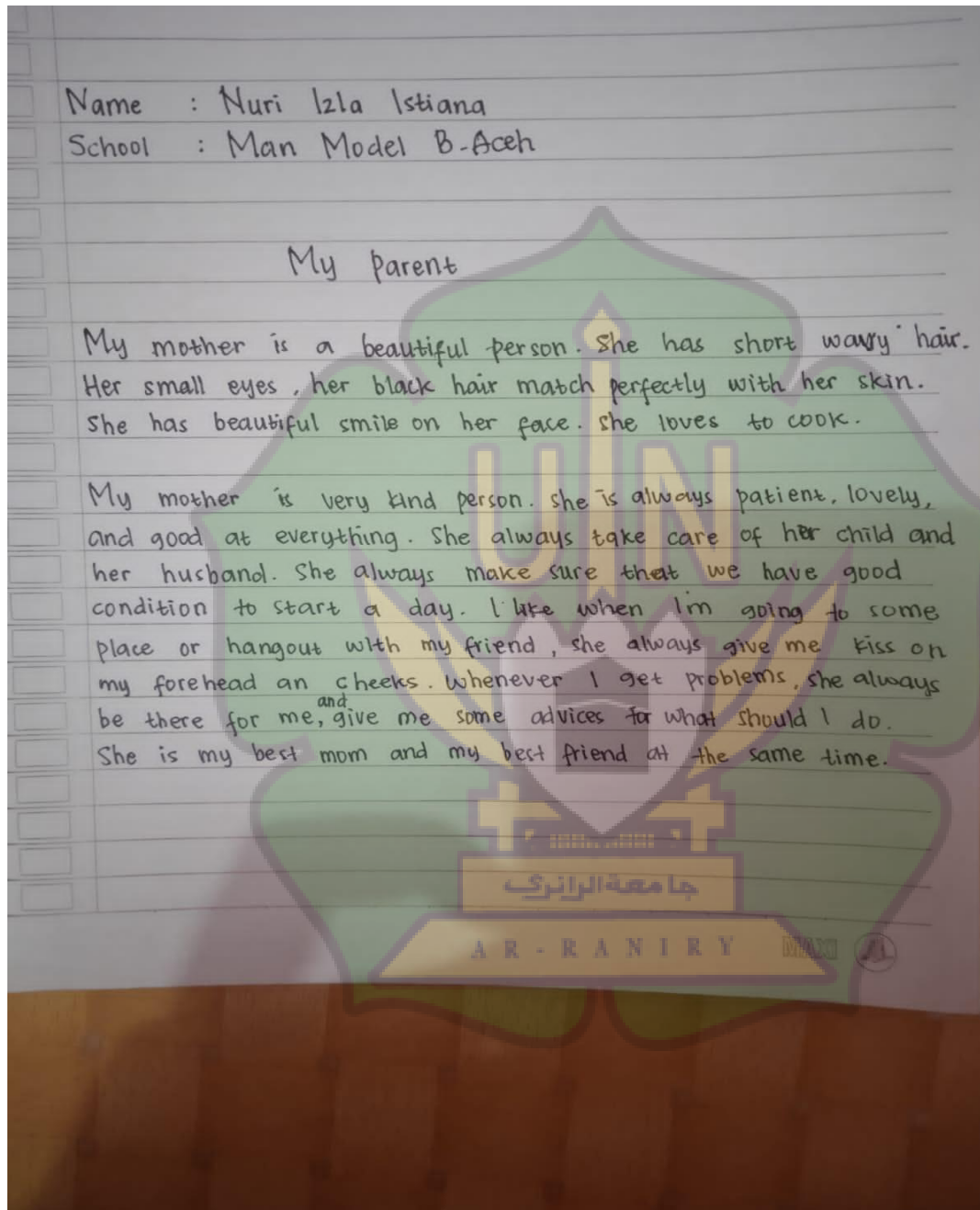
School :

Upload a picture of your favorite Idol to your Instagram account and write down 2 short paragraphs of descriptive text about your idol in which every paragraph consist of 5 sentences. Text should be least 80 words and at most 120 words!

MY IDOL



Appendix 3. Sample of Test



NO

DATE

Name : Siti Maghfira

School : SMA Labschool Unsyiah

My Mother is very wonderful and strong woman in the world. I really love her because she is kind, careful and cheerful person. Every morning, she always prepare breakfast for me and my ~~mother~~ brother. after that she prepare for going to work.

She take 8 hours to work every day and she back home at 5 PM. after that she prepare dinner for her family, we get dinner together while sharing our activities each other. after dinner, she make sure her children get sleep earlier.

Date: / /

Name : Melda Amelina Febriana

School : MAN Model B. Aceh

My Parent

I have a lovely family. My father is a brave man in our family. He work hard for our family. My father is a civil servant. He has been working for almost twenty years.

My father is hard worker. Beside his duty, he does not forget his responsibilities as a father. My father really cares about my family, about my mom and also his children. Every Sunday, my father always accompany us enjoying the holiday, like going to the beach, etc. My father loves his family very much.





15.19

4G



CICISSDUMPP
Posts



cicissdumpp "My Idol"

This is my favorite Idol. His full name is Zayn Javvad Malik. He is a famous singer in the world. He was born on 12 January 1992 in Bradford, Inggris. Zayn has small family. There are 6 people in his family. They are his Father, Mother and 3 siblings. His father's name is Yasser Malik, His mother names is Trisha Malik, His siblings are Doniya, Waliyha and Safaa.

Zayn loves Fashion styles. His hair styles changes quite often. Sometimes he perform with balck color but, in another chance he perform with green color. Zayn is very succses in his band One Direction, but he was out of One Direction on the 25th March 2015. Now zayn is solo singer and has released album of " Mind of Mine "

7 seconds ago



Appendix 4. The Score of Pre-Test

No	Name	Score					Pre-test
		Co	Org	Gra	Mec	Voc	
1	AH	16	15	14	15	16	76
2	AS	10	10	11	10	11	52
3	ANS	10	11	13	12	12	58
4	AZ	12	10	12	13	13	60
5	CAN	15	15	15	15	15	75
6	CGR	14	13	12	13	11	63
7	IAFL	10	10	10	12	11	53
8	MAF	13	14	14	13	15	69
9	NIS	16	14	13	13	16	72
10	S	10	9	11	10	12	52
11	SMR	14	14	13	14	16	71
12	SKP	10	10	10	10	11	51
13	SNC	11	13	10	11	13	58
14	SM	12	14	13	14	14	67
15	NR	12	11	13	13	13	62

Appendix 5. The Score of Post-Test

No	Name	Score					Post-test
		Co	Org	Gra	Mec	Voc	
1	AH	18	17	16	17	18	86
2	AS	16	14	14	12	15	70
3	ANS	16	15	14	15	16	76
4	AZ	16	15	15	16	16	78
5	CAN	18	17	15	17	18	85
6	CGR	17	16	15	15	15	78
7	IAFL	16	15	14	15	17	77
8	MAF	16	15	15	15	16	77
9	NIS	16	17	17	16	16	82
10	S	14	13	12	14	15	68
11	SMR	18	15	17	15	16	81
12	SKP	14	13	12	14	15	67
13	SNC	16	14	12	13	15	70
14	SM	16	14	15	15	18	78
15	NR	17	15	14	16	17	79

Appendix 6. The Score of Pre-Test and Post-Test

No	Name	Pre-Test	Post-Test
1	AH	76	86
2	AS	52	70
3	ANS	58	76
4	AZ	60	78
5	CAN	75	85
6	CGR	63	78
7	IAFL	53	77
8	MAF	69	77
9	NIS	72	82
10	S	52	68
11	SMR	71	81
12	SKP	51	67
13	SNC	58	70
14	SM	67	78
15	NR	62	79

Appendix 7. Documentation

GENERIC STRUCTURE

GENERIC STRUCTURE	FUNCTION
IDENTIFICATION	Identification introduces and identifies specific objects (a person, thing, place, animal, or event) intended to be described. It is used to give a general idea about the object we want to describe.
DESCRIPTION	Description describes the intended objects using descriptive details or information about the objects' characteristics, appearances, personality, habits, or qualities

EXAMPLE OF DESCRIPTIVE TEXT ON INSTAGRAM



mima_olias12 My Sister

In my family, I am the first kid and I have two siblings, one sister and one brother. I will describe my sister to you. Her name is Nita Noviani. She is a lovely sister that I have ever had and I love her so much.

Nita is my sister. She is 3 years old younger than me. She was born in Bandung, on 28 November 1998. She is about 18 years old now. She looks beautiful, even more beautiful than me. She has black long straight hair and also black eyes, like me. Her height is about 165 cm and she is taller than me! She has Asian-type skin which is not-too-dark skin.

She studied in the same elementary school, junior high school, and senior high school as me. She just enrolled in the same university as me, but we are in different department. She is taking elementary school education department while I choose English department in university. She has the same hobbies as me as well. We like watching movies. We like to watch action and comedy movies. We also like to cook together even though sometimes our food tastes unique. Besides, she also likes to read novels whether it is electronic novels or novels in the form of book.

IDENTIFICATION

DESCRIPTION



Dresiska Latifu Faisal



Melda Amelina Febriana



Ivanly



Sekar mawar renggali



cut azka



Salsabila



Alya Zhafirah