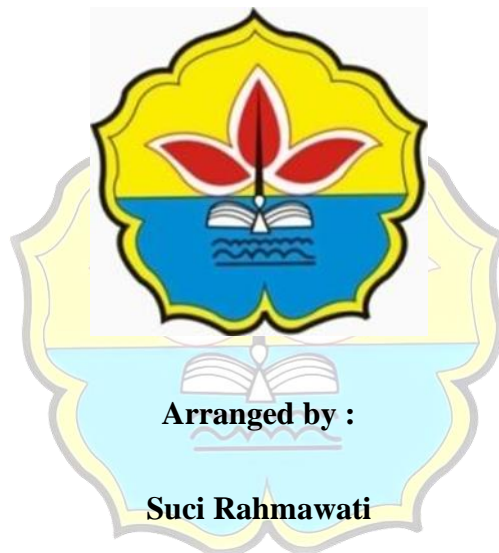


**THE EFFECTIVENES OF USING INSTAGRAM AS A ONLINE MEDIA
TOWARD WRITING DESCRIPTIVE TEXT AT TENTH GRADE OF
SENIOR HIGH SCHOOL 8 JAMBI CITY**

A THESIS

**Submitted as a Partial Fulfillment of the requirement
for the Degree of Sarjana Pendidikan (S.Pd.) in English Education**



Npm : 1900888203035

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION**

UNIVERSITY OF BATANGHARI

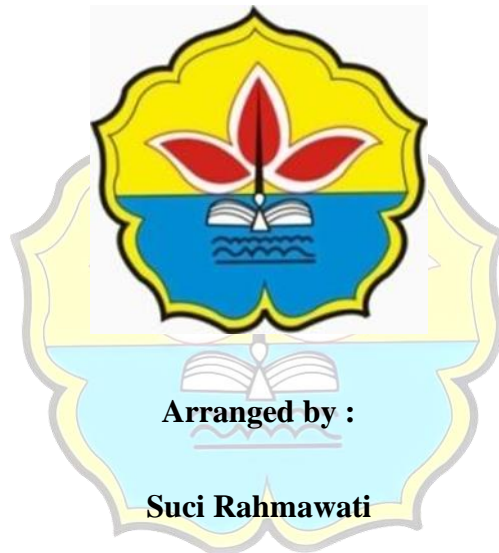
JAMBI

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JAMBI

2023

APPROVAL

The advisor of this thesis stated that the thesis entitled “The Effectiveness of using Instagram as a Online Media Toward Writing Descriptive Text at Tenth Grade Student of Senior High School 8 Jambi City” which was conducted by :

Name : Suci Rahmawati

Students Number : 1900888203035

Study Program : English Language Education

Had been conducted and approved in accordance with applicable procedure, and regulations to be tested.

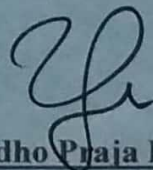
Jambi, April 7th, 2023

Accepted by :

First Advisor


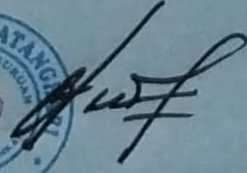
Second Advisor

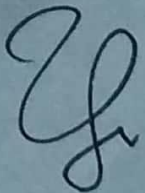

Efa Silfia, M.Pd


Ridho Praja Dinata, M.Pd

The dean of Teacher Training and
Education Faculty

The Head of English Education Program



DR. H. Abdoel Gafar, S.Pd., M.Pd


Ridho Praja Dinata, M.Pd

LETTER OF RATIFICATION

The thesis has been defended before the thesis examiner of the English education study program. Faculty of Teacher Training and Education, Batanghari University for the Academic Year 2022/2023 on :

Day : Tuesday

Date : March, 21th ,2023

Time : 14.00-16.00 WIB

Place : Online (Zoom Meeting)

Team Examiner :

NAME

POSITION

SIGNATURE

Efa Silfia, M.Pd

First Advisor

Ridho Praja dinata, M.pd

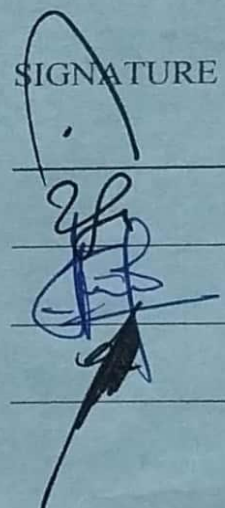
Second Advisor

Dr. Erisa Kurniati, M.Pd

Main Examiner

Dr. Yanti Ismiyati, M,Pd

Examiner



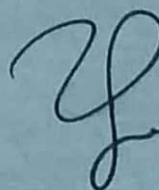
Retified by :

The Dean of Teacher
Training and Education Family

The Head of English Education Program



Dr. Abdoel Gafar, S.Pd., M.Pd.



Ridho Praja dinata, M.Pd

DECLARATION

I am the undersigned belong in here :

Name : Suci Rahmawati
Students Number : 1900888203035
Place and Date of Birth : Pudak, August 15th, 2001
Gender : Female
Study Program : English Language Education

States that :

1. The thesis that I have written the title "The Effectiveness of using Instagram as a Online Media Toward Writing Descriptive Text at Tenth Grade Student of Senior High School 8 Jambi City" is original and has never been submitted for an academic degree either at Batanghari Universitas or at any other tertiary institution.
2. Other than the guidance of the advisor team, all of the ideas and formulation in this thesis are wholly original and my own.
3. In this thesis, there are no works or opinions that have been published by unless they are clearly quoted as a references with the name of the author mentioned and listed in the bibliography.
4. I make this statement in truth, and if in the future there are irregularities and untruth in this statement, I am willing to accept academic sanctions in the form of revocation of the degree I obtain because of this thesis, as well as other sanction in accordance with applicable legal norms and provisions.

Jambi, April 7th, 2023



(Suci Rahmawati)

MOTTO

“ So remember me; I will remember you, and be grateful to me and do not deny me”

(Q.S Al-Baqarah : 152)

“Trully, Allah SWT is with those who are patience”

(Innaallaha Ma’ashobirin)



ABSTRACT

Rahmawati, S. 2023. The Effectiveness Of Using Instagram As A Online Media Toward Writing Descriptive Text At Tenth Grade Of Senior High School N 8 Jambi City In Academic Year 2022/2023. First Supervisor I Efa Silfia, M.Pd and second Supervisor II Ridho Praja Dinata, M.Pd Department of English Education Study Program, Faculty Teacher Training and Education, Batanghari University Jambi,2023

The popularity of social media between students can be used as a language teaching tool. One of popular is Instagram this is a social network that can be use to take pictures and videos, and share publicly or privately on the application. This study aims to research the effectiveness of using Instagram as a online media toward writing descriptive text. This research was conducted toward the tenth grade of senior high school 8 Jambi city in semester two there were 34 students participated in this test. Seventeen students participated in control class and also seventeen students in experimental class. Based on the researcher findings and discussion, it can be concluded that the use of instagram as online media toward writing descriptive text at the tenth grade of Senior high school 8 Jambi City. It was proven by the students mean score improvement from pre-test and post-test. The students mean score of pre test was 36,76. Which was classified as very poor classification, while that of post-test was higher than mean score of pre-test as 53.67 which was classified poor category. Moreover, based on the data analysis, t-test was value. It means that there was a significant difference. Therefore H0 was rejected and H1 was accepted. In other words, the use of instagram as online media toward writing skills students in descriptive text.

KEYWORDS : writing, social media, instagram

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First of all, I would like to say thanks and bless only one to my god, ALLAH SWT and the prophet Muhhamad SAW for giving health and guidance so I could finish the thesis entitled “The Effectiveness of using Instagram as a Online Media Toward Writing Descriptive Text at Tenth Grade Student of Senior High School 8 Jambi City”.

I am aware that thesis can not be separated from other peoples “ help and guidance. Therefore in this special opportunity, I would like to thank to the following people who have helped and supported to gain the success :

1. Prof. Dr. Herri, M.B.A. as the Rector of Batanghari University
2. Abdoel Gafar, S.Pd. M.Pd. as an Dean of Teacher Training and Education Faculty of Batanghari University and as my academic.
3. Ridho Praja Dinata, M.Pd as the Head of English Education Program
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5. Ridho Praja Dinata, S.Pd ,M.Pd. as the second advisor who has guided and suggested patiently in completing this thesis
6. All lectures in English Study Program and Faculty of Teacher Training and Education who gave given me a lot of priceless thing, knowledge and Experience
7. The Headmaster and English Teacher of SMA N 8 Kota Jambi for their willingness to help me during the research
8. My parents and my older brother and my older sister who always love and support me.
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Jambi, 19 March 2023

Suci Rahmawati

DEDICATION

All praise and gratitude be to Allah SWT, the Almighty, for giving the writer strength, knowledge, ability, guidance, and His showers of blessings to finish the research study. Peace and blessing be upon Prophet Muhammad and on his family, all of his Companions, and his followers.

This thesis I dedicate to my parents, to the first one I dedicate to my father Rahmad, thank you for all the support. Then I dedicate to my mother Mugiati, thank you for all the support of mother during this time, during my life always prayed for my smoothness in compiling this thesis. Thank you so much. And this I dedicate my thesis to all my brothers and my sisters thank you for all the support

I would like to dedicate this thesis to the lecturers and staff at Batanghari University, especially at the Faculty of Teacher Training and Education, majoring in English Education. Thank you for educating and helping me while I was studying at Batanghari University.

Then I would like to dedicate this thesis to all my friends, because without their support, I may not have finished this thesis on time. Thank you for your support so far, thank you for helping me so much during this time

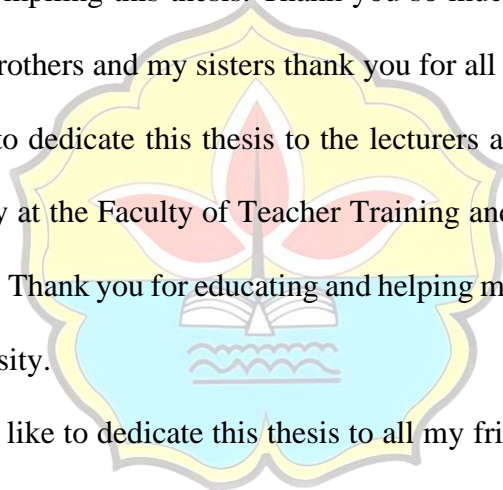
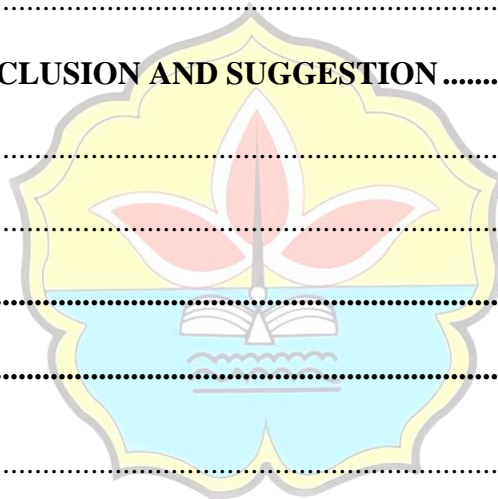


TABLE OF CONTENTS

COVER	i
APPROVAL	ii
DECLARATION.....	iii
LETTER OF RATIFICATION.....	iv
MOTTO	v
ABSTRACT	vi
ACKNOWLEDGMENTS	vii
DEDICATION.....	viii
TABLE OF CONTENTS.....	ix
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Problem.....	1
1.2 Identification of the Problem.....	4
1.3 Limitation of the Problem.....	5
1.4 Formulation of the Problem.....	5
1.5 Objective of Study	6
1.6 Significance of the Study.....	6
1.6.1 Theoretically.....	6
1.6.2 Practically	6
1.7 Definition of Key Terms.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Social Media	9
2.2 Instagram	11

2.3	Definition Writing skills	11
2.1.1	Writing Components.....	12
2.1.2	Process Writing.....	13
2.4	Teaching Writing.....	15
2.5	Writing Assesment	16
2.6	Definition Descriptive Text.....	17
2.6.1	Generic Structure of Descriptive Text.....	18
2.6.2	Gramatically Features of Descriptive Text.....	18
2.7	Previous Studies	19
2.8	Conceptual Framework.....	22
2.9	Hypotesis	23
	CHAPTER III RESEARCH METHOGOLGY.....	25
3.1	Research Design	25
3.2	Population and Sample	26
3.1.1	Population.....	26
3.1.2	Sample	27
3.3	Research Instrumen	28
3.4	Technique of Data Collection.....	29
3.5	Technique of Data Analysis	30
3.5.1	Test of normality	33
3.5.2	Homogenity	34
3.5.3	T test	35
3.5.4	Standart Devuation	36

CHAPTER IV FINDINGS AND DISCUSSION	37
4.1 Findings	37
4.2 Analysis data and Hypothesis Testing	38
4.1.1 Frequency	38
4.1.2 Normality test	43
4.1.3 Homogeneity test.....	48
4.1.4 T test	49
4.1.5 Hypothesis	51
4.3 Discussion.....	52
CHAPTER V CONCLUSION AND SUGGESTION	55
5.1 Conclusion	55
5.2 Suggestion	55
REFERENCES	57
APPENDIX.....	59
Appendix 1(RPP)	59
Appendix 2(Scoring Categories)	68
Appendix 3(Instrumen)	69
Appendix 4(Answer Key)	70
Appendix 5(Students Score).....	71
Appendix 6(Students Answer Sheet)	73
Appendix 7(Research Letter)	76



Appendix 8(Replay Letter).....77

Appendix 9(Documentation).....78





CHAPTER I

INTRODUCTION

1.1 Background of the Problem

At this time, we live in age of globalization or it could be call the age of modernization. Modernization itself in a changing social science transition from a less developed or less developed situation in a better direction in hopes that society will become better.

In the era of modernization like now, humans very dependent on technology. This makes technology basic need for every community. From parents until young people especially students. Lately, many students have open social media to find information and learning resources. In the world of education today the teaching and learning process does not only focus on delivering information collect by classroom walls, but in accordance with the times that social media requires educational processes, done in another virtual room. Formal use of social media can be interpret as a combination of learning in analog or online.

The students need to be personally involve to make the learning process has lasting value, interesting and fun to make the learning process be fun and interesting, it should be support by good and interesting teaching style and media used in the learning process.

Furthermore, in this new era of technology, social networks sites has become a fashionable tool in teaching and learning for example, Students are interacting in such social media with or without their teachers consent or knowledge

through study groups. Discussions between friends are carried out heavily among adolescents and resources are share through online social networks. These networking sites are also a means for students opportunity for shy students to interact more with each other. However, Instagram is currently one of the most popular SNS in the world with over 300 million active user (Instagram Press, 2015)

On other hand the teachers should prepare a good learning models and learning technique it make the students will be curious and interest to study English, especially in writing skills. Writing is also a productive skill to which careful attention must be paid, and teaching such skills really needs special training in order to make the learning process effective (Saiffuddin, 2016)

English lessons what should have been fun and exciting was out of hope. When the teacher writting lessons give only a particular theme only. The teacher has yet to realize that not all students understand that theme given nor experienced the things on the subject. Students being bored and less interested in writing because it wasn't familiar and do not know what to write in their text.

It also happened to the senior high school N 8 Jambi city when this researcher observed during PPL in class X3 according daily test, the students lack the motivation to write text. By using the students method of address not reaching a snap point, it is evident that changes or invitation in the learning process it's important to be a teacher.

So the problem that often occur are like: students who don't attracted and tended to be bored in learning because of the absence of change or innovation, even

students still find it difficult to put ideas and opinions in the writing that student about to create. In addition, in writing activities most of the students still fail to control patience and precision in selecting a vocabulary, correct use of punctuation and many writings students who aren't maximum. Therefore, many students are not interested or not happy with writing.

Attendance of the media in the learning process provides ease for teachers to accomplish the purpose of the learning process for students. Media also provides to make it easier for students to understand the material presented that with the media teacher learning can make energi and student motivation writer. Teachers can use existing media or something familiar with humans. One of them is the media photo and videos in the social media account. An researcher is attracted to using the media of the instagram application, as one of the outlets in the process text study description for treatment of students. Based on observations researcher use social media as a learning medium because todays technological developments have a lot of positive effects on social media, one is Instagram. The problem of students writing on feeds Instagram is that they are less consistent with photo/videos.

With the media, it will be make it easier for teachers to teach and made changes in the study of English, but still a lot teachers who rerey use the media in the learning process. Unknown by telling a few English teachers at the school, that they are struggling and confused using the media in the learning process in English. They prefer their usual method of delivery dot he teaching, even more English with focus on explaining to students. They consider their usual methods of speaking were

more efficient in teaching and also more practically used. But with No. reality they imagined in the learning process, students tend to be more bored and difficult to understand at learning time so that the scores are unsatisfactory. on account of that, there must be innovation in the learning process in order for students to become more interested and motivated to learn with change. Especially with progress increasingly sophisticated and advanced technology can make it easier for teachers to do so developed in teaching especially English with various media outlets that could be used.

Based on the background above, the researcher intends to conduct an experimental research entitled “ The effectiveness of using instagram as a media toward writing descriptive text at eleventh grade of senior high school 8 Jambi city”.

1.2 Identification of the problem

Many students are not interested, even still find it difficult to put ideas or opinions in the writing that will be written. Besides, in the flirtation with writing is that most of the students are still hard to control patience and lack of precision in choosing vocabulary, the use of mark read it properly, so much of student's writing is not maximum. Found the fact that many students were not interested and were bored with writing because, teachers don't make changes in process learning. Teachers always use the method of speaking when teaching, they consider the method of speaking more practical and efficient in teaching an audience student. A case like this occurred in one of senior high school at senior high school N 8 Jambi city.

Based on the background above this researcher identified the problems as follows:

1. In the absence of development and change in the English learning proces, particularly the use of media makes it easier for teachers, so that students are attracted and don't bored studying.
2. Lack of precision patience, good, and correct vocabulary mastery in writing acrivities.
3. Technological influences such as mobile phones make students less and less interested in learning.

1.1 Limitation of the problem

Regarding to the background this research limitation of effectiveness of using instagram as a online media toward writing descriptive text at the first semester of the elevent grade of senior high school 8 Jambi city in the academic year of 2022/2023

1.2 Formulation of the Problem

Based on this research background describe above, this research formulation is there any significant effect of using Instagram toward writing descriptive at eleventh grade of senior high school 8 Jambi city?

1.3 Objective of study

Based on the formulation this research above, the objective of the study was to find out wheter instagram give effectiveness students' writing descriptive at the eleventh grade students' of SMA N 8 Jambi city in the academic year of 2022/2023.

1.4 Significance of the study

This research is expect to have two major benefits, they are theoretical and practical benefits.

1.6.1 Theoretically

Instagram is an app that can serve as a medium to share photos and videos on a social network, allow users to take photos and videos, and add filters to add interesting impressions to the photos and videos

1.6.2 practically

Hopefully, that this result of this study is useful for students, teachers and for the readers, for the students, the writer can make them know how to effectiveness their writting. For the teachers, this research can inform that a media can help the students to effectiveness the writting. For the readers, the writer can inform them that instagram can make students effectiveness students' writting skill

1.5 Definitation of Key Terms

To prohibit misunderstanding and get a good understanding, the following terms used in this research need to be defined, as follow :

1. Media

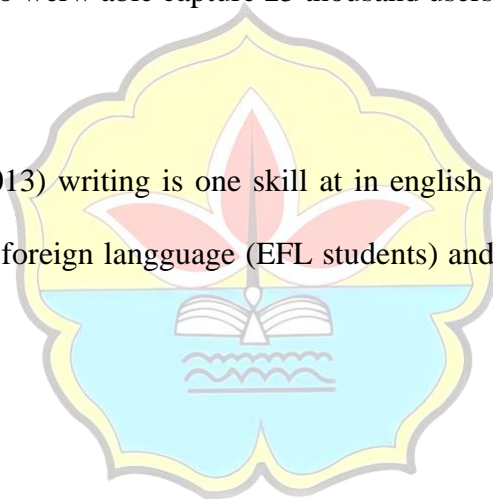
Fatria (2017:136) media is that can be used to channel message and stimulate minds, can lift the passion, attention student will so that can encourage learning processes in students.

2. Instagram

Atmoko (2012:3) instagram in a photography based social networking service. This social network was inaugurated on october 6,2010 by Kevin Systrom and Mike Krieger who were able capture 25 thousand users on the first day.

3. Writing skill

Javed et al(2013) writing is one skill at in english it is most difficult for English speakers as a foreign language (EFL students) and are a basic skill to be had.



4. Descriptive text

Pardiyono (2016:19) description or descriptive is a kind of text that is made to provide information to the readers about visual or mental illustration of a subject, about what something looks like.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Social Media

Social media are forms of electronic communication which facilitate interactive base on certain interest. Social media include web and mobile technology. Kaplan and Haenlein (2010:61) define social media as a group of internet based application that build on the ideological and technological foundations of web 2.0, and allow the creation and exchange of user generated content.

According to Taprial (2012:8) social media is media that permitted be social or get social by sharing with each other such as, content, news, photo, etc. The use of social media is different from one to another. Some people use it for business, shopping, marketing also learning. Since, social media become glow most of people take the benefit to get social more wide like Taprial said before. Instagram is one kind of social media that used by people to chat or share their moment such as photo or videos.

According to Doa (2015:85) stated that social media are internet sites where people interact freely, sharing and discussing information about each other and their lives, using a multimedia mix of personal words, pictures, videos, and audio. Social media sites are two-way communication, so interaction between the instructor and students, and between the students, and materials becomes effective teaching learning.

Social media are generally define as forms of electronic communication as web sites for social networking and microblogging through which users create online communities to share information, ideas, personal message, and other content such as video. That is to say, these social media are regarded as the scientific equipment that people use to interact and social media are regarded as the scientific equipment that people use to interact and socialize with each other by creating sharing an commenting among themselves in different networks

Now, educators can provide content which engage students meets learning objectives the way students want to learn. By reviewing social networking : facebook, Instagram, twitter, and whatsapp. Educators can position themselves to be as technology- savvy as todays students.

2.2 Instagram

Instagram is a picture-based social media that provides service share photos or videos online. Instagram comes from the understanding of the overall function of this application. The word “instants” comes form the word “instant” like a polaroid camera better known in one day as “instant photo”. Instagram can also display instan photos, such as polaroid in on display. As for the word “telegram” which it works to transmit information you want to pass on is acceptable quickly. Thats why instagram is a sum of instan words and telegrams.

According to Maulina (2018) Instagram is modern social media, the students and the teachers become creative to use it for anything. The word Instagram refers to one of feature in Instagram which is viewers can like the photo

content also displays how many people have liked the photo, give comments and the users can also give hastag below the caption. Instagram is interesting for teaching writing. Social media also help to encourage the use of the English as the users (students) want their captions to be read locally or internationnaly and the best way to do it. Is through the use of English language as it is a language used be the world.

According to Tyer (2016:30) Instagram is a form of social media that shares photos over the internet through an application that allows users to alter their images by applying filters and sharing their photos on a variety of other social media platforms.

According to Soviyah (2018) using a mobile phone as a media to learn, Instagram allows users to snap a picture and share it to others. Users only need to snap a photo, then chose a filter to transform the image and keep it around forever as a memory, users can also add text to give information about the pictures or videos shared. In terms of who use it and for what function, Instagram can be used by everyone all over the world in order to post any updates or information, share photo or videos, and chat or argue with other Instagram users.

Instagram is one of the most popular social networking sites (SNS) in a world of more than 300 million active users (instagram,2015). The focus of instagram is for users to post individual images or videos with a description on their profiles, about 70 million images and videos posted daily (instagram press,2015).

This, instagram seems to provide ideal an environment for students of a foreign language to produce good writing.

Based on statement above, it can be conculuded that instagram is an app that can serve as a medium to share photos and videos on a social network, allow users to take photos and videos, and add filters to add interesting impressions to the photos and videos.

2.3 Definition writting skills

Writing is one of the language skills, besides listening, speaking and reading that must be mastered by English leraners. They have to able to express their thought in writing to develop their ideas, and make readers interest when their writing read. Thourgh writing, they can also transfer information and knowledge to other. In other words, writing can be said as a mean of communication between the writer and the reader (Reszy,2013)

According syatriana (2018), writing is langguage skill. It used to communicate indirectly, not face to face with another person, but through the writting media. Writing does not require appropriate selecting topic, but mostly to be determined who supposed to read it and particularly for the article and its objectives. Through writing we can convey the contest of thoughts and feelings, both imaginary or real condition. In this case, we can write something based on our experience ; funny, weird, thrilling, embarrassing, or the experience of painful.

Brown in saifuddin (2016), state that writing is away of life. It is also the development of ideas, argument, logic, cause and effect. Without some abilities to

express yourself in writing a students cannot pass the course. Writing is also a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topic before hand.

Based on the explanation above, researcher can claude that writing is an activity to announce thoughts and feelings in the form of writing that is expected to be read by the reader and work as an indirect communication tool.

2.3.1 Writing Components

This researcher needs some component in writing to arrange a good sentences. These component can help the students to control their writing. There component can help the students to control their writing. There are some components in writing such as content, organization, language use, vocabulary and mechanic (Depdiknas, Kurikulum 2004 Standart kompetensi Mata Pelajaran Bahasa Inggris untuk SMA/MA)

A. Content

Content revers to substance of writing the experience of the main idea (unity), groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfiying special function of transition restatement, and emphasis. Jacobs et al (1981:90)

B. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even

in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

C. Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of word which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. General rule. Clarity should be his/her prime objective.

D. Grammar

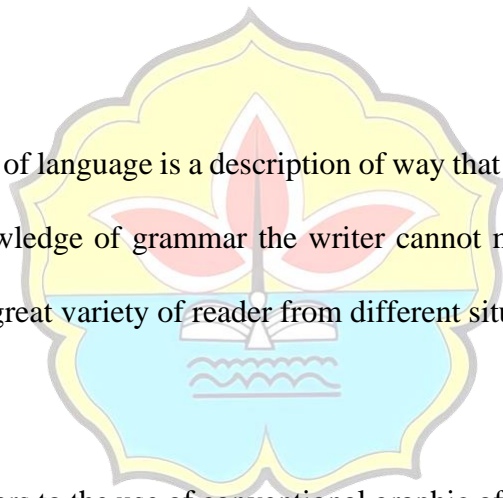
The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

E. Mechanic

Mechanic refers to the use of conventional graphic of the language, the step of arranging letters, words, paragraphs, by using knowledge, of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentence.

2.3.2 Process writing

Here are the basic steps of the writing process. Knowing these steps and following them will help you become a better writer



Step 1:

Prewriting/planning first choose a topic. Then plan and organise what you are going to write. You can use a mind map or graphic organizer to help you plan and organise your ideas.

Step 2 :

Drafting write a rough draft of your ideas. Do not worry too much about making mistakes. You can correct them later. Just write

Step 3 :

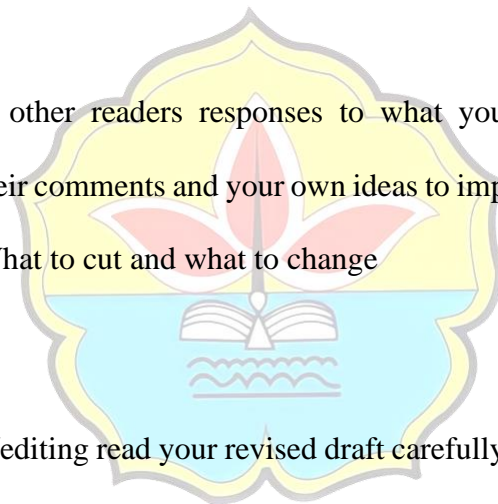
Revising get other readers responses to what you have written. Make revisions based on their comments and your own ideas to improve your draft. Think about what to add. What to cut and what to change

Step 4 :

Proofreading/editing read your revised draft carefully and look for mistakes in grammar, spelling, capitalization, and punctuation. Correct any mistakes that you find. Then get other readers to help you find errors that you have missed.

Step 5 :

Publishing/presenting complete your final copy. Share it with others by publishing it or presenting it.



2.4 Teaching Writing

Writing is one of four skills (listening, speaking, reading, writing) has always formed part of the syllabus in teaching of English. Writing has some important roles in human life; either in academic purposes or in other aspect of life. Teaching of writing is conveying, guiding, and giving the knowledge or information about how write well and how produce good writing. There are many reasons of teaching writing. Hammer (2004) states that reasons for teaching writing to students of English as a foreign language include four reasons.

A). Reinforcement

Some students acquire language in a purely oral way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentence using language shortly after they have studied it.

B). Language development

The actual process of writing helps learners learn as they go along. The mental activity they have to go through in order to construct proper written text is all part of long learning experience.

C). Learning style

Every student have different characteristic. Some students are fanstastically quick at picking up language just by looking and listening. For the rest of us, it may

take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for learners who take little longer time at picking up language just by looking and listening. It can also be a quite reflective activity instead of the rush and bother of interpersonal face to face communication.

D). Writing as a skill

Writing is a basic language skill, just as important as speaking, listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisements and increasingly, how to write using electronic media. They need to know some of writings special conventions (punctuation, paragraph construction, etc.)

2.5 Writing Assesment

According to Brown (2001:4), assessment is a popular sometimes misunderstood term in current educational practice, people might be thought that testing and assessing is the same term, but they are not. Prepared to administrative procedures that happen at identifiable times in curriculum when learners master all their faculties to offer peak performance are being measured is called test.

Besides, assessment is a going procedure that contains a much extensive domain. Test is a sub-set of assessment. It is only form of assessment that teacher can use, test can be the assessment but assessment is not always test.

This research will use scoring to measure the students writing task. Analytical scoring have five major elements that will help to call the writer attention to areas of needed enhancement.

The following are the criteria for scoring writing which are used in this research :

a.Content : tittle chosen agreement

b.Organization : unity of paragraph, coherence, and cohesion

c.Vocabulary : the precision of using vocabulary

d.Language use : tenses and pattern

e.mechanics : spelling and punctuation

2.5.1 Definition Descriptive Text

Oshima and Hogue (2007:61) explain that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. A good description is a word picture, the reader are able visualize object, place, or person his or her mind. Husein and Pulungan (2017:1) state that descriptive is a kind of text which gives description about an object (living or non living things) such as person, place, or thing. In addition, they say that the social function of writing descriptive text is to describe a particular person, place,thing or animal.

According to Gerot and Wignell (1995:208) descriptive text is the text that has social function to describe and reveal a particular person, place or thing. In descriptive text, the relationship between this research and the readers is like an

authority person versus unknown readers and listener. The text will be found easily around us. It will be found in encyclopedias, scientific magazines, and history texts.

Based on the definition above, it can be concluded that descriptive text is to describe particular things, animals, persons, places, or others by looking, smelling, tasting, or feeling them,

2.6.1 Generic Structure of Descriptive Text

In genre-based writing, Husein and Pulungan (2017:1) explain that the generic structure of descriptive text consists of two parts, they are :

1. Identification

Identification is a statement which consists of one topic. In identification, the introduction about who or what will be described is written.

2. Description

It consists of a detailed description about someone or something that is defined in identification. The specific characteristics about who or what is described are written in the description.

2.6.2 Grammatical Features of Descriptive Text

According to Knapp and Watkins (20015:98), there are several grammatical features of descriptive writing, they are :

1. The verb is simple present tense

For example : he wears red shoes, she has a round face

2. Using adjectives

For example : beautiful, handsome, black, brown

3.Using nouns

For example : nose, lips, eyes

4.Using pronouns

For example : he, she, it

5.Using action verbs

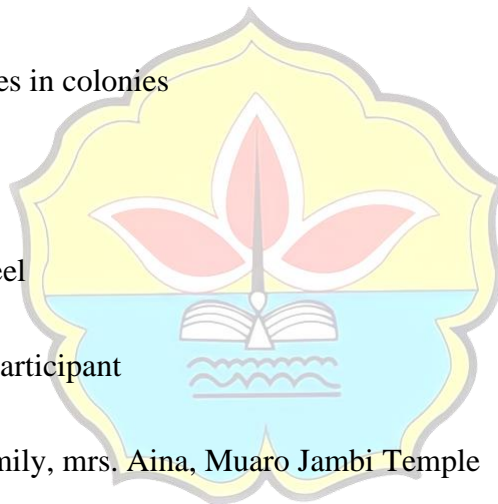
For example : ant lives in colonies

6.Using mental verbs

For example : like, feel

7.Focus on specific participant

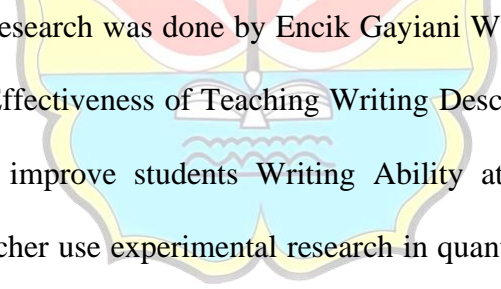
For example : my family, mrs. Aina, Muaro Jambi Temple



2.7 Previous Studies

There are some studies that describe the effectiveness using media Instagram toward writing skill as follow: First, research was done by Lailiyah, S (2020) entitled research the Effectiveness of using Instagram in teaching writing recount text at tenth grade students of MAN 2 Kediri, the student of the IAIN Kediri. In the research , she analyzed the using method used in this research was a quantitative method and the research design was quasi experimental research. The sample this study, researcher took two classes from the same population that consist

of 30 students for the research and instrument in writing test the research used ANCOVA data analysis. The research used normally distributed. It was proved by the Kolmogorov-Smornov Test, shows that $(0.143) > \alpha (0.05)$, $(0.081) > \alpha (0,05)$, $(0.200) > \alpha (0.05)$, $(0,200 > \alpha (0.05)$). The Levene's Test shows that experimental and control group has the same ability. The result is $p (0.254) > \alpha (0.05)$. Then, the homogeneity regression shows that $p (0.103) > \alpha (0.05)$. Means there is no interaction between covariate and independent variable. The last assumption is the output of ANCOVA showed that the significant value was $p (0.000) < \alpha (0.05)$. it means that there was enough evidence to reject the null hypothesis and accepted the alternative hypothesis. Based on the findings above, this researcher conclude that Instagram is an effective teaching strategy to improve the students' writing skill.



Second, this research was done by Encik Gayiani Warda, Armeria Wijaya (2019) entitled The Effectiveness of Teaching Writing Descriptive Text by Using Media Instagram to improve students Writing Ability at Junior high School Students. This researcher use experimental research in quantitative method which two classes as experimental and control group. The sample of data is taken from Barunawati Junior High School students. This researcher use snowball sampling. The results has been calculated by using SPSS 20.0. the results showed that teaching writing descriptive text using social media Instagram to improve students writing ability is effective.

Third, this researcher was done by Elisa Putri (2018) entitled The Effectiveness of Instagram in Improving Eighth Graders Writting skills at MTsN 3 Banjarmasin. This researcher took idea of writing activities on Instagram from

photo inspiration. Writing test pre test dan post test were use as instrument of collecting data. The result of post-test showed that students become more attentive, they liked to ask, become more active and happier. The result of the study revealed that Instagram as learning tool is effective for language learning activity.

Fourth, this researcher was done by Tee Shu Min, Harwati Hashim (2022) entitled Boosting Students' motivation in Learning Descriptive Writing Through Instagram. This research aims to investigate primary students' perceptions on using Instagram as a motivation learning tool in descriptive writing. In this study, quantitative and qualitative research methods involved selecting 13 year 4 sttudents in Kahang, Johor using convenience sampling. Questionnaires and semi structured interviews were used as the data collection method. The findings showed that students' perceptions on Instagram were relatively high and they were interested and motivated to use it for writing outside the classroom. It is suggested that more interactive activities can be conducted on Instagram in the future to promote language learning among rural primary students.

From the previous above, it is concluded that using Instagram, the result from these researchers using Instagram can increase students effectiveness in addition, this methods can emphasize students in the learning process. In the study, is difference is researcher use pre-experimental and will create cooperative learning so that students will enjoy and feel relaxed during cooperative learning so that students will enjoy and feel relaxed during study and they wont waste their time in the discussion, because when students do the study using Instagram they are

automatically focus on addition, this method can make students more active in learning students.

2.8 Conceptual framework

Based on the research, research has found problems in this class the problem is the ineffectiveness of learning students feel monotouns in learners. The students need some strategies to make them less bored. Research use Instagram to keep students from boring.

In fact, the use of Instagram for learning can make learning effective so that some research explaining learning using media can stimulate new desires and interests, stimulate learning and stimulation for students, hopes that researchers using Instagram can make writing lessons more effective.

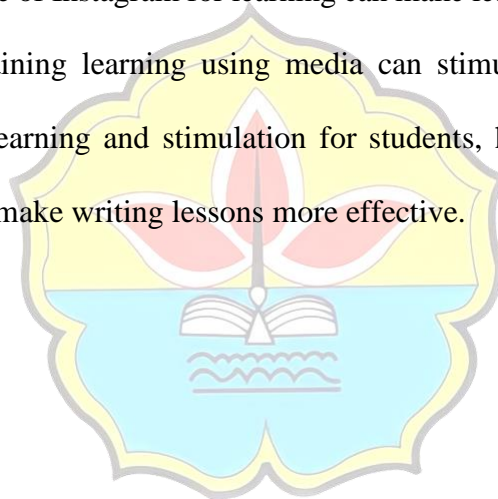
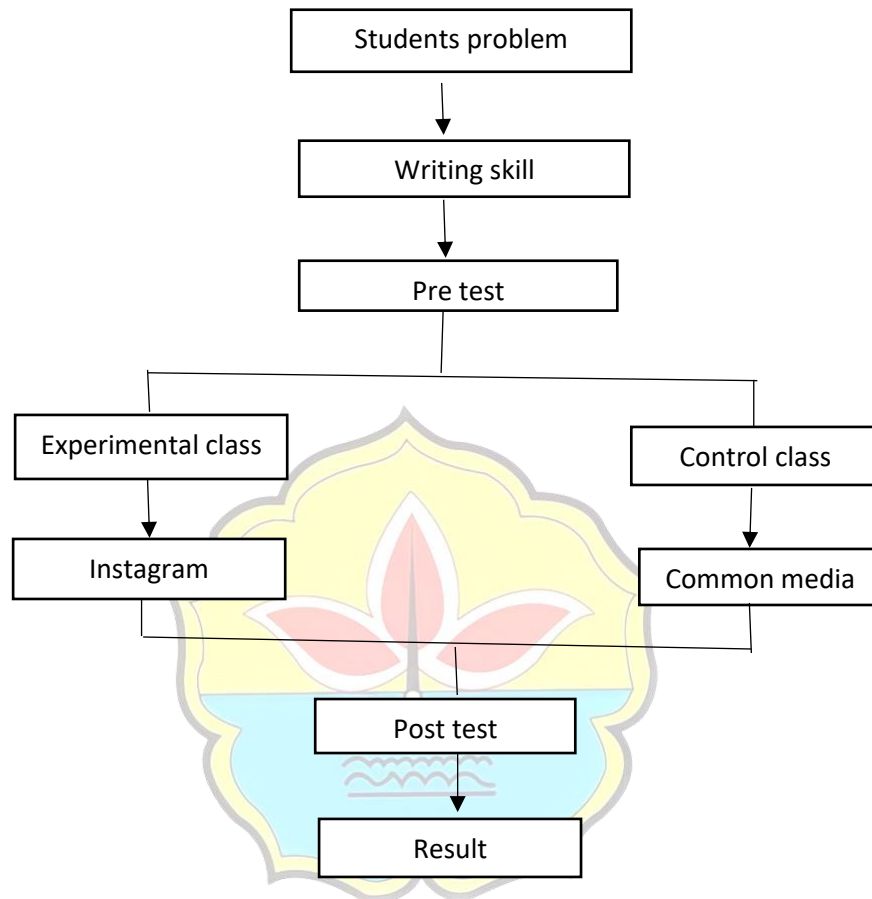


Figure 1

Conceptual framework



2.9 Hypotesis

Hypothesis is a statement in quantitative research whose research make predictions or conjectures about the outcome of relationships between attributes or special features (Creswell : 2015). The hypothesis in this research are :

H0 : There is significant effects of using Instagram as a online media toward writing descriptive text.

H1 : There is no any significant effects of using Instagram as a media online toward writing descriptive text.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Quantitative research methods are a way to obtain knowledge or solve problems faced and carried out carefully and systematically, and the data collected is in the form of a series or collection of numbers. Quantitative research methods can give an idea of the population in general. In quantitative research, what is highlighted is the relationship between research variables and the testing of previously formulated hypotheses. Although the description that also contains narrative or is descriptive as correlational research (relationships) its focus lies in the explanation of the relationships between variables.

The research will be use quantitative method in this research to analyze data. According to Creswell (2014:32) quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Matthews & Ross (2010) state that quantitative research methods are basically applied to the collection of data that is structured and which could be represented numerically.

True Experiment design or in Indonesian known as true experiment, is the most rigorous and powerful experimental design because in true experiment research the research subject is randomly selected. The purpose of this Random assignment is so that threats to internal validity do not arise. The existence of random assignments is expected so that members of the experimental group and

comparison groups are not affected by their status so that the experimental results are not affected by the Hawthorne effect and the John Herry Effect.

Experimental research methods are divided into there large groups : Sugiyono (2014:107), saying that experimental research methods can be interpreted as research methods used to determine the effect of treatment to others in a controlled condition. In this study, the research using the experimental quasi method of one group pretest and posttest.

Table 1. the research design of pre-test and post test

Class	Pre-test	Treatment	Post-test
Control	Y1	-	Y2
Experimental	Y1	X	Y2

Note:

Y1: pre-test before teaching with the inside -outside circle method (Both Classes)

Y2: post-test after teaching with the inside-outside circle method (Both Classes)

X : teaching with the inside-outside circle method to experimental class

3.2 Population and Sample

3.2.1 Population of The Research

The population of this research was the student at SMA N 8 Jambi city. In this study, research only took the population in the eleventh class, amounting to to classes, namely X 1 and X 3. Therefore, the population in the study consisted of 72 students from to classes.

Table 2. population of The Research

No	Class	Population
1	X 1	36
2	X 3	36
Total		72

source : Senior High School N 8 Kota Jambi, 2022

3.2.2 Sample of The Research

According to Ary, et.al. (2002: 163) sample is a small group that is observed. Beside, Cresswell (2014) says that sample is a subgroup of the target population that this researcher plans to study for generalizing about the target population.

This researcher used a sample random sampling technique in taking the sample. Kerlinger (2006:188) simple random sampling is a method of withdrawal from a population or the universe in a certain way so that every member of the population or the universe has that chance same to choose or take.

The sample of the study was selected by using sample random sampling technique. This research chose the sample by looking the characteristics of the class and based on information from the teacher. The researcher take one class of the eleventh grade namely XI IPA 4 and the sample consisted of 37 students

Table 3. Sample of The Research

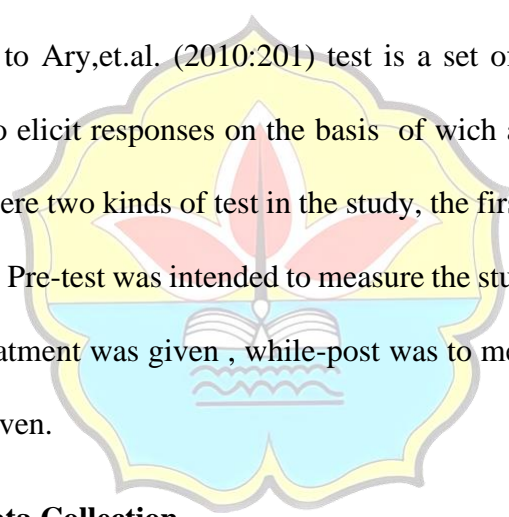
Class	Classification	Number of students
X 1	Control Class	17
X 3	Experimental class	17
Total		34

source : Senior High School N 8 Kota Jambi, 2022

3.3 Research Instrument

As an experimental researcher, the instrument that was used in this researcher was writing test, in the test the researcher asked student to write a descriptive paragraph about a topic (pre-test) the students had to write 3 paragraphs in the pre-test and 3 paragraphs in the post-test.

Considering that writing is a productive skill, it means that this activity showed the students ability to produce (writing) something. This the researcher decided to use paragraph test in the researcher. The instrumen used in this research was test. According to Ary,et.al. (2010:201) test is a set of stimuli presented to individual in order to elicit responses on the basis of wich a numerical score can be assigned. There were two kinds of test in the study, the first was pre-test and the second was post-test. Pre-test was intended to measure the student ability in writing ability before the treatment was given , while-post was to measure student writing after the treatment given.



3.4 Technique of Data Collection

In collection the data, this researcher uses a sysematical and standard procedure. A method of collecting in this research used writing test that contain a set of exercise or other instruments. The researcher used two kind of test, pretest and posttest. This researcher subjected both pre-test and post-test as follow:

A. Pre-test

This researcher came to the class and told the students what they had to do. The pretest in writing skills in caption their school. The aim of administering pretest was to get initial information of the students before the experimental conducted.

B. Treatment

After administering the pre-test, this research give the treatment four times to the students. This researcher applied the treatment by showing Instagram pictures, which have good descriptive caption. Then the material will given to the students in the from of print pictures, in other words, after that the students described what they thought. The students write in a paragraph in the form 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 the text that will going to discuss that text. Then before the text will discussed, this researcher showed the pictures and explained about the organization that us in text. This researcher askes to students to make a paragraph about with the pictures.

2. Whilst-writing Activity

First of all the students downloaded Instagram app and made their own Instagram account. In this step, the researcher provided theme for the students in terms of the kind of picture that 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 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 steps, post question, feedback and whole discussion would be conducted. This researcher did it by giving quiz around the material as evaluation and reinforcement.

C. Post-test

The last method of collecting data was administered post test. Post test administered to the students after being exposed with Instagram as the treatment. The post test in writing, the researcher did it after give the treatment in experimental research or after teach writing text after being taught by Instagram. The post test was done to get writing score of students after doing the treatment.

3.5 Technique of Data analysis

Data analysis is the way data analyse by this researcher. In managing and analyzing the data collect, this researcher used quantitative data analysis so the researcher analyzed the data by using formula. The analysis used to find the significant difference of the students writing text before and after used of using Instagram as a media.

The steps to analyze data as follows :

1. The test examined and then score by using an assessment elements consisting of content, organization, vocabulary, grammar, and mechanic. Destanger in Sara Cushing Weigle (2002) revealed that there are five aspect evaluate in writing : they are content, organization, grammar, vocabulary and mechanic. The following table presents the five aspect of evaluating which were uses.

TABLE 3. Scoring in writing descriptive text

Score of writing	Score	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Vocabulary & Mechanic	4	A few errors choice of words, spelling and punctuation
	3	Some errors in choice of word, spelling and punctuation
	2	Occasional errors in choice of word, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

2. After all test results were obtained, then rate 10-100 value. Score that had obtained then analyzed.

3. After each students work was assessed then presented to find the grade average value.

4. This researcher found the score by using formulas. The score of pre test and posttest are calculated as follows :

$$\text{Score} = \frac{\text{Students' score}}{\text{maximum score}} \times 100$$

5. This researcher determined the mean score. To find the scores, this researcher used the formula as follows :

$$\text{Mean} : x : \frac{\sum fx}{n}$$

6. The students percentage was arranged into the diagram of rating quality percentage.

7. Then, the meaning of the percentage is arranged in the table of rating scale. As a result, this researcher uses a rating scale to arrange the level of effectiveness. This researcher gave an interpretation of the result by using tables, which are described below :

Table 4. the interpretation of the Effectiveness prercantage

Percentage of the rating scale quality	Rating
81-100%	Very effective
61-80%	Effective
41-60%	Sufficiently effective
21-40%	Not effective
1-20%	Not very effective

8. Using SPSS (Statical Product and Service Solution) determined the students value.

9. Calculating the mean score of the students test by using SPSS

10. Finding the improvements percentage of students writing achievements of utilizing Instagram by using SPSS.

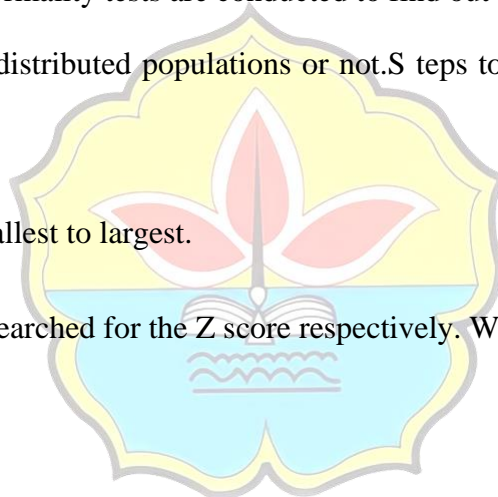
3.5.1 Test of normality

Normality test is a test that is carried out as a prerequisite for conducting data analysis. It is carried out before the data is processed based on the proposed research models. Normality test aims to determine whether the data is normally distributed or not. Normality tests are conducted to find out whether the data taken comes from normal distributed populations or not. Steps to calculate the Liliefors test:

1. Sort data from smallest to largest.
2. From the data is searched for the Z score respectively. With the formula:

$$Z_i = \frac{X_i - \text{Mean}}{\text{sd}}$$

3. From the Z score and using the normal distribution list, the odds of $F(Z_i)$ are calculated.
4. Then calculated the proportion of $Z_1, Z_2, Z_3 \dots$ and so on. It is smaller or the
5. Calculate the difference $F(Z_i) - S(Z_i)$. Determine the absolute price. same as Z_i . Then divide the number of samples.
6. The most Lhitung price sought.



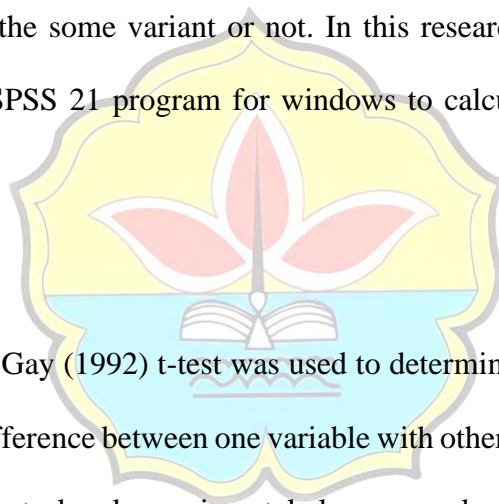
The calculation is compared to L_{table} in the table “critical values for Liliefors test”. If $L_{hitung} < L_{table}$, then the data is normal.

3.5.2 Homogeneity

Homogeneity means the similarity of variance of each group, so the researcher will be faced with groups that have the same condition from the beginning. The test is needed to compare data in some groups. It is also needed to test the homogeneity of variance in comparing two or more groups. The homogeneity test in experimental research is used to know whether experimental and control groups that are taken from the population have the same variance or not. In this research, the researcher, the researcher will use SPSS 21 program for windows to calculate the homogeneity test.

3.5.3 t Test

According to Gay (1992) t-test was used to determine whether or not there was a significant difference between one variable with other variable. So, the post-test score from the control and experimental class was calculated by using t-test to know whether or not there was a significant effect of thematic dominoes technique to the student's vocabulary. The formula of t-test was as follows:



$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\bar{x}_1 = \frac{\sum x_1}{n_1}$$

$$\bar{x}_2 = \frac{\sum x_2}{n_2}$$

$$SS_1 = \sum x_1^2 - \left(\frac{\sum x_1}{n_1}\right)^2$$

$$SS_2 = \sum x_2^2 - \left(\frac{\sum x_2}{n_2}\right)^2$$

In which

t = The value of calculated

\bar{x}_1 = The mean of the experimental group

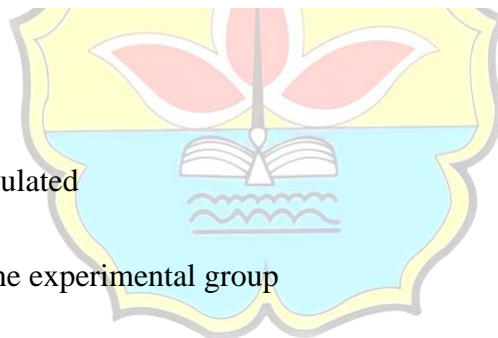
\bar{x}_2 = The mean of the control group

ss₁ = The variance of the experimental group

ss₂ = The variance of the control group

n₁ = The number of sample in experimental group

n₂ = The number of sample in control group



3.5.4 Standard Deviation

To calculate the standard deviation of the sample is used formula:

$$S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{n}}$$

S : Standard Deviation

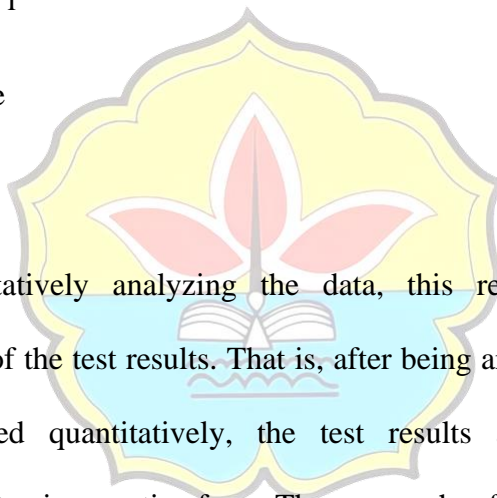
f_i : group frequency

x_i : middle value x to i

x : data average value

n : average number

After quantitatively analyzing the data, this researcher performs a descriptive analysis of the test results. That is, after being analyzed in the form of numbers or analyzed quantitatively, the test results are then reanalyzed, summarized and written in narrative form. Then researcher found out the influence of first language on writing.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

Based on the researcher that has been done, this chapter provides the analysis of the data which got from this research. The result in this research was described appropriate with the aim an hypothesis. The description from the control class and experimental class can be explain throught the table below.

This research was conducted toward the tenth grade of senior high school (SMA N 8) Jambi city in semester two there were 34 students participated in this test. Seventeen students participated in control class and also seventeen students in experimental class. The pre-test was conducted on 17 January 2023. Then, treatment was given for four times. Finaly, the researcher gave post test on 24 January 2023.

This study explains the researher of that study. The study used teqniques on instagram applications, students were asked to look at some of the writing examples that have been provided on the instagram application. The test given to this students writing before and after treatment was given. In this case, that the case its about to find out how the instagram application on the students effectiveness and this test is done to see hoe effectively instagram is used for writing methods.

4.1.1 The Effectiveness Of Using Instagram As A Online Media Toward Writing Descriptive

The Result of this research is analyzed in numeral form. Those data described effectiveness of using Instagram as a media toward writing descriptive. The researcher listed the students score in writing test, The result of this researcher presented as follows :

1) The Result of Writing Descriptive

This section describes and analyzes test in experimental class in experimental classes the test is given after the class is given treatment.

The experimental class of the study was class X3 of SMA N 8 Jambi city. it consist of 17 students. Who has been given treatment. then they will be given a test in the form of a writing test. After the treatment and test were given, the scores from all students were obtained. Each rating criteria is worth some points. The score given is in accordance with the oral proficiency scoring categories, namely : content, organization,, grammar, vocabulary and mechanic (Sara Cushing Weigle, 2002)

Table 4.1

The Students Score pre-test of Experimental class

No	Students label	Component of Writing				Score
		C	O	V&M	G	
1	Students 1	2	1	1	2	37,50
2	Students 2	2	1	2	2	37,50
3	Students 3	2	1	1	1	31,25
4	Students 4	2	1	2	1	37,50
5	Students 5	3	1	2	1	43,75
6	Students 6	2	1	2	1	37,50
7	Students 7	2	1	1	1	31,25
8	Students 8	2	1	2	1	37,50
9	Students 9	2	1	1	2	37,50
10	Students 10	2	1	2	1	37,50
11	Students 11	2	1	2	1	37,50
12	Students 12	2	1	1	2	37,50
13	Students 13	2	1	1	2	31,25
14	Students 14	2	1	2	1	37,50
15	Students 15	2	1	1	2	37,50
16	Students 16	2	1	2	1	37,50
17	Students 17	2	2	1	1	37,50

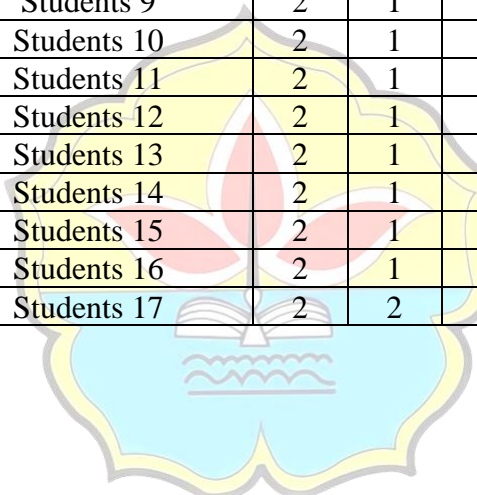


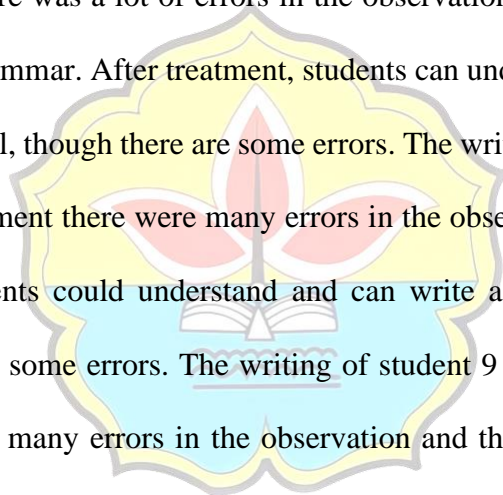
Table 4.2

The Students Score post test of Experimental class

No	Students label	Component of Writing				Score
		C	O	V&M	G	
1	Students 1	3	3	2	2	56,25
2	Students 2	2	2	2	2	50,00
3	Students 3	2	2	2	1	50,00
4	Students 4	3	2	2	2	56,25
5	Students 5	3	2	2	2	56,25
6	Students 6	3	2	2	2	56,25
7	Students 7	2	2	2	1	50,00
8	Students 8	2	2	2	2	50,00
9	Students 9	2	2	2	2	50,00
10	Students 10	2	2	2	2	50,00
11	Students 11	3	2	2	2	56,25
12	Students 12	3	2	2	2	56,25
13	Students 13	2	2	2	2	50,00
14	Students 14	3	2	2	2	56,25
15	Students 15	3	2	2	2	56,25
16	Students 16	3	2	2	2	56,25
17	Students 17	3	2	2	2	56,25

From the results of the pretest and posttest students scores can be concluded that the writing of student 1 in the moments before treatment, there was a lot of errors in the observation, the vocabullary and the mechanic. After treatment, students can understand and can write a descriptive text well, though there are some errors. The writing of student 2 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 3 in the moments before treatment, there was a lot of errors in the observation, the vocabullary, the mechanic and the grammar. After treatment, students can understand and can write a descriptive text well, though there are some errors. The writing of student 4 at the moment before treatment there were many

errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 5 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 6 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 7 in the moments before treatment, there was a lot of errors in the observation, the vocabulary, the mechanic and the grammar. After treatment, students can understand and can write a descriptive text well, though there are some errors. The writing of student 8 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 9 at the moment before treatment there were many errors in the observation and the vocabulary and the mechanic, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 10 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 11 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 12 at the moment before treatment there were many



errors in the observation and the vocabulary and the mechanic, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 13 at the moment before treatment there were many errors in the observation and the vocabulary and the mechanic, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 14 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 15 at the moment before treatment there were many errors in the observation and the vocabulary and the mechanic, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 16 at the moment before treatment there were many errors in the observation and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors. The writing of student 17 at the moment before treatment there were many errors in the vocabulary, the mechanic and grammar, after treatment students could understand and can write a descriptive text well though there are still some errors.

Based on the result of Students' writing above, the researcher found that students can more easily understand material through the instagram media. The high score for the students is 56.25 with a student of 10 and a low score for the students is 50.00 with a 7 student.

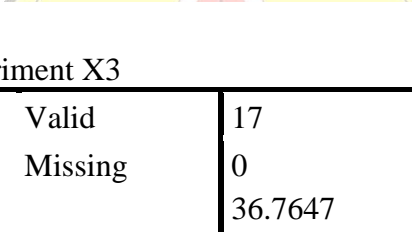
4.2 Analysis data Hypothesis Testing

Before testing the hypothesis, the data must fulfil the assumption in which the data must be distributed normally and homogeneous

4.2.1 Frequencies

The result of pre-test of experimental and controlled class based on SPSS 21 version software was gained from the steps as follows : *Analyze>> Description>> Statistic>> Frequencies*. Then put post-test into variables>> Click Statistic>> Checklist the entire menu>> Click *Ok*

Table 4.3 Table of Data Description of Pre-test of Experimental Class



Statistics		
pretest exsperiment X3		
N	Valid	17
	Missing	0
Mean		36.7647
Median		36.7188 ^a
Mode		37.50
Variance		9.191
Range		12.50
Minimum		31.25
Maximum		43.75
Sum		625.00

Table 4.3 showed the data of X3 as the experimental class consisted of 17 students. The total of all data which was divided with the number of data determined as mean score from the experimental class was 36.7647. median score was 36.7188. the median is the numerical value separating the higher half of a data sample, population, or a probability distribution, from the lower half. The mode is defined

as the element that appears most frequently in a given set of elements. The mode score from the table was 37.50. The set of scores constituted a population determined a variance score was 9.191. The highest score of the experimental class was 43.75 and the lowest was 31.25. The sum gained from the total score was 625.00.

According to the table, it could be made a table of frequency distribution which is presented follows :

Table 4.4 Table of frequency distribution of pre-test result of Experimental class

pretest experiment X3

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 31.25	3	17.6	17.6	17.6
37.50	13	76.5	76.5	94.1
43.75	1	5.9	5.9	100.0
Total	17	100.0	100.0	

Table 4.4 was tool of presentation consisting of columns and rows and there were numbers which describe the division and the percentage of frequency distribution.

Results gained from a pre-test in class X3 as the controlled class of this researcher were presented in a table below :

Table 4.5 table of Data Description of Pre-test result of Control Class

Statistics
pretest control class

N	Valid	17
	Missing	0
Mean		41.9112
Median		43.7400
Mode		37.50
Variance		47.677
Range		25.00
Minimum		31.25
Maximum		56.25
Sum		712.49

Table 4.5 showed that the data of X3 as the controlled class was 17 students. The total of all data which was divided with the number of data determined as mean score from the controlled class was 41.9112. Median score was 43.7400. The median is the numerical value separating the higher half of a data sample, a population, or a probability distribution, from the lower half. The mode is defined as the element that appears most frequently in a given set of elements. The mode score from the table 37.50. The set of scores constituted a population determined a variance score was 47.677. The highest score of the control class was 56.25 and the lowest is 31.25. The sum gained from the total scores was 712.49.

Table 4.6. Table of frequency Distribution of pre-test Result of control class

pretest control class

	Frequency	Percent	Valid Percent	Cumulative Percent
31.25	2	11.8	11.8	11.8
37.50	6	35.3	35.3	47.1
43.74	1	5.9	5.9	52.9
Valid 43.75	4	23.5	23.5	76.5
50.00	3	17.6	17.6	94.1
56.25	1	5.9	5.9	100.0
Total	17	100.0	100.0	

The results of post test of experimental and controll class based on SPSS 21 version software was gained from the steps as follows : *Analyze>>Description>>Statistic>>Frequencies*. Then put post-test into variables Click *Statistic>> Checklist the entire menu >> Click OK*.

Table 4.7 Table of Data Description of Post-test Result of Experimental class Statistics

posttest exsperiment X3

N	Valid	17
	Missing	0
	Mean	53.6765
	Median	56.2500
	Mode	56.25
	Variance	10.053
	Range	6.25
	Minimum	50.00
	Maximum	56.25
	Sum	912.50

Table 4.7 showed that the data of X3 as the experimental class consisted of 17 students. The total of all data which was divided with the number of data determined as mean score from the experimental class was 53.6765. median score was 56.2500. The mode score from the table was also 56.25. the set of scores constituted a population determined a variance score was 10.053. the highest score of experimental class was 56.25 and the lowest was 50.00. The sum gasined from the total score 912.50.

According to the table, it could be made a table of frequency distribution which was presented as follows :

Table 4.8 Table of frequency Distribution of post test result of experimental class

posttest exsperiment X3

	Frequenc y	Percent	Valid Percent	Cumulative Percent
50.00	7	41.2	41.2	41.2
Valid 56.25	10	58.8	58.8	100.0
Total	17	100.0	100.0	

Table 4.9 Table of Data Description of post test result of control class

Statistics

posttest control class

N	Valid	17
	Missing	0
Mean		48.5288
Median		50.0000
Mode		50.00
Variance		36.771
Range		25.00
Minimum		37.50
Maximum		62.50
Sum		824.99

Table 4.9 showed that the data of X1 as the controlled class consisted of 17 students. The total of all data which was divided with the number of data determined as mean score from the controlled class was 48.5288. medain score was 50.0000. the mode score from the table was also 50.00. the set of score constituted a population determined a variance score was 36.771. the highest score of the controll class was 62,50 and the lowest is 37.50. The sum gained from the total score waas 824.99.

Table 4.10 Table of frequency Distribution of post test result of controll class

posttest control class

	Frequency	Percent	Valid Percent	Cumulative Percent
37.50	1	5.9	5.9	5.9
43.74	1	5.9	5.9	11.8
43.75	5	29.4	29.4	41.2
Valid 50.00	7	41.2	41.2	82.4
56.25	2	11.8	11.8	94.1
62.50	1	5.9	5.9	100.0
Total	17	100.0	100.0	

Before the writer calculated the value of t-test to look at the hypothesis, the researcher had to analyze the normality and homogeneity of the data. The examination of normality was needed to know whether the data had been normally distributed. Then, after getting the normality, the next step was calculating the homogeneity of data. It was proposed to look at whether the data was homogeneous or heterogeneous.

4.2.2 Normality test

The normality test is performed using kolmogorov-smirnov and saphiro-wilk. The test is for two groups, both pre-test and post-test group, to determine if the distribution of the data from the sample is normal. Thus, the researcher used SPSS version 21 software. If the normality is more than the level of significance a (0.05), scores will be normally distributed.

Table 4.11 Normality pre-test result between Experimental and controll class

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil	pre-test experimental class	.419	17	.000	.659	17	.000
	pre-test controll class	.209	17	.047	.923	17	.169


a. Lilliefors Significance Correction

Table 4.12 Normality post-test result between Experimental and controll class

Tests of Normality

	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil	post-test experimental class	.380	17	.000	.632	17	.000
	post test controll class	.228	17	.019	.901	17	.072

a. Lilliefors Significance Correction



In normality test based on shapiro-wilk, data were stated as distributed normal when sig. score was above 0.05. In the table above, it showed that both experimental and controll class had normal distribution data. The sig. score in pre-test experimental and controll class were 0.000 and 0.169. Meanwhile the sig. score in post-test between both of the class were 0.000 and 0.072.

4.2.3 Homogeneity test

Homogeneity test is used to test whether the data from the two group have the same variant in order that the hypothesis can be tested by independent test. Like

normality test, this kind of the also uses SPSS version 21 software. The following tables contained the result of test of homogeneity between both of the class.

Table 4.13 Homogeneity Pre-test Result between Experimental and controll class

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
hasil	Based on Mean	11.928	1	32	.002
	Based on Median	10.537	1	32	.003
	Based on Median and with adjusted df	10.537	1	26.929	.003
	Based on trimmed mean	11.858	1	32	.002

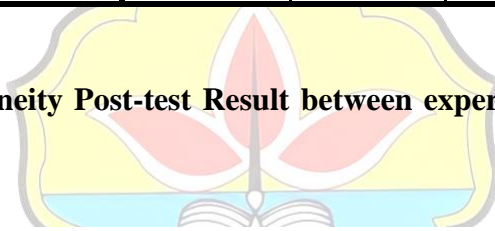


Table 4.14 Homogeneity Post-test Result between experimental and controll class

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
hasil	Based on Mean	3.309	1	32	.078
	Based on Median	2.021	1	32	.165
	Based on Median and with adjusted df	2.021	1	29.470	.1666
	Based on trimmed mean	3.517	1	32	.070

In the test of homogeneity, data were stated as homogeny distribution when sig. score was above 0.05. sig. score in these columns were 0.002 and 0.078. These are bigger than 0.05 which mean that these data had homogeny distribution data.

4.2.4 T-test

After calculating the data of post-test, the researcher has found that post – test result of experimental and control class is normal and homogenous. The data would be analysed to prove the hypothesis. It used a t-test formula. Te research hypothesis is multiple choice, The result of t-test was as follow:

Table 4.15 T-test pre-test result between experimental and control class

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pre-test Paired 1 - post-test control class	-6.61765	2.67967	.64991	-7.99540	-5.23989	-10.182	16	.000
pre-test Paired 2 - post-test experimental	-16.91176	2.93543	.71195	-18.42102	-15.40251	-23.754	16	.000

Based on the table above, the analysis data used t-test it was found that the t_{count} is (-23.754) while the t_{tabel} () with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 17 + 17 - 2 = 32$. It means that the T_{count} is smaller than the t_{tabl} (T_t). That is, he results showed what the experiment class had no.

4.2.5 Hypothesis testing

After obtaining the value by using T-test, the hypothesis can be tested as follow :

H0 : There is significant effects of using Instagram as a online media toward writing descriptive text.

H1 : There is no any significant effects of using Instagram as a media online toward writing descriptive text.

Based on calculating data by using t-test, it showed that :

1. The value t_c was -23.754
2. df was 16

It could be concluded that $T_c > T_t$, so Null Hypothesis (H_0) was accepted, meanwhile Hypothesis One (H_1) was rejected. There are differences in scores in experimental classes and control classes. So there is an effect of using Instagram.

4.3 Discussion

To determine if there is a first language influence toward speaking ability at grade X3 of Senior High School (SMA N) 8 Jambi City. The researchers gave tests to the two classes which were experimental and class control classes. There were 17 students in the experiment class. Meanwhile, there were 17 students in the control class. Both classes conducted tests by conducting writing tests in accordance with the theme given with the theme that had been given by the researcher.

Based on the characteristics of the components of writing students get problems to write specific of content because the information was almost enough, thesis development was very limited, and less relevant to the problem but not complete

From the aspect of vocabulary, it can be concluded that utilization of the word good, choice words and phrases are less precise and vocabulary was low. Students often make mechanical mistakes in their writing. Mechanical problems related to capitalization, punctuation and spelling errors and students have problems using structures that are appropriate to their writing and coherence. Second, the assessor also concluded that the organization of the pre-test and post- test approved by the upper text of the upper-middle respondent has good coherence and an appropriate schematic structure.

Before giving the test, the researchers gave treatment to an experimental class at one meeting. While in the control class, researchers are not given treatment, but directly provide tests. Students are given a test in the form of a speaking test, to find out the score obtained by students, researchers use writing assessment, aspects assessed are content, organization, grammar, vocabulary, and mechanic.

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 hesitativim to express their idea. 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 seen his posts in instagram. Therefore the result of this research also showed that using instagram could improve students' writing especially in descriptive text that focused on five aspects of writing they are content, grammar, structure, vocabulary and mechanic.

Based on the analysis data used t-test, it was found that the t-test (T_o) is - 23.754. This means that the T_o is smaller than the t-table (T_t). Then, for DF is 16. That is, the results showed that the experimental class had no writing.

After doing this study and getting the results of this study, researcher learned that there is no writing descriptive text. The study focused on looking at the writing.

Based on the above explanation, researcher concluded that there was no the effectiveness of using Instagram as a online media toward writing descriptive text at tenth grade of Senior High School 8 Jambi city.

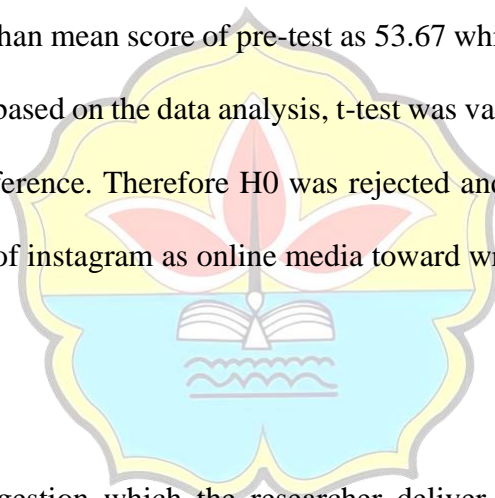


CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the researcher findings and discussion, it can be concluded that the use of instagram as online media toward writing descriptive text at the tenth grade of Senior high school (SMAN) 8 Jambi City. It was proven by the students mean score improvement from pre-test and post-test. The students mean score of pre test was 36,76. Which was classified as very poor classification, while that of post-test was higher than mean score of pre-test as 53.67 which was classified poor category. Moreover, based on the data analysis, t-test was value. It means that there was a significant difference. Therefore H₀ was rejected and H₁ was accepted. In other words, the use of instagram as online media toward writing skills students in descriptive text.



5.2 Suggestion

Here are suggestion which the researcher deliver for future researcher. Hopefully, the suggestion are useful for the students, teacher and other researchers who are interested in conducting teaching activities by using instagram as online media. The suggestion as follows :

1. For teacher
 - Teacher should give clear explanation about instagram before the students use it in learning writing. The way instagram used might maket the students confused moreover for the students that knowing English for the first time.

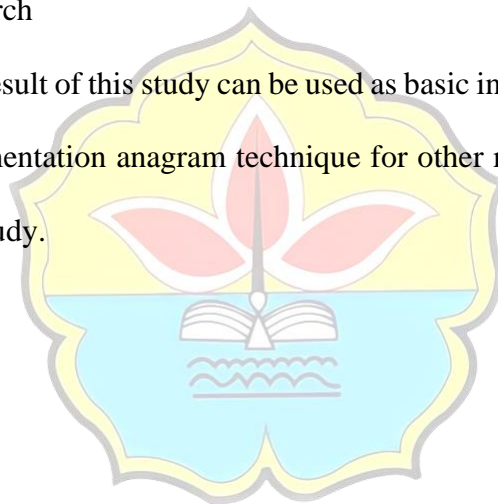
- Teacher should make the class atmosphere is more fun to make students enjoy in learning writing. Because if they're enjoy.
- Teacher should know the personality of the students in the class. This is needed to handle them while learning writing.

1. For students

The students should know the kind of writing especially about distinctive feature of place. The students should know that each place having different distinctive feature.

2. Further research

The result of this study can be used as basic information or reference about implementation anagram technique for other research in conducting the similar study.



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Appendix 1. (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMA Negeri 8 Kota Jambi

Materi Pembelajaran : Bahasa Inggris

kelas : X/2

Materi Pokok : Teks Deskriptif

Alokasi Waktu : 4x45 Menit

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, responsive dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social 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 metode 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	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok mengakui ketika membuat kesalahan tidak menyalahkan orang lain atas tindakannya sendiri melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional	
5	Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah, terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Menyampaikan teks deskriptif secara tulis tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks

C. TUJUAN PEMBELAJARAN

(Pertemuan Pertama)

setelah mengikuti serangkaian pembelajaran peserta didik :

1. Mampu menuliskan kosakata tentang describing place setelah diberikan contoh dari guru.

(Pertemuan Kedua)

setelah mengikuti serangkaian pembelajaran, peserta didik :

2. Mengidentifikasi fungsi sosial, structure task, dan unsur kebahasaan pada teks descriptive sederhana tentang tempat

(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, tempat, dan benda) 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

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 tense

a. Kalimat Verbal

Formula

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

(-)S+do/does+Not+verb+Object

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

b. Nominal sentences

(+) S+To be (is,am,are)+ Complement(adjective/adverb/noun)

(-)S+Tobe(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 Possesive pronouns 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 clean, near, behind

- Contoh penggunaan aplikasi Instagram dengan menggunakan descriptive text

E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : Pengamatan dan mempraktekkan

F. MEDIA PEMBELAJARAN

Media : Gambar, Laptop, Android (aplikasi Instagram)

G. SUMBER BELAJAR

Buku SMA kelas X yang relavan, internet, kamus

H. LANGKAH-LANGKAH PEMBELAJARAN

(pertemuan pertama)

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Kegiatan awal	<ul style="list-style-type: none"> - salam - Mengecek kehadiran siswa - Apresiasi dan motivasi
KEGIATAN INTI (70 Menit)	
Observation	<ul style="list-style-type: none"> - 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 descriptive -peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada materi teks deskriptif dengan menampilkan tempat
Questioning	<ul style="list-style-type: none"> - Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks deskriptif (E.g difficult vocabulary, pronouncation, etc)
Assosiation	<ul style="list-style-type: none"> - Peserta didik membuat teks descriptive sederhana
Experimenting	<ul style="list-style-type: none"> - Peserta didik belajar menulis teks descriptive dengan menggunakan aplikasi Instagram
Communicating	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Salam - Menyimpulkan hal-hal yang telah dipelajari

	<ul style="list-style-type: none"> - Refleksi - Penugasan
--	-----------------------------------------------------------------------------------

(pertemuan kedua)

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Kegiatan awal	<ul style="list-style-type: none"> - salam - Mengecek kehadiran siswa - Apresiasi dan motivasi -Guru mengajukan pertanyaan tentang materi minggu lalu -Penyampaian tujuan pembelajaran
KEGIATAN INTI (70 Menit)	
Observation	<ul style="list-style-type: none"> - Guru mereview kembali materi yang telah diajarkan minggu lalu -Guru menjelaskan components of writing -Guru meminta siswa membuat teks descriptive sederhana dengan menggunakan aplikasi instagram
Questioning	<ul style="list-style-type: none"> - Dengan bimbingan dan arahan guru, siswa, dapat mempertanyakan components of writing yang cocok untuk tulisan mereka
Assosiation	<ul style="list-style-type: none"> - Guru memberikan penguatan tentang components of writing yang dipelajari
Experimenting	<ul style="list-style-type: none"> - Guru mengamati peserta didik membuat teks descriptive
Communicating	<ul style="list-style-type: none"> - Peserta didik mengupload hasil tulisan mereka kepada guru - Peserta didik mengungkapkan hal-hal yang sulit dan mudah dilakukan terkait materi teks descriptive dengan menggunakan Instagram
PENUTUP (10 Menit)	
Penutup	<ul style="list-style-type: none"> - Salam - Menyimpulkan hal-hal yang telah dipelajari - Refleksi - Penugasan

(pertemuan ketiga)

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Kegiatan awal	<ul style="list-style-type: none">- salam- Mengecek kehadiran siswa- Guru mengajukan
KEGIATAN INTI (70 Menit)	
Observation	<ul style="list-style-type: none">- 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 descriptive-peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada materi teks deskriptif dengan menampilkan tempat
Questioning	<ul style="list-style-type: none">- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks deskriptif (E.g difficult vocabulary, pronouncation, etc)
Assosiation	<ul style="list-style-type: none">- Peserta didik membuat teks descriptive sederhana
Experimenting	<ul style="list-style-type: none">- Peserta didik belajar menulis teks descriptive dengan menggunakan aplikasi Instagram
Communicating	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- Menyimpulkan hal-hal yang telah dipelajari- Refleksi- Penugasan

(pertemuan keempat)

PENDAHULUAN (10 Menit)	
Tahap	Kegiatan
Kegiatan awal	<ul style="list-style-type: none">- salam- Mengecek kehadiran siswa- Apresiasi dan motivasi
KEGIATAN INTI (70 Menit)	
Observation	<ul style="list-style-type: none">- 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 descriptive-peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada materi teks deskriptif dengan menampilkan tempat
Questioning	<ul style="list-style-type: none">- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan teks deskriptif (E.g difficult vocabulary, pronouncation, etc)
Assosiation	<ul style="list-style-type: none">- Peserta didik membuat teks descriptive sederhana
Experimenting	<ul style="list-style-type: none">- Peserta didik belajar menulis teks descriptive dengan menggunakan aplikasi Instagram
Communicating	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- Menyimpulkan hal-hal yang telah dipelajari- Refleksi- Penugasan

Appendix 2 (scoring categories)

Penilaian

Score of writing	Score	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	Few sentences related to the main idea
	1	The sentences are unrelated to each other
Vocabulary & Mechanic	4	A few errors choice of words, spelling and punctuation
	3	Some errors in choice of word, spelling and punctuation
	2	Occasional errors in choice of word, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

Appendix 3 (Instrument)

Name :

Class :



Write descriptive text about your school according to the picture above



Appendix 4 (Key Word)

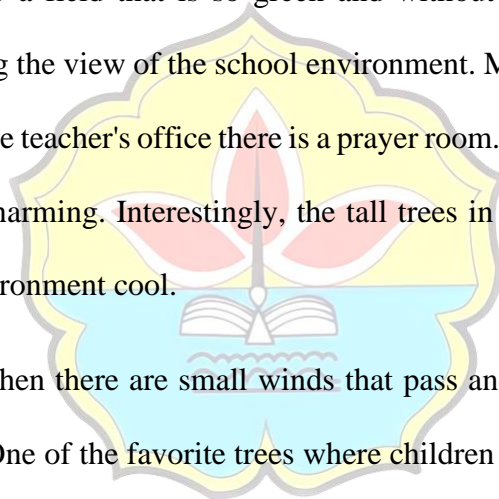
My school

Rows of buildings, the presence of cooperatives, fields and a mini UKS describe only a few of the facilities available at the school. The number of classes is quite a lot, because each level is divided, making the atmosphere in the school environment lively. Maybe because the beautiful colors and accessories in each classroom make the children feel comfortable while studying.

There is also a field that is so green and without a roof for sports and ceremonies, widening the view of the school environment. Moreover, in the corner of the field close to the teacher's office there is a prayer room. This makes the school environment more charming. Interestingly, the tall trees in several corners of the school make the environment cool.

Especially when there are small winds that pass and hit this tree, making the air even colder. One of the favorite trees where children play is the longan tree near the lobby. The tree is very shady and free from insects, so it's safe to play around there.

The school library stores a lot of interesting books with beautiful pictures. Ranging from fiction books to non-fiction books. Then, there are also thick books and thin books. In the library students who diligently visit acquire a lot of knowledge.



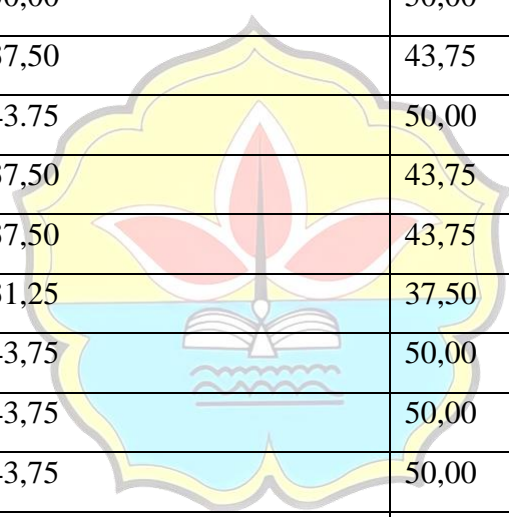
Appendddix 5 (Students Score)

Pre-test experimental class and post-test experimental class

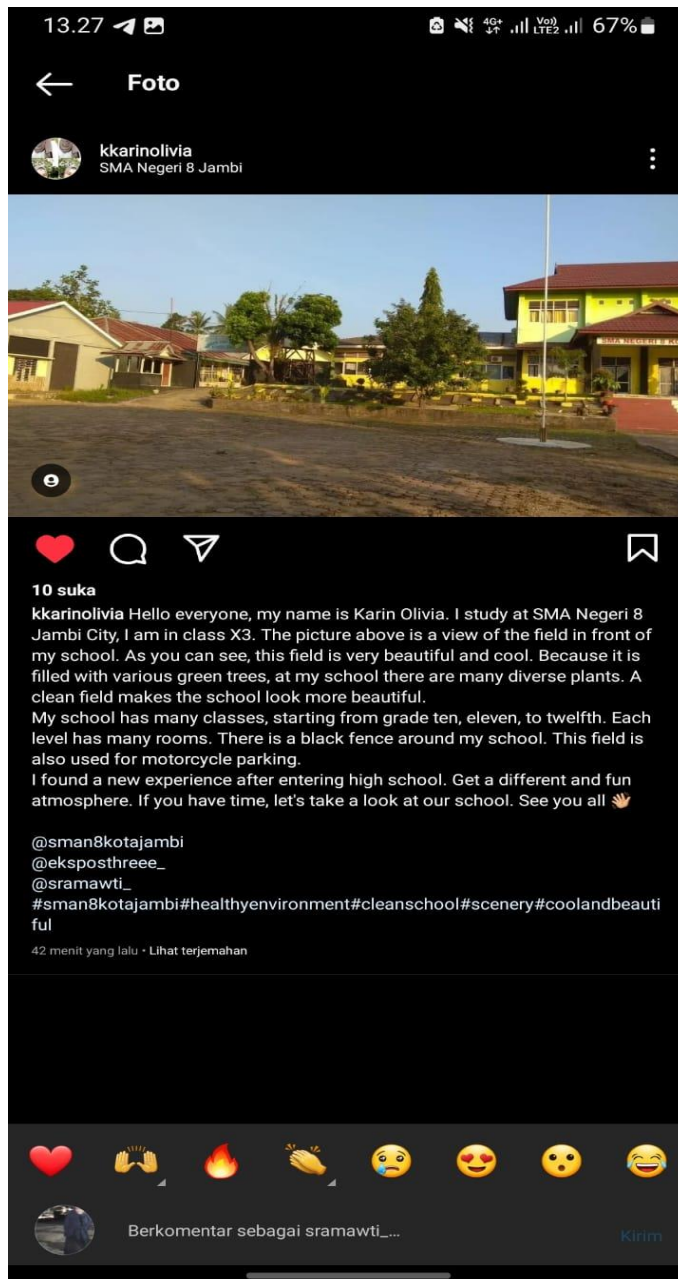
Students	Pre-test Experiment class	Post-test Experiment class
Student 1	37,50	56,25
Student 2	37,50	50,00
Student 3	31,25	50,00
Student 4	37,50	56,25
Student 5	43,75	56,25
Student 6	37,50	56,25
Student 7	31,25	50,00
Student 8	37,50	50,00
Student 9	37,50	50,00
Student 10	37,50	50,00
Student 11	37,50	56,25
Student 12	37,50	56,25
Student 13	31,25	50,00
Student 14	37,50	56,25
Student 15	37,50	56,25
Student 16	37,50	56,25
Student 17	37,50	56,25

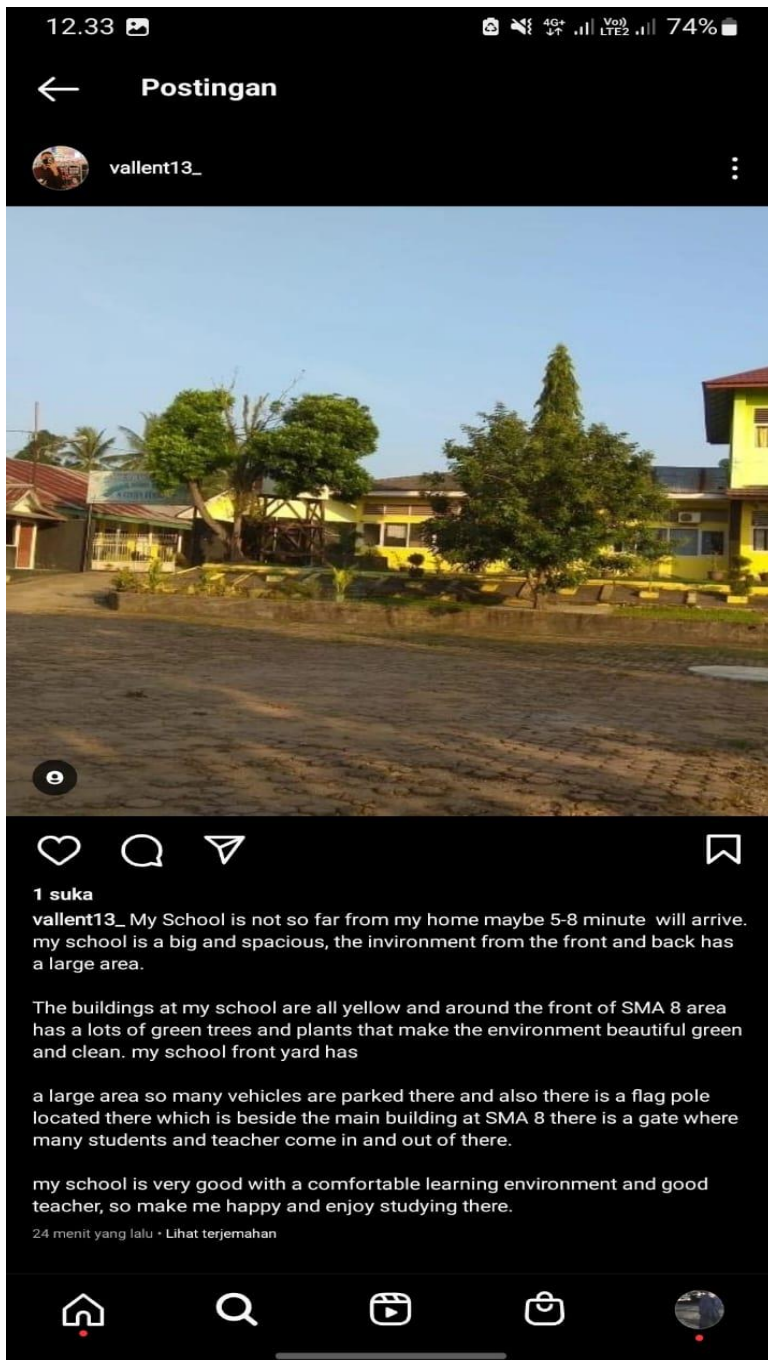
Pre-test controll class and Post-test control class

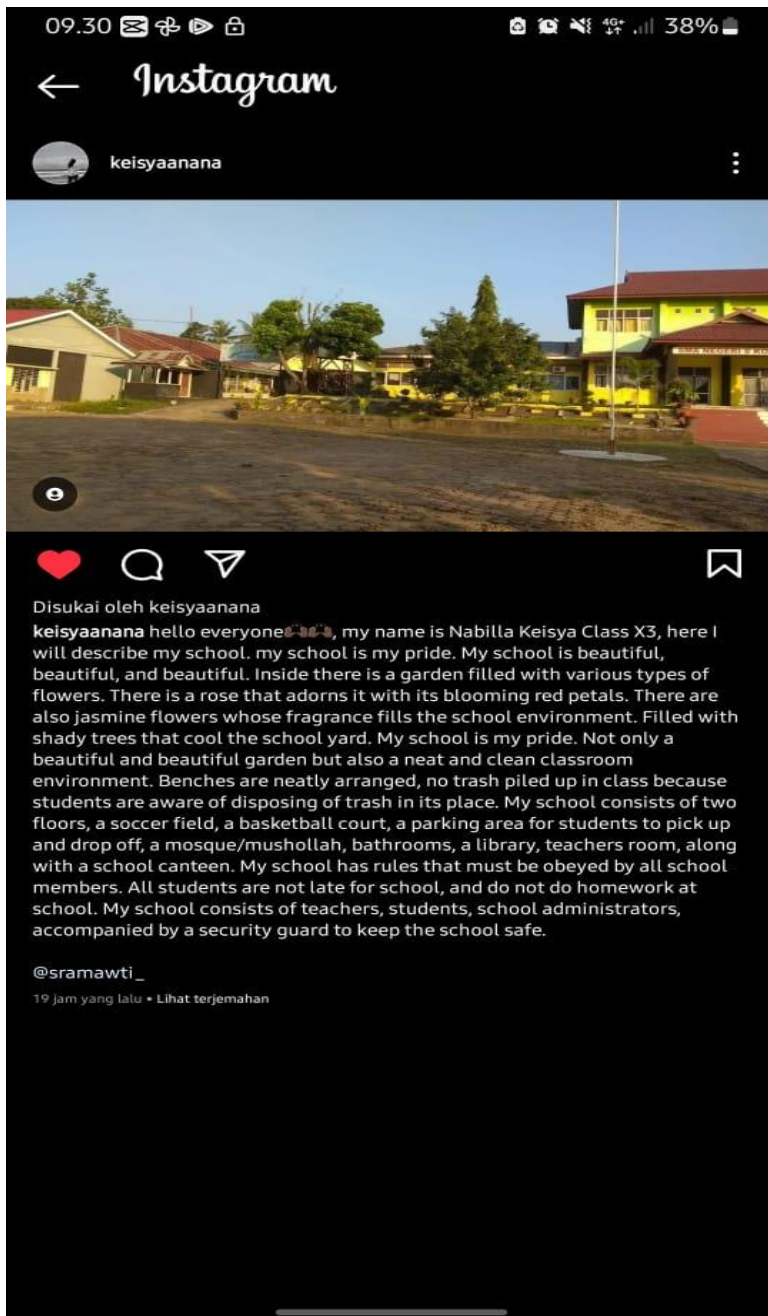
Students	Pre-test Control class	Post-test Control class
Student 1	31,25	43,75
Student 2	37,50	50,00
Student 3	43,75	50,00
Student 4	37,50	43,75
Student 5	37,50	43,75
Student 6	50,00	56,25
Student 7	56,25	62,50
Student 8	50,00	50,00
Student 9	37,50	43,75
Student 10	43,75	50,00
Student 11	37,50	43,75
Student 12	37,50	43,75
Student 13	31,25	37,50
Student 14	43,75	50,00
Student 15	43,75	50,00
Student 16	43,75	50,00
Student 17	50,00	56,25



Appendix 6 (student answer sheets)







Appendix 7 (Research letter)



Universitas Batanghari
Fakultas Keguruan dan Ilmu Pendidikan
Jl. Slamet Riyadi Telp. 0741 - 667089

Nomor : 19 /UBR-01/B/2023
Lampiran : -
Perihal : **Izin Penelitian**

Kepada Yth : **Bapak/Ibu**
Kepala SMA N 8 Kota Jambi
di
Tempat

Dengan hormat,

Kami mengharapkan kesediaan Bapak/Ibu untuk memberi izin kepada Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Batanghari Jambi :

Nama : **SUCI RAHMAWATI**
NIM : 1900888203035
Program Studi : Pendidikan Bahasa Inggris

Untuk mengadakan penelitian di Sekolah yang Bapak/Ibu Pimpin, guna penyusunan skripsi mahasiswa tersebut di atas dengan judul :

**“THE EFFECTIVENESS OF USING INSTAGRAM AS A ONLINE MEDIA
TOWARD WRITING DESCRIPTIVE TEXT AT ELEVENTH GRADE OF
SENIOR HIGH SCHOOL 8 JAMBI CITY”**

Demikian, atas bantuan dan kerja sama yang baik ini, kami ucapkan terima kasih.

Jambi, 12 Januari 2023



Dr. H. Abdoel Gafar, S.Pd., M.Pd.
NIDN. 1021036502

Appendix 8 (Replay Letter)



PEMERINTAH PROVINSI JAMBI
DINAS PENDIDIKAN
SMA NEGERI 8 KOTA JAMBI
Jl. Marsda Surya Dharma Km 8 Kec. Kota Baru Jambi ☎ 0741-41328
NSS : 301104407004 NPSN : 10504584 Email : sman8kotajambi@gmail.com



SURAT KETERANGAN

Nomor : 422/060/SMA.8/2023

Yang bertanda tangan di bawah ini, Kepala Sekolah SMA Negeri 8 Kota Jambi dengan ini menerangkan :

Nama : **SUCI RAHMAWATI**
NIM : 1900888203035
Program Studi : Pendidikan Bahasa Inggris
Maksud : Penelitian
Judul : **“The Effectiveness Of Using Instagram As a Online Media
Toward Writing Descriptive Text At Eleventh Grade of Senior
High School 8 Jambi City”.**

Berdasarkan surat permohonan izin Penelitian nomor: 19/UBR-01/B/2023 tanggal 12 Januari 2023 dari Universitas Batanghari, nama tersebut di atas memang benar telah melakukan Penelitian di SMA Negeri 8 Kota Jambi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jambi, 26 Januari 2023

SMA NEGERI 8
KOTA JAMBI
SUCI RAHMAWATI S.Pd, M.Pd
NIP. 19650627 199003 2 002

Appendix 9 (Documentation)

