

**THE USE OF INSTAGRAM AS MEDIA TO IMPROVE STUDENTS'
WRITING ACHIEVEMENT IN DESCRIPTIVE TEXTS**

A Script

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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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ABSTRACT

THE USE OF INSTAGRAM AS MEDIA TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXTS

By

Pipit Nurjanah

This research aimed to find out whether or not there is any significant improvement in students' writing descriptive text after using Instagram and which aspect of writing improves the most after they are taught by using Instagram. The sample of the research were 26 students, and the population is class VIII at SMPN 01 Way Tenong. This research was quantitative. One group of pre-test and post-test designs was used in this research. The instruments used in this research were writing test. Firstly was used to give the pre-test in order to know students' initial achievement in writing descriptive text. Secondly giving treatment, Finally, the pos-ttest, was given to find out the improvement of students writing achievement after getting treatment using the Instagram media. The pre-test and post-test were carried out using the essay method. The collected data were analyzed both statistically through a Paired Samples T-test and descriptively through a descriptive analysis.

Based on the calculation, the result of the research showed that the mean score of pre-tests is 55.77 and the post-test is 70.12. The results of t-value (15.179) is higher than t-table (2.0595) and the value of two-tailed significance is $0.000 < 0.05$. It showed that the hypothesis is accepted that is, there is a significant improvement of students' writing achievement after the use of Instagram. The result also shows that the most improving aspect of writing is language use with the mean score of pre-tests is 10.90 and the mean score of post-tests is 16.42. The improvement of the language use is 5.52 with the percentage is 38%. On the other hand, the lowest improvement aspect of writing is mechanics. It showed that the mean score of pre-tests is 2.12 and the mean score of post-tests is 3.02. The gain is 0.90 with the percentage is 6 %. The results indicate that 1.) There was a significant improvement in their writing achievement after being taught by using Instagram. 2.) Language use has a significant increase because based on the data obtained from the assessment of the writing test using a scoring rubric during the pretest and post-test aspects of language use increased 38% greater than other aspects. Based on the result, it is concluded that there was a significant improvement in their writing achievement after being taught by using Instagram.

To sum up, teaching writing through Instagram was beneficial and gave a positive effect to improve students' writing achievement. Several suggestions with recommendations for future research are also discussed.

Keywords : Instagram, writing, descriptive text, junior high school, students.

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A Script

Submitted in a Partial Fulfillment of

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In

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Faculty of Teacher Training and Education



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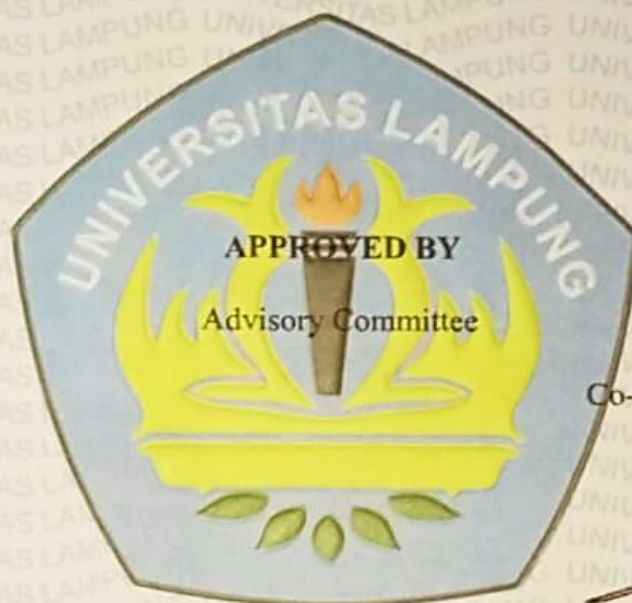
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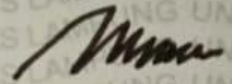
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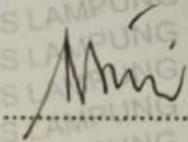
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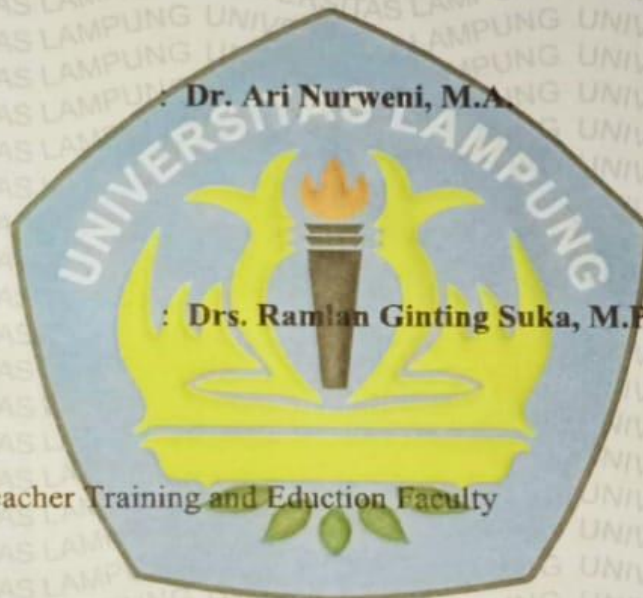
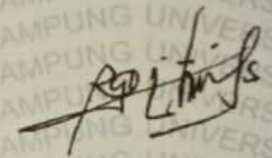
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan , saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Pernyataan,



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CURRICULUM VITAE

Pipit Nurjanah was born in Tambak Jaya on September 5th, 2000. She is the last child from a genuine-warm-hearted couple—Jaenuri and Supriyati. She has two siblings alive, two older brothers named Debi Suryaman and Doni Sasongko.

She began her very first education at TK Miftahul Huda Lampung Barat in 2005, after that she continued her study at SDN 01 Tambak Jaya and graduated in 2012. In the same year, she was accepted at SMPN 01 Sekincau and finished in 2015. Then, in 2015 she pursued her study at SMAN 01 Way Tenong and graduated in 2018.

She decided to follow her desire and passion to continue her study in the English Education Study Program of Teacher Training and Education Faculty at Lampung University. She was accepted in 2018 through SNMPTN.

She was truly grateful that at the beginning of 2021, she was teaching at SMAN 01 Way Tenong as an English teacher to fulfill her duty in the pre-service teacher program of her college. It was a very meaningful experience for her. She felt the happiest feeling by sharing positive vibes in her surroundings.

DEDICATION

Whole-sincerely devoted to all great teachers who instill hope, dreams, and future, my beloved parents, siblings, friends and you.

MOTTO

“ Isn’t always easy, but that’s life, be strong cause there are better days ahead”

-Mark lee-

I know you’re scared, but you can handle this.

-Pipit-

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Having completed this work, the author realized that there are some individuals who always supported and gave her a generous suggestion in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

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Finally, the author hopes that this work will be beneficial to the readers and will be helpful as a reference for further researchers who want to conduct similar research.

Bandar Lampung, Augusts 2022

The Author,

Pipit Nurjanah

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CHAPTER I

INTRODUCTION

This chapter offers the background of the problems, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

There are several definitions of writing according to experts. According to White (1986:10), writing is the process of expressing the ideas, information, knowledge, or experience and understanding the writing acquires the knowledge or some information to share and learn. Furthermore, Tarigan (1994:3), stated that writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic itself. Ramelan (1992:14), also stated that, writing is representation or symbol of language.

From the definitions above, it can be inferred that writing is an activity to express ideas, events, feelings or thoughts in writing which can be a communication tool and skills needed in all aspects of life. Today, writing is a complex skill, and students need to be able to understand more than grammar, thinking, mechanics, vocabulary, etc.

Text is divided into several types, in this study the author uses descriptive text. According to Anderson and Anderson (2003:26), descriptive text describes a particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. Sepyanda (2013), Points out that descriptive text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to describe a specific

thing, person, or place. Even though it looks simple to write a text that describes something, students still need more guidelines to write this kind of text”.

In fact, students have some problems with writing. They cannot express their ideas in writing. This may be caused by several factors that occur such as their lack of motivation, motivation given from teacher is not enough for them to write, or they do not have sufficient language knowledge and their language knowledge is not up to date and the other factors. Based on observations made by researchers during field practice at SMPN 01 Way Tenong, West Lampung and also the researcher personal experience, it was found that there were some children who were unsure about how to compose English sentences in writing, they have difficulty expressing and organizing their thoughts in written form, there are also students who already have ideas but confused about how to organize them into effective paragraphs.

In relation to the problem mentioned above, the researcher uses media to assist students in resolving their writing problems, particularly in descriptive texts, by using Personal Instagram photos. The purpose of using Instagram is to make students come up with creative ideas and attract them through the image feature because Instagram is one of the media that is widely used and teachers can use social media in the learning. The purpose of teaching descriptive text by using social media Instagram can help students come up with their creative ideas easily. According to Spencer (2012), there are different activities that teachers can use to implement Instagram in their classes; utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures. Students can use the social media Instagram to arrange the photographs first, then write sentences related to the photos one by one. After writing one word at a time, students can connect sentences from their images to form a paragraph. The teacher acts as a facilitator in the teaching and learning process, assisting students in

developing language abilities. Thus, teachers must be able to use appropriate techniques or media. In this study, Instagram social media was chosen as a medium for learning to write in daily activities. In this study, researchers are interested in Instagram as a medium in teaching English writing. It is hoped that this media can help students in mastering English. The application of "Instagram" social media in learning to write English will be more fun, interesting, and motivating for students.

The first study was accomplished by Dewi (2020), Research about "Improving Students Writing On Descriptive Paragraph Through Instagram Personal Photography" at eight grade of SMPN 3 Sungguminasa in the academic year 2019/2020. This research aimed at finding out the improvement of students writing descriptive paragraphs in terms of finding organization and vocabulary. The methodology of this research is classroom action research which consists of 2 cycles. The subject of this research was the eight grade students. The number of participants in this research was 25 students. The result of this research shows that the students tested in cycle I and cycle 2 had significantly different scores. In cycle 1 students' achievement on organization was 67.20, but cycle II it improved to 80.60. In addition, the students vocabulary went up from cycle I to cycle II, in cycle I was 7, however in cycle II students vocabulary became 82.04. The findings indicate that there was on improvement in the students writing descriptive paragraphs from cycle I to cycle II. Whereas in cycle I students achieved writing descriptive text was 71.12 but after doing evaluation in cycle II the students writing skill became 82.76.

Suharso (2017) in SMA N 5 Yogyakarta, who carried out "Improving Students' Writing Skills Using Instagram in Grade X of Science 5 at SMAN 5 Yogyakarta". The object of the study was 28 students of grade X science 5. The researcher obtained the quantitative and qualitative data in two cycles. As a result, the study showed that students' writing skill has improved much better such as in the aspects of content, vocabulary, organization, grammar, and mechanics.

Listiani (2016) who conducted the research about “The Effectiveness of Instagram writing compared to teacher-centered writing to teach recount text to students with high and low motivation“. The object of the research was the eighth grade of students in SMP Kesatrian 1 Semarang. Regarding the researcher, it was clearly shown that there was a different outcome of students’ progress in writing recount text after being taught by using Instagram rather than focusing on teacher-centered writing.

The last research was done by Al-Ali (2014) on his finding, Instagram was used as a media in writing activities in ESL classes by composing students’ writing tasks from the vacation project. Based on the results it was proved that the students were not as enthusiastic with the initiative at first, however, they finally welcomed the idea when encouraged to be creative in completing the writing activities. In terms of this, Instagram can be a very useful medium to increase students’ enthusiasm and creativity in writing skills.

1.2 Research Question

Based on the background above, the research problems can be formulated as follows:

1. Is there any significant improvement in students’ writing achievement after they are taught use of Instagram?
2. Which aspect of writing improves the most after they are taught by using Instagram?

1.3 Objective of the Research

Based on the formulation of the question research above, the objective to be achieved in this research has two parts, namely:

1. To find out the significant improvement in students' writing achievement after they are taught use of Instagram?
2. To find out which aspect of writing improves the most after they are taught by using Instagram?

I.4 Research Use

The results of this study are expected to be useful as follows:

1. Practically, this research is expected to be a consideration for English teachers that the use of Instagram as a lesson can improve students' achievement to write descriptive texts.
2. Theoretically, this research is an aspect to show that the results of this study are relevant to previous theories that the use of Instagram as a medium can improve students' achievement to write descriptive texts.

I.5 Scope of Research

This research focuses on improving students' achievement to write descriptive text using Instagram media. Writing achievement was chosen with the consideration that based on the researcher's evaluation, most of the students had problems in writing descriptive texts. The sample in this study was eight grade students of SMPN 01 Way Tenong, West Lampung, in the 2021/2022 academic year. In this study, the assessment of students' writing was based on five aspects; content, organization, language use, vocabulary, and mechanics.

I.6 Definition of Terms

In relation to the uses of research, there are several definitions that are clarified to avoid misunderstanding. These terms can be explained as follows:

1. Writing

According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understanding the writing to acquire the knowledge or some information to share and learn.

2. Descriptive Text

According to Anderson and Anderson (2003:26) Descriptive text describes a particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things.

3. Instagram

Moreau (2018) says Instagram is a social networking app made for sharing photos and videos from a smartphone. Similar to Facebook or Twitter, everyone who creates an Instagram account has a profile and a news feed. When you post a photo or video on Instagram, it will be displayed on your profile. Other users who follow you will see your posts in their own feed. Likewise, you'll see posts from other users whom you choose to follow.

CHAPTER II

LITERATURE REVIEW

This chapter discussed the concept of writing, aspects of writing, technique in teaching writing, descriptive text, personal photographs, Instagram, the procedure of using personal photographs in teaching writing, advantages and disadvantages, theoretical assumption and hypothesis.

2.1 Concept of writing

As stated by Uma and Ponnambala (2001) “There are four skills in teaching and learning English : listening, speaking, reading, and writing. These skills are linked to each other and cannot be independent, therefore learners need to master all four abilities. Therefore, Jaramillo and Madina (2011), say that writing is an important form of expression used to convince other people as well as to show ideas or feelings. Hasan (2016), as one of the skills which need to be mastered, writing plays one of the important tools by which students actively change the passive knowledge and information in their mind into their language. Writing is an important skill that students should master. The writers can deliver what they want to say by arranging words. This way, they can communicate by reading the written text. Furthermore, Richard and Renandya (2002) state that writing is regarded as the most difficult skill for EFL students to master for it has complexities starting from brainstorming the ideas and organizing them into a readable text. In other words, writing is an activity that helps college students exercise and work with the language they have been reading. They can practice their language through writing as the form of written language. Writing is a complex skill that the students should understand more than one aspect such as grammar, idea, mechanics, vocabulary, etc. College students should be able to deliver their ideas in writing appropriately.

Therefore, there are content, organization, vocabulary, language use, and mechanics. All of the factors above should be covered so the intended readers can follow at some point of the writing technique.

2.2 Aspect Of Writing

There are several aspects of writing which should be given a lot of attention from the students. Jacob (2002) mention that there are five aspects of writing as follow:

1. Content

Refers to the substance of writing, the experience of the main idea, a group of related statements that a writer presents as a unit in developing the subject. The content paragraph does the work of conveying ideas rather than fulfilling the special function of transition, restatement, and emphasis.

2. Organization

It refers to the logical organization of the content. That sticks together so that ideas run smoothly within a paragraph.

3. Vocabulary

It refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can.

4. Language use

It refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out the logical relationship in paragraph writing.

5. *Mechanic*

It refers to the use of the graphic convention of the language, i.e., the step of arranging letters, words, and paragraphs by using knowledge of the structure and some others related to one another.

Thus, there are content, organization, vocabulary, language use, and mechanics. All the aspects above should be covered so the intended readers can follow during the writing process.

2.3 **Technique in Teaching Writing**

Teaching Writing is a skill that teaches students the way to deliver their imagination and ideas by using several words. As a teacher, we need to make the learning method effective, the students feel enjoyable however still less difficult to understand. Harmer (2004: 11) states that the students should pay attention not only in what to write but also in how to write. In teaching writing techniques there are several things that need to be considered, such as:

A. Performance in writing

Brown (2001, 343-346) stated five major categories of classroom writing performance. They are imitative, intensive, self-writing, display writing, and real writing.

a. Imitative, or writing down

At the beginning of writing, the students will write down English letters, words, and sentences. They will learn the conventions of the orthographic code.

b. Intensive, or controlled writing

The students will learn about grammatical concepts. This will be like a written grammar exercise that has a function to improve grammar ability for them.

c. Self-writing

The activity of this category in classrooms is note-taking, where the students take notes for the purpose of later recall.

d. Display writing

The short answer exercises, essay examinations, and research reports are the elements of display.

e. Real writing

Real writing has three types; academic, vocational, and personal. Academic is genuine information that is conveyed by the students to each other. Vocational is an advancement of students' occupation. And personal involves the writing of diaries, letters, postcards, notes, and personal messages.

B. Principles in designing writing techniques

Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows.

1) Incorporating practices of "good" writers.

A good writer has some criteria. They are:

- a) Focusing on goals or main ideas in writing.
- b) Gauging their audience perceptively.
- c) Spending some time (but not too much) planning to write.
- d) Letting their first ideas flow onto the paper easily.
- e) Following the general organizational plan as they write.
- f) Soliciting and utilizing feedback on their writing.
- g) Are not wedded to certain surface structures.
- h) Revising their work willingly and efficiently.
- i) Making as many revisions as needed patiently.

2) Balancing process of product

The product must become a clear, articulate, well-organized, and effective piece of writing. The students are led carefully as they are going through every step of writing.

3) Accounting for cultural/literary backgrounds

The teacher has to see the literary background of every student and help them to use acceptable English rhetoric.

4) Connecting reading and writing

Reading can help the student to observe what they already wrote or how to find more information and error.

5) Providing as much authentic writing as possible

Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

6) Framing the techniques in terms of prewriting, drafting and revising stages

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways. The drafting and revising stages are the core of process writing.

Teaching writing also includes some sub skills (Spratt, Pulverness, and Willimas, 2005: 26). Those are about the accuracy and how to communicate successfully to the readers. The stages of the writing process are getting ideas, making drafts, proof-reading, revising, and editing. Language learning cannot be separated from language teaching. Brown (2000: 7) says that teaching cannot be defined apart from learning; teaching is guiding and facilitating learning. It means that the teacher should be able to guide and facilitate the students to use the language.

There are several strategies to make good writing. Harmer (2004: 41) explains that there must be five steps at least in teaching writing.

a. Demonstrating.

In this stage, the teacher shows the students all about material that is going to be learned. Then the teacher demonstrates how to make it, what the purpose and the functions are.

b. Motivating and provoking the students.

In these steps, the teacher must be giving motivation and provoking the students in generating or finding the ideas in simple and easy ways. It will be better for the teacher to prepare what they will do in class. For example, the teacher prepares some mind mapping pictures to be shown in class. From the picture, the students can generate their own ideas and then they can write in a correct sentence.

c. Supporting.

The teacher should support them anytime when the students need their help in the classroom. The fourth step is responding. In this step, the teacher should give some suggestions to the student's work. The teachers must correct the student's writing in a proper way. It is better for the teacher to give comments and suggestions.

Related to the statement above, there are three steps of writing according to Edelstein and Pival (1988):

1. Pre-writing

In pre-writing, the writer selects the general subject, restricts the subject, generates the ideas, and organizes the ideas.

In this case students choose ideas about what will be written through several subjects that have been given, the subject is in the form of a description that has previously been described by the researcher, after the subject has been limited and determined by the student, the next step is to think about some ideas or ideas that will be compiled into one.

2. Writing

In this step, the writer sets the ideas in his mind into words, sentences, paragraphs, etc.

After students have determined what ideas will be poured, students must reflect on these ideas into writing in the form of words, sentences or paragraphs, paragraphs contain descriptions of what subjects have previously been chosen by students, in this study the sentence or writing will be written through an Instagram media in the form of descriptive text.

3. Re-writing

The writer evaluates his/her writing: they are in a part of correcting the content and the form, correcting vocabularies, punctuation, and grammar, and correcting writing errors, word duplication, and omission.

In this case the student re-checks what he has written, this re-check is done by correcting some parts such as the contents of the description form he has written, vocabulary, punctuation, grammar, etc. Before the writing is uploaded to the Instagram application so that what he writes is in accordance with the subject he has chosen.

2.4 Descriptive text

Consistent with Zemach (2002) defines that a descriptive text explains how someone or something looks or feels. A process paragraph explains how something is completed. Besides, Gerot and Wignel (1994) say that descriptive text is a type of written text which has a specific function to describe a specific person, place, or thing. Moreover, Sepyanda (2013) says that descriptive text is hard to be mastered by the students. It might be because of the text construction that requires the students to be able to describe a specific thing, person, or place.

Although it looks simple to write a text that describes something, students still need more guidelines to write this kind of text. Related to the previous research above, the researcher must discover the strategy to help the students resolve their problem of writing, especially in a descriptive text by using instagram. By seeing the photo, the students will get an image or ideas to create a few sentences to be a whole paragraph about descriptive text.

Related to the previous research above, the researcher should find the strategy to help the students resolve their difficulty of writing, especially in a descriptive text by using Instagram. The picture is like a signal that the function is the same as brainstorming. By seeing the picture, the students will get an image or ideas to create some sentences to be a whole paragraph about descriptive text. The purpose of using media as the instruction is to convey the learner's ideas that learners have

a meaningful-experiences, the teacher may use Instagram as a media to expose the students. Briefly, descriptive text is a kind of text that has a purpose is to describe something such as a person, things, animals, and that should be clean, concrete, and detailed. To make it clear, the example will be given below.

2.5 Instagram

According to Moreau (2018), says that Instagram is a social networking app made for sharing photos and videos from a smartphone. Similar to Facebook or Twitter, everyone who creates an Instagram account has a profile and a news feed. When you post a photo or video on Instagram, it will be displayed on your profile. Other users who follow you will see your posts in their own feed. Likewise, you'll see posts from other users whom you choose to follow.

2.6 The use of social media Instagram is related to writing skill

According to Taprial (2012:8) social media is the media that is permitted to be social or get social by sharing with each other such as, content, news, photo, etc. Alfiyatun and Muntaha (2018) also said that media are important things to attract students' attention and motivation that can help them develop their creativity and imagination in expressing their ideas. One of the phenomenal social media is Instagram. It was stated by Warda and Ameria (2019) using Instagram as learning media is an easy way to help students in writing skill.

According to Spencer (2012), there are different activities that teachers can use to implement Instagram in their classes; utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures.

According to Ibrahim (2013), research on the use of (information and communication technology) ICT tools in EFL writing classroom has shown that ICT makes a supportive and encouraging environment for the students to increase their writing talents in terms of quality and quantity. Through using Instagram caption in teaching writing, students will like to learn. Based on the pictures on Instagram, as well as their personal experiences. On the psychological side, students are more interested and comfortable write in Instagram captions instead of in other media, paper for example. Most of the students write unrelated captions with the picture that they post. They just take from the book then put it in their caption. The students do not often make captions by themselves. Therefore the researcher wants to direct the students to write their caption by describing the picture that they post. Students need to express their ideas and imagination to provide brilliant and clear writing. Meanwhile, stimulating their brains to producing ideas and imagination can't just use a whiteboard and markers as a teaching useful resource.

2.7 Theoretical Assumption

In teaching writing, it is important to use an interesting learning strategy that can make the students reach the goal of the teaching-learning process. One of the learning strategies that can be used to make students get ideas easier is using Instagram. The researcher assumes that teaching writing by using media Instagram, the learning process will be more effective and enjoyable because the students enjoy finding objects and actions in the photo so that it can stimulate them to develop their creativity and ideas to make a sentence, generate, write and evaluate into a great paragraph.

2.8 Hypothesis

The hypothesis is the provisional answer to the problems of the research theoretically considered possibly or highest the level of the truth. It is a provisional truth determined by researchers that should be tested and proved. (Suharsimi Arikunto:71).

H_1 : There is a significant difference in students' writing achievement in descriptive text before and after the implementation of Instagram.

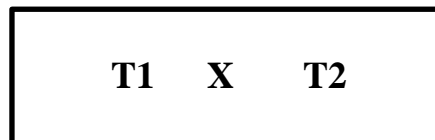
CHAPTER III METHODS

This chapter dealt with the method used in the research. This refers to the research design, variable, data source, data collecting technique, instruments of the research, validity and reliability, data analysis, and hypothesis testing.

3.1 Research Design

The quantitative design is based on one group pre-test – post-test design modified from the idea by Setiyadi (2006). In this research, the researcher uses the one-group Pretest-Posttest design. This design is used in this research because the researcher only uses one class as an experimental class that receives treatment of teaching writing using Instagram. Hence, to measure both of the points above the researcher applied three treatments with pre-test and post-test. The data was analyzed by the t-test formula.

The research design can be presented as follows:



Notes :

T1 = Pretest

T2 = Posttest

X = Posttest (The treatment is provided for three times through online class by using Instagram in order to enhance students' writing achievement)(Setyadi,2018).

3.2 Variables

In this study, there are two kinds of variables, namely the independent variable (X) and the dependent variable (Y). The independent variable of this research is Instagram. Thus, it could affect the dependent variable to determine the effect between the observed phenomenon and object. Then the dependent variable is writing ability which is measured to look at the effect of the independent variable as a learning model.

3.3 Data Source

The participants in this study were class VIII students of SMPN 01 Way Tenong West Lampung in the 2021/2022 academic year. While the sample is a small group selected from the population as a representative. The researcher took 1 class as the sample of this research. The class is chosen randomly. This is applied based on the consideration that every student in the population has the same opportunity to be selected to avoid subjectivity in the researcher. (Setiyadi: 2006)

3.4 Technique for Collecting the Data

This research figured out the students' writing achievements by collecting the data from a sequence of writing instruments. Those are pre-test and post-test which become the measurement of whether there is an improvement on the students' writing achievement or not. The pre-test was held in order to measure the students' writing achievement before giving the treatment. At the same time, the post-test aimed to evaluate how master the students are after being treated by using Instagram.

1. *Pre-test*

This test was administered with the aim to find out the students' writing achievement on descriptive text. The test was given by the researcher before applying the treatment process through Instagram. In giving the pre-test, the teacher asked the students to compose descriptive text. The result of the pre-test will be compared with the posttest to find out their achievement.

2. Post-test

This test was administered to find out the students' writing achievement on descriptive text after being given the treatment. It was completed to see how well the students have improved their writing achievement after being taught through Instagram. The questions and procedures are similar to the pretest.

3.5 Instrument of Research

In this subchapter, the researcher describes the instruments used in this study. Because the students' writing achievement has been evaluated, the writing test became the instrument of this research. Heaton (1991) states that writing can be a useful testing tool because it gives students the opportunity to demonstrate their ability to organize language material, use their own words and ideas, and to communicate. In this study, students were asked to write a descriptive text. There are two writing tests in this study; pretest writing and posttest writing. The test is accompanied by detailed instructions and directions, including time allocation. In meeting the criteria for a good test, the reliability and validity of the test must be considered.

3.6 Validity and Reliability

1. Validity

A test can be said valid if the test measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982). According to Hatch and Farhadi (1982), there are two basic types of validity, they are content validity and construct validity. To measure whether the test has good validity, those two types of validity were analyzed. In this research, there were several aspects in measuring the validity of the test, they were.

a.) Content Validity

According to Hatch and Farhadi (1982), content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In

content validity, the material which is given must be suitable for the curriculum. Furthermore, in this research, the researcher used a descriptive text writing test that was supposed to be comprehended by the eighth grade of junior high school students. The test was considered valid in content validity since the test of writing constituted a representative sample of the language skill and structure and also the material was chosen based on the 2013 English Curriculum and the objectives in the syllabus of the eight-grade students at SMPN 01 Way Tenong West Lampung.

b.) Construct Validity

Construct Validity is needed for the test instrument which has some indicators in measuring one aspect or constructs (Setiyadi, 2013). In this research, the researcher asked the students to write a descriptive text to measure the students' writing achievement.

2. Reliability

In this research, to find the reliability of the data, the researcher uses inter-rater reliability. It means there will be two ratters to judge students' writing achievement. The first ratter is the researcher herself and the second ratter is the English teacher of SMPN 01 Way Tenong West Lampung. Reliability means consistency and stability. Hatch and Farhady (1982) state that the reliability of a test can be defined as the extent to which a test procedure's consistent result when administered under similar conditions. A research instrument must have consistency in giving the result. Then the result also has to be stable in describing the object. In practice, the test should show consistent findings if it is done for the same subject, although at different times. Before scoring the students' descriptive text writing, it is important to make sure that both raters use the same criteria of scoring. Hence, the first and the second-rater will use scoring criteria devised from Jacobs et al (1981).

To measure how reliable the scoring is, this study used Rank – order Correlation with the formula:

$$\rho = 1 - \left(\frac{6 \sum d^2}{N(N^2 - 1)} \right)$$

Where :

ρ : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the coefficient of rank correlation is analyzed with the standard of reliability as follows:

1.0.80000 - 1.0000 : very high reliability

2.0.60000 - 0.7900 : high reliability

3.0.40000 - 0.5900 : medium reliability

4.0.20000 - 0.3900 : low reliability

5.0.0000 – 0.1900 : very low reliability

3.7 Research Procedure

This subchapter explained the procedures of the research which clearly mentioned below:

1. Determining the sample

The research was conducted in the eighth grade students of SMPN 01 Way Tenong West Lampung as the population. To emphasize the researcher used one class as the sample of the research which consists of 26 students of junior high school.

2. Selecting and determining the materials

The materials are based on the 2013 Curriculum for the first-year students in Junior High School, which is the curriculum used by the school. The material should cover the goal of teaching descriptive text as the target of the achievement.

3. Determining the instrument of the research

The instrument in this study was a writing test. The researcher conducted a writing test for pretest and posttest by considering five aspects of writing, namely content, organization, vocabulary, language use, and mechanics in writing descriptive text. This test aims to see the increase in students' writing scores before and after treatment.

4. Administering the pretest

The researcher gave a pretest before treatment. In this step, students in the experimental class were assigned to write a descriptive text. The test is in the form of written text based on test instructions. The topic of the test is about describing personal photos. Pretest was given to determine the students' writing achievement before being given treatment. The test was carried out for 60 minutes.

5. Giving treatments

After being given the pretest to the students, the researcher held three meetings, which took 90 minutes for each meeting. Researchers teach writing descriptive text through the caption feature on Instagram social media using personal photos or photos taken from Google, the caption contains text related to what is seen in the image with descriptive text format as a learning strategy.

6. Administering the posttest

Posttest is given after giving treatments. It is conducted to find out the progress of students' descriptive text writing achievement after being taught using Instagram. The test is in written form, which the materials relate to the curriculum that is used in the school. The topic of the test is similar to the pre-test. It is about describing the picture. The posttest is conducted in 60 minutes.

7. Analyzing the data

Both pretest and posttest results of the class are analyzed by using repeated measures T-Test of SPSS (statistical package for social science) for windows. It is used to find out the means of pretest and posttest and how significant the improvement is. The researcher will analyze the improvement by comparing the scores of pretest and posttest from the experimental class. If the score of the posttest is better than the pretest, it means that there is no improvement in students' writing achievement.

3.8 Data Analysis

The data were collected by using pre-test and post-test. It was collected from written tests analyzed through quantitative. Meanwhile, the students' writing achievement is graded on a scale.

3.8.1 Classifying the students' scores

The five aspects mentioned were used by the researcher, Jacobs et al (1981) rated the scripts based on five aspects of other analytical scales of writing composition which are: content, organization, vocabulary, language use, and mechanics.

The following table served as the basis for the scoring system's criteria:

Table 3. 1 Aspects of writing which is scored

Aspects of Writing	Score	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26 -22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, nonsubstantive, not pertinent or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no organization or not enough to be evaluated
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/ idiom choice and usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/ idiom choice and usage. Meaning confused and obscured.
	7-9	Very poor: little knowledge of English vocabulary.
Language use	25-22	Excellent to Very good: Almost no errors in tense, number word order or function, agreement, preposition, pronouns, and etc. Effective complex construction.

Aspects of Writing	Score	Criteria
	21-18	Good to Average: Effective but simple construction, several errors of agreement, tense, preposition, pronouns, number word order or function.
	17-11	Fair to Poor: Many errors of tense, agreement, number word order or function, pronoun, and prepositions. Major problems in simple/complex construction.
	5-10	Very Poor: No mastery of sentence construction. Dominated by errors of tense, preposition, and etc. Not enough to be evaluated
Mechanic	5	Excellent to Very good: Almost no errors in spelling, capitalization, punctuation, and paragraphing.
	4	Good to Average: Occasional errors in spelling, capitalization, punctuation, paragraphing but the meaning is not obscured.
	3	Fair to Poor: Frequent errors in spelling, capitalization, punctuation, paragraphing. The meaning is confusing and obscured.
	2	Very Poor: Dominated by errors in spelling, capitalization, punctuation, and paragraphing. Poor handwriting and not enough to be evaluated

Table 3. 2 English writing Test Sheet

Ss' Code	Content		Organization		Vocabulary		Language use		Mechanics		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2

Where:

X = denotes the overall score of the students.

R1 = the student's score from the first assessor

R2 = the student's score from the second assessor

3.5.2 The formulas to analyze the data

1. The researcher analyzed the data from the pre-test and post-test score.

To analyze the achievement, the researcher used the following formulas:

$$M = \Sigma x / N$$

Where:

x = Mean score

Σx = The sum of all score

N = The number of students

3.9 Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis proposed in this research is accepted or not. The hypothesis is drawn as follows:

1. H_1 : There is a significant improvement in students' writing achievement after the use of Instagram.

V. Conclusions and Suggestion

This final chapter offers the conclusion of the research finding and suggestions for English teachers and for other researchers who are going to conduct similar research.

5.1 Conclusions

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions:

1. Firstly, the implementation of using Instagram has improved students' achievement in writing descriptive texts. It could be proved by the increase of students' writing score in the post-test was higher than in the pre-test. The mean of the pretest was increased from 55.77 in the first test to 70.12 in the second test. Moreover, the gain of the test was quite high by having the number of 0.32
2. Secondly, the majority of students had positive perception after the implementation of Instagram, especially in the aspects of language use. The mean for this aspect was increased from 10.9 (pretest) to 16.42 (posttest) with the score of the gain was 5.52. The reason behind this finding is that the students were able to arrange the information in their descriptive texts by using Instagram. As a result, they could determine their language use clearly to be a good paragraph. They could also serve the information that they got from the picture in using Instagram media.

5.2 Suggestions

In reference to the conclusion above, some points of recommendations are put forward as follows:

1. Suggestions for English Teacher

- a. Considering the positive result of the implementation of Instagram, English teachers are suggested to apply Instagram as an alternative medium in teaching

writing, especially descriptive text. The students are eager to actively engage in the class as the use of this media can help teachers to take students' attention and interest.

2. Suggestions for Further Researchers

- a. In this study, the sample was junior high school students. Hence, it is suggested that other researchers can try to discover the effect of Instagram in different levels of school. It is also possible to apply this media to teach other skills.
- b. The treatment should be applied in more than two meetings in order to get a more accurate result of data. A longer frequency of treatment is needed to get better results.
- c. Since the teaching and learning processes in this research were done through Instagram application, other researchers can utilize another platform such as WhatsApp, Twitter, or Facebook to conduct similar study.

Briefly, those are the conclusions and suggestions of the findings for the English teacher and further researcher who want to use Instagram and conduct research in similar topics.

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