

The Effect Of Using Instagram As Media Towards Students' Writing Descriptive Text

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ABSTRACT

This experimental research was conducted at tenth grade of SMAN 2 Kuok. This research aims to find out whether there is an effect on using Instagram as media towards the students' writing descriptive text, in academic year 2019/2020. This is a quasi-experiment research. From the entire population, two classes were chosen as the sample. Class X IIS as the experiment class and class X MIPA as the control class. The experimental class was taught by using Instagram as media meanwhile control was taught by using Google Classroom as media. The data were obtained by using Pre-test and Post-test. Pre-test was given to both classes before the treatment and Post-test of both classes were analyzed by using t-test. Based on the data analysis of the research showed that the average students post-test in experimental class were 70, and control class has average students post-test were 67. It means there is a significant difference in the students' writing skill between the students who were taught by using Instagram and those who were taught using teacher method. It can be conclude that there was effectiveness of using Instagram as media toward the students' writing skill at the tenth grade of SMAN 2 Kuok.

Keywords: *Writing Skill, Descriptive Text, Instagram.*

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INTRODUCTION

Language plays an important part for communication. It is used by the human to express their mind and share into another. English language is one of the most spoken languages in the world. It is also used in Indonesia. English language often used in our everyday life interactions. We can hear people speak English in various places, for example at the office, tourism Places, School, Hotel, Banks, and the other public places even they communicated by combining English and Indonesia language.

In English, there are four basic skills that should be mastered by the learner namely: listening, speaking, reading and writing. Writing skill is one of skills which has importance role. As according to Imani and Marleni (2019) Writing is one of the productive skills that need some rules like content, grammar, language use, vocabulary and mechanics. Writing is an activity to perform their ideas into the symbols. Furthermore, writing in English language is not easy. It is the process in getting language.

Dealing with that, it can be implicitly stated that writing is hard skill among the other language skills (Richards and Renandiyah, 2002). There are many things must be pay attention in writing, for example punctuation, spelling, and capitalization. In order words, the language learners must follow the aspects of writing correctly and have to master them in writing. Process of writing are: prewriting (choose and narrowing a topic), planning (outlining), then writing and revising (Imani et al. 2019). In English there are many kinds of the text, for example is Descriptive text. Descriptive text is one of genre which is stated in the syllabus for senior high school. In the syllabus explain the student must be learning descriptive text about people, tourism place, and historical building.

Nowadays most of the countries in the world are shocked by an epidemic caused by Corona virus Diseases-19 (covid-19). The impact of this, attacks all aspect of life, including education. Education is a conscious act for physical and spiritual development in improving the level of life

Rianti (2017) Teaching activities that usually carried out in the school are stopped for a while. In facilities the situation, the Indonesia Government declared a regulation on the implement of online class mode of current education. The teacher and students are required to work together in the teaching and learning process through network connection.

Based on an observation on Apr 25 2020, English teacher in SMAN 2 Kuok implemented Google Classroom as platform for his teaching during the pandemic. In applying the platform the teacher are still found difficulties in adaption this tool and confuse in choosing the suitable strategy for learning material. The teacher more focuses on teaching reading rather than writing. As the result, the student are rarely practice their writing skill ability. The researcher asked the teacher about students writing skill. The teacher confirmed the students' writing skill is still low. It can be showed from the students' score. The student average score is 50. Which the standard score of the test is 70.

The students seemed do not understand the structure and the language feature of the text when working in their writing. Most of students at tenth grade of state SMAN 2 Kuok are less interest in writing. Some of students are not responsible for their assignment. Therefore, a teacher should be able to find a solution to increase students writing performances. The improvement of student's ability depends on the ability of the teacher (Marleni et al. 2020).

In modern era, the teacher should be able to use technology as a media in the teaching and learning process. One of technologies that can be utilizing in the learning is Social Media. In general, social media is an important part of people daily life activity. They can interact and share anything to other directly. By social media the teacher and the students can make a class without classroom. Social media deserves as a good education because it suits learning context to stimulate critical thinking of student.

Instagram is kind of social media is spaciouly used by people in general. Not only teenagers but also all aged love it. As state by Moreau (2018) Instagram is one of media form made for sharing photos, videos, activity and is one social media that is widely used by everyone. Using Instagram as a media to teach students' writing of Descriptive Text will get a lot of benefits such as stimulating and motiving to write, having fun in learning and getting interest in join learning process. Based on the problem above, the experiment of social media Instagram as learning media for teaching writing in descriptive text is needed. The aims of this research is to find out whether or not there is significant effect in using Instagram as media towards students writing of descriptive text. By understanding the fact above, it is important to take this research entitled: "The Effect of Using Instagram As Media Towards Students' Writing Descriptive Text".

METHOD

This is a quasi experimental research by involving two groups, experimental class and control class. The population of this research is all of the students of SMAN 2 Kuok. The classes are divided into seventh classes that consisted of 135 students. The researcher used cluster random sampling and take two classes as the sample, they are X MIPA as control class and X IIS as experimental class. Where, XI IIS consisted of 20 students, while X MIPA consisted of 20 students. In Experimental class, students used Instagram as a media in teaching writing. While in control class the students used Google classroom. In this research there are two variables used in this research. The first is Instagram as independent variable (X) that will be give the effect towards students' writing Descriptive Text as dependent variable (Y).

The instrument of the research is writing test. It's conducted in both of groups; experimental class and control class. The step in quasi experimental design included pre-test, treatment and post-test. Firstly, both of the groups are given pre-test. Secondly, the different treatments is applied to the two groups, the experimental class received a new treatment by using Instagram as a media, while the control class treated by using Google classroom. After that, both of the groups are given post- test to know is there the difference or not from the students' writing skill. The type of this research was designed as a follow:

Table 1
Research
Design

Group	Treatment	Post-Test
A	X	Test
B	-	Test

B = Control Class

X = Received the treatment

FINDINGS AND DISCUSSION

In this chapter, the researcher explained about the result of the research as described on previous chapter. The data collected from 40 students of the tenth grade of SMAN 2 Kuok in the academic year 2019/2020. The researcher evaluated the data from research score, they are pre-test and post-test.

1. Students' Writing Skill

a. Pre-Test Score

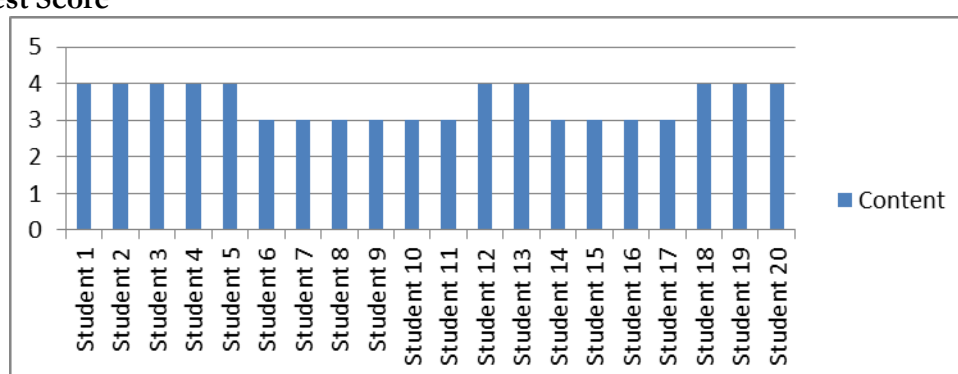


Figure.1
The Students Pre-test of Content

Based on the figure 3 above, 10 students got a score of 4 on the content indicator, 10 students got a score of 3 on the content indicator. Mean score of content indicator is 70. It could be concluded that, students writing skill of content indicator is Good.

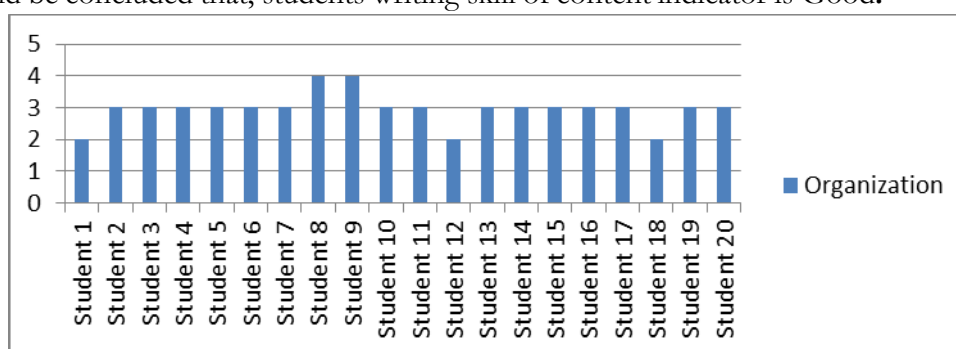


Figure.2
The Students Pre-test of Organization

Based on the figure 4 above, 2 student got a score of 4 on the organization indicator, 15 students got a score of 3 on the organization indicator, and 3 students got a score of 2 on the organization indicator. Mean score of organization indicator is 59. It could be concluded that, students writing skill of organization indicator is fair.

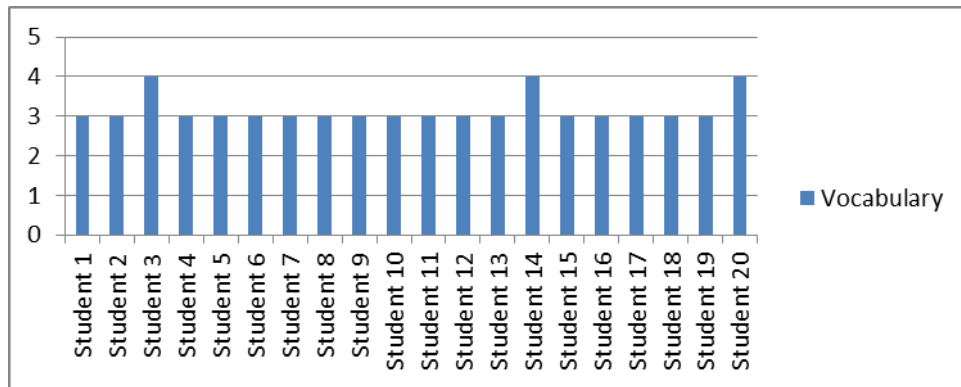


Figure.3
The Students Pre-test of Vocabulary

Based on the figure 5 above, 3 students got a score of 4 of the vocabulary indicator, and 17 student got a score of 3 of the vocabulary indicator. Mean score of vocabulary indicator is 63. It could be concluded that, students writing skill of vocabulary indicator is fair.

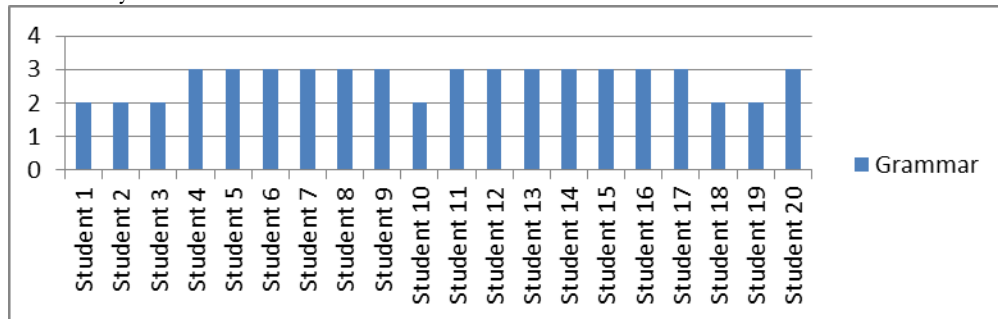


Figure.4
The Students Pre-test of Grammar

Based on the figure 6 above, 14 students got a score of 3 on the grammar indicator and 6 students got a score of 2 on the grammar indicator. Mean score of content grammar is 54. It could be concluded that, students writing skill of grammar indicator is poor.

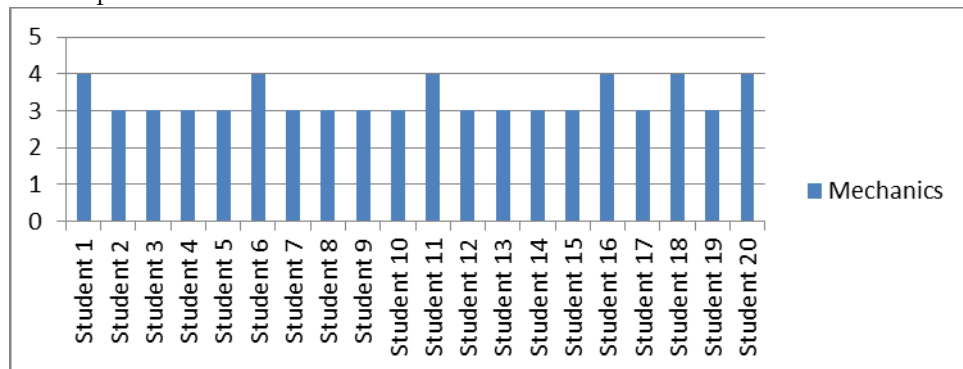


Figure.5
The Students Pre-test of Mechanics

Based on the figure 7 above, 6 students got a score of 4 on the mechanical indicators, 14 students got a score of 3 on the grammar indicator. Mean score of mechanics indicator is 66. It could be concluded that, students writing skill of mechanics indicator is good.

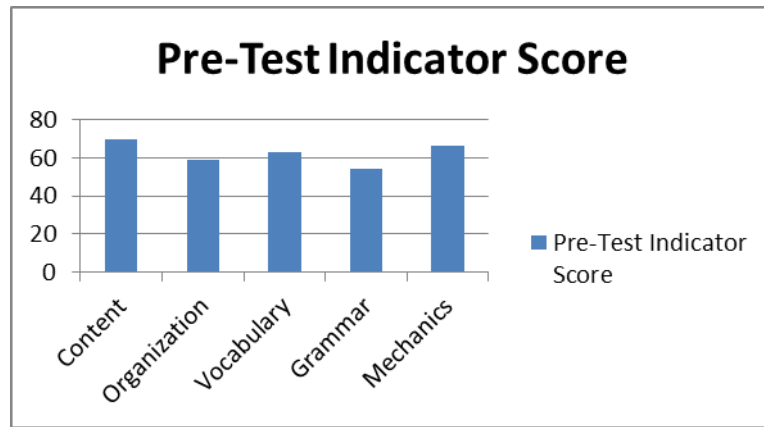


Figure.6
The Indicator of Students Pre-Test Score

Based on the figure 8 above, the higher indicator is content. Which are the students got total score 70 in the indicator. The lowest total score is 54, there is grammar. Meanwhile, organization, vocabulary, and mechanics the student got total score each indicator are 59, 63, and 66. It could be concluded that, in writing the student can use a good content indicator, which is supported by good vocabulary indicator. But in organization and mechanics indicator the still messy, which is supported by poor grammar.

b. Post-Test Score

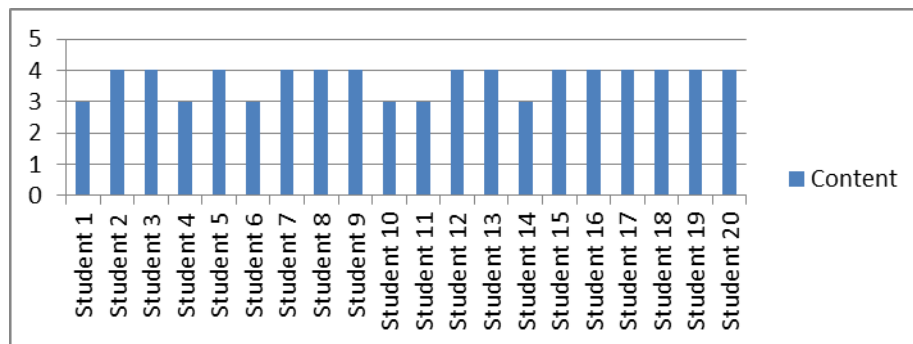


Figure.7
The Students Post-test of Content

Based on the figure 9 above, 14 students got a score of 4 on the content indicator, 6 students got a score of 3 on the content indicator. Mean score of content indicator is 74. It could be concluded that, students writing skill of content indicator is good.

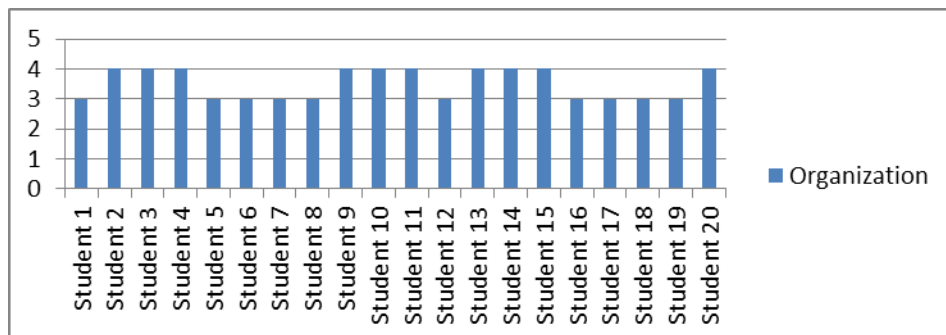


Figure.8
The Students Post-test of Organization

Based on the figure 10 above, 10 students got a score of 4 on the organization indicator and 10 students got a score of 3 on the organization indicator.

Mean score of organization indicator is 70. It could be concluded that, students writing skill of organization indicator is good.

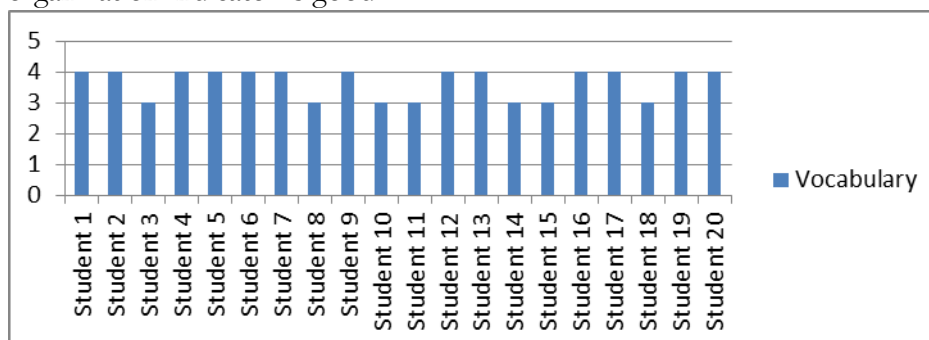


Figure.9
The Students Post-Test of Vocabulary

Based on the figure 11 above, 13 students got a score of 4 on the vocabulary indicator and 7 students got a score of 3 on the vocabulary indicator. Mean score of vocabulary indicator is 73. It could be concluded that, students writing skill of vocabulary indicator is good.

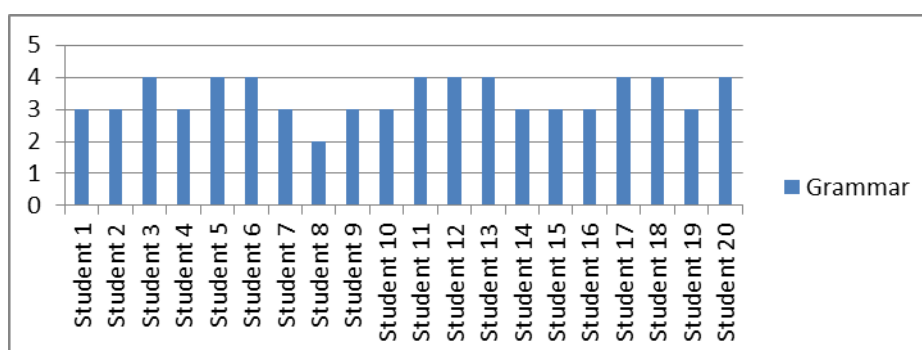


Figure.10
The Students Post-test of Grammar

Based on the figure 12 above, 10 students got a score of 4 on the grammar indicator and 9 students got a score of 3 on the grammar indicator and 1 students got 2 on the grammar indicator. Mean score of grammar indicator is 68. It could be concluded that, students writing skill of grammar indicator is good.

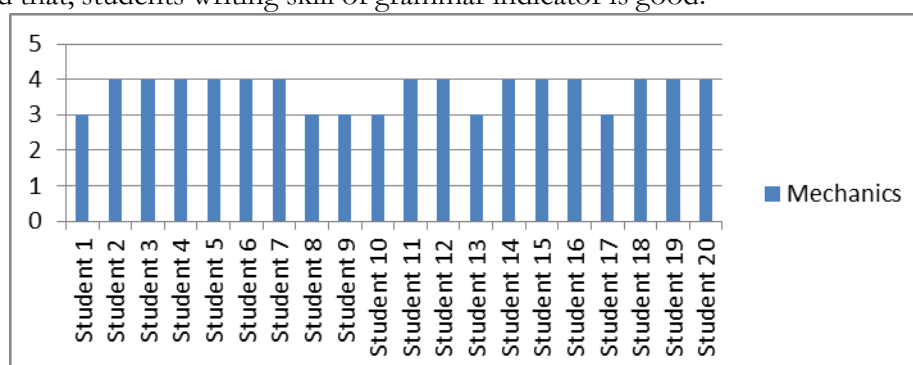


Figure.11
The Students Post-test of Mechanical

Based on the figure 13 above, 14 students got a score of 4 on the mechanics indicator and 6 students got a score of 3 on the mechanics indicator. Mean score of mechanics indicator is 74. It could be concluded that, students writing skill of mechanics indicator is good.

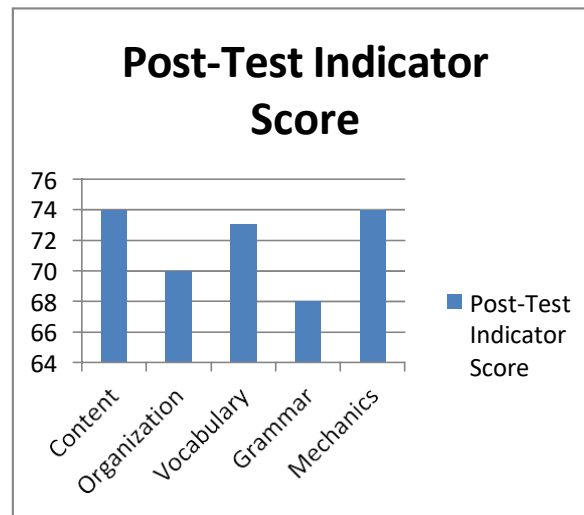


Figure.12
The Indicator of Students Post-Test Score

Based on the figure 14 above, the higher indicator are content and mechanics. Which are the students got total score each indicator 74. Meanwhile, grammar, vocabulary, and organization the students got total score each indicator is 68, 73 and 70. It could be concluded that, the students content indicator still very good by using Instagram gave the effect of each indicator writing. The student vocabulary is good level. It is also organization and mechanics of the students is not messy anymore, which is supported by good level of grammar.

2. The Data analysis

a. The Categorization of Experimental Class Pre-Test Score

The aimed of pre-test for the experimental group was to find out the student speaking ability score before the researcher gave the treatment. The result showed that the student had different level in writing based on the score that had been collected. After the categorization of the writing score of the experimental group from the formula, the frequency were received, for "Good" category resulting 1 students and 10 for "fair" category and for a "weak" category, resulting 9.

In the form of percentage, the result showed that "good" category reached 5.0%, for a "fair" category was 50.0 % and for a "weak" category was 45.0% and Considering the data above, it can be seen that for the student writing skill in the pre-test score from the experimental class, the score mostly on the fair level.

Table 2
The Frequency of Pre-test Score in Experimental Class
Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent				
	Good	1	5.0	5.0	5.0
	Fair	10	50.0	50.0	50.0
	Weak	9	45.0	45.0	100.0
	Poor				
	Total	20	100.0	100.0	

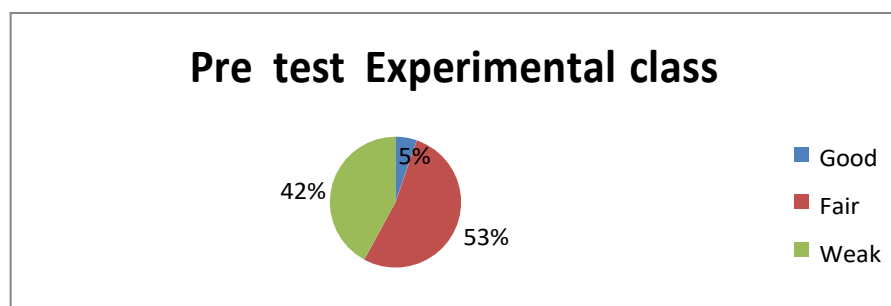


Figure.13
The Categorization of Experimental Group's Pre-Test Scores

b. The Categorization of Experimental Class Post-Test Score

In order to find out the students' writing skill score after the treatment in the experimental class was post-test. Normally, the scores were better than the pre-test scores. Considering from the student post-test scores, it can be seen that there was an improvement of the student writing score. The data of the student writing scores from experimental class gained after using the formula, the result showed that the total students who got "excellent" category, resulting 1, then, 12 for "good" category and for a "fair" category was 7.

In the from percentage, the result showed that "excellent" category was 5.0% and for a "good" category was 60.0% and "fair" category was 35.0%. Considering the data above, it can be seen that for the student writing skill in the post-test score from the experimental class, the score mostly on the excellent level, shows that there is an increase in student scores after treatment using Instagram as media.

Table 3
The Frequency of Post-test Score in Experimental Class
Post-test Experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent	1	5.0	5.0	5.0
Good	12	60.0	60.0	60.0
Fair	7	35.0	35.0	100.0
Weak				
Poor				
Total	20	100.0	100.0	

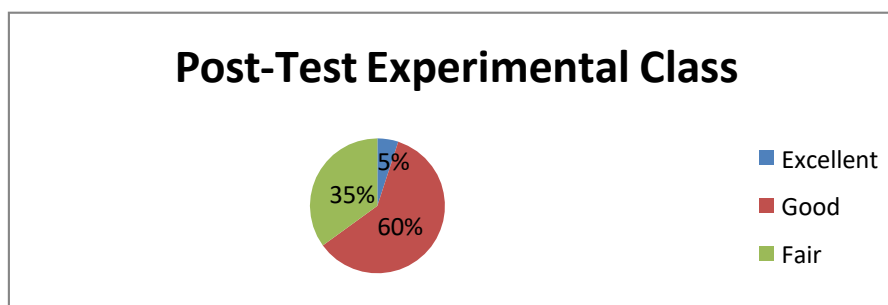


Figure.14
The Categorization of Experimental Group's Post-Test Scores

c. The Categorization of Control Class Pre-Test Score

The frequencies were found after applying the formula in categorizing the student score and the result showed that the frequency of the "fair" category was 14 and "weak" category was 6. Meanwhile, in term of percentage, the "fair" category reached 70.0 % and

for "weak" category was only 30.0%. It can be seen that for the student writing skill in the pre-test score from the control class, the score mostly on the fair level it can be seen on table below.

Table 4
The Frequency of Pre-test Score in Control Class
Pre-test Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent				
Good				
Fair	14	70.0	70.0	70.0
Weak	6	30.0	30.0	100.0
Poor				
Total	20	100.0	100.0	

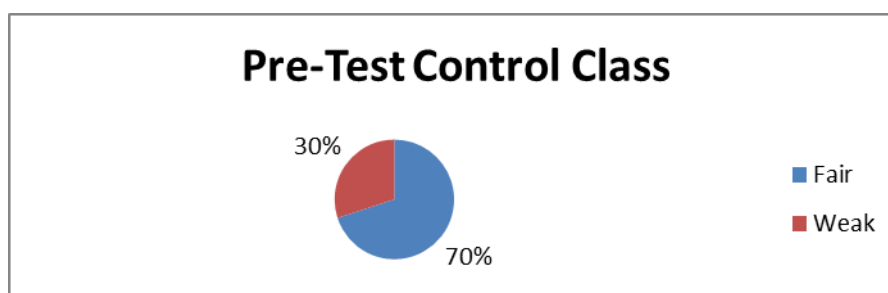


Figure.15
The Categorization of Control Group's Pre-Test Scores

d. The Categorization of Control Class Post-Test Score

In order to find out the student writing skill scores after conducting control class teaching and learning process. The result of the post-test scores, it was used as comparison to the data of experimental class post-test measure the effectiveness of the method that the researcher used in this research. The data of the control class showed that the frequency of the "Fair" category was 8 and for a "fair" category was 12, for the percentage, fair" category got 40.0%, and "weak" category was 60.0%.

Table 5
The Frequency of Post-test Score in Control Class
Post-test Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Excellent				
Good	8	40.0	40.0	40.0
Fair	12	60.0	60.0	100.0
Poor				
Total	20	100.0	100.0	

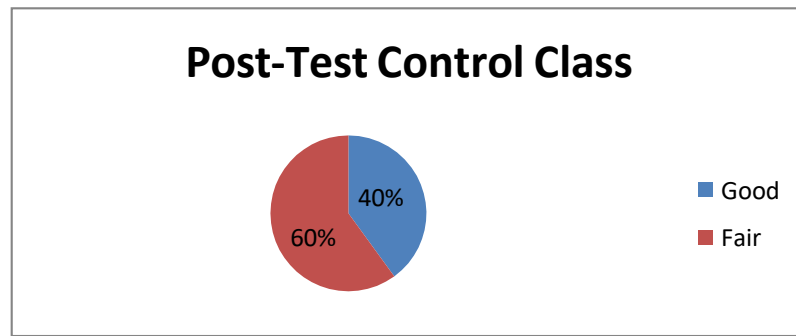


Figure.16
The Categorization of Control Group's Post-Test Scores

After finishing the normality and homogeneity test, the data is calculated by using t-test to know there is an effect of Instagram as media. Hypothesis test in this research was done by using SPSS 20 version. Based on the normality and homogeneity test, it shows that the data obtained is normally distributed and the two classes, namely the experimental class and the control class, have data variances that are homogeneous.

Table 8
Hypothesis Test of Experimental Class
Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Mean Error	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Experimental Class - Posttest Experimental Class	-10.775	4.080	.912	-12.684	-8.866	-11.811	19	.000

Based on the output SPSS above, with significant (2 –tailed) was 0.000 smaller than 0.05. It can be concluded that the posttest score in experimental class have an effect toward the students writing skill. And it answer the hypothesis of the research that H_a is accepted because $0.000 < 0.05$ and H_o is rejected. It means that there is an effect toward the students' writing skill by using Instagram of tenth grade students of SMAN 2 Kuok.

The purpose of this study is to investigate the effect of Instagram as a media towards the students' writing of Descriptive text. It showed the result of used Instagram to teach writing skill, especially writing text the student understanding about the material being taught. The researcher used T-test, the results of the T-test sith sig $0.000 < 0.05$. So, there is an effect for students. Where between experiment and control class after give treatment has a large change compared before giving treatment. Moreover the experimental class more improvements than the control class. It can be concluded there was a positive effect of using Instagram as media in Online Writing Class at tenth grade of SMAN 2 Kuok.

In line with this, Suharso (2017) explained about students difficulties in writing text correctly. The problem faced by student caused they less interest in writing, less practice, difficult in gained the ideas, lack of grammar and vocabulary, teaching media and kinds of media. In addition he also explained the students can produce many kinds of text on social media, such as Instagram. They can freely express the idea by using pictures on Instagram. They can easily produce a text by

themselves. Teaching and learning process will be more fun through Instagram as Media.

Based on the research finding above, the researcher found that in experimental class showed the total score of pre-test is 1201 from 20 students. The highest score was 70 and the smallest score was 53. The mean of pre-test is 60. Meanwhile, the research total of post test in experiment class is 1.417. The highest score was 82 and the smallest score was 62. The mean of post-test was 70. The highest categories score was good category were 13 students. It means the students writing skill after implemented Instagram as media was categorized into good level.

The result of students' writing score in control class showed the total of pre-test is 1170 from 20 students. The highest score was 64 and the smallest score was 54. The mean of pre-test is 58. Meanwhile, the total of post test in control class is 1355. The highest score was 74 and the smallest score was 62. The mean of post-test was 67.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score of experimental class was 82 which were higher than the result of control class was 74. The researcher used T-test as the formula to analyzed data. Before analyzing data, the researcher analyzed the normality of the test in both classes by using Kolmogorov Smirnov formula. The researcher found out there is significant effect on students' writing skill on descriptive text by using Instagram as media of tenth grade students SMAN 2 Kuok. Teaching writing skill by using Instagram as a media in teaching students' writing of descriptive text make the students' interesting and had better in English. They interested to the lesson because nowadays teacher can apply the technology in learning English. Teaching and learning activity in online class runs effectively, because the researcher used the new media that had never been used by the English teacher in SMAN 2 Kuok.

CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that Instagram give the positive effect towards the students' writing skill in online class. After implementing Instagram at the tenth grade students of SMAN 2 Kuok, the students' writing skill in experimental class is higher than control class. It can be seen in the data analysis there are many students in experimental class who get good score by using instagram as a media than the students in control class. As the result, the researcher concluded that Instagram is the effective media in teaching writing skill.

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