

UTILIZING INSTAGRAM CAPTION TO IMPROVE STUDENTS

ABILITY IN WRITING DESCRIPTIVE TEXT

(A Study at The second Year Students of SMA Muhammadiyah 9 Makassar)

(PRE EXPERIMENTAL RESEARCH)



A THESIS

Submitted to the faculty of Teacher Training and Education University of Muhammadiyah Makassar in partial fulfillment of the requirement for the degree of education in English Department

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2018



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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Day/Date	Chapter	Note	Sign
26/12/18		→ Review chapter 3 → using past in it → used academic writing to express the idea in your research	Uf
7/1/19		See page 32 & 37	Uf

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9/1/18		OK prepare your self before getting an examination	

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Day/Date	Chapter	Note	Sign
12/12/18		- Langkah awal yg kayaknya: kerangka, abstract, acknowledgment, dll ...	
	Chp 3	→ lewat through the Chp 3, and change the tesis	
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Day/Date	Chapter	Note	Sign
13 Dec 2018	4	Elaborasi the Findings and discussion on chp 4	
15 Dec 2018	1-5	Asses chp 1-5 Prepare for final exam	

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Daramita Daud

MOTTO and DEDICATION

Be patient and strengthen your
patience and stay alert and be faithful
to Allah SWT so that you win
(Q.S Al-Imran:200).

*I dedicated this thesis to
My beloved parents and my families*

ABSTRACT

Daramita Daud, 2018. *Utilizing Instagram Caption to Improve Students Ability in Writing Descriptive Text* of SMA Muhammadiyah 9 Makassaran experimental Research in the academic year of 2018/2019. Skripsi, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University Of Makassar. Guided by Ummi Khaerati Syam and Maharida.

This research used an experimental research. The population of this study was the second grade students of SMA Muhammadiyah 9 Makassar in the academic year of 2018/2019. The sample consists of all population who have 18 students participated. The basic problem the writer discussed in this final project was to find out the improvement of students' ability in writing Descriptive Text by utilizing Instagram caption.

The techniques used for obtained data was: first, the students did pre-test to write descriptive text about their home; second, gave treatment to the students in four meetings about writing descriptive text through Instagram caption; third, gave post-test to the students to write descriptive text about their home; the last, drew the conclusion based on the data.

The final result indicated that The mean score of pre-test 50. Where, there were four (22%) student got good score, ten (56%) students got poor score and four (22%) students got very poor score. Meanwhile, the mean score of post-test got a higher score with 76,3. Where, there were three (17%) students got very good score, thirteen (72%) students got good score and two (11%) students got poor score. After calculating the significance of the test, the result of the t-test was 7,96 and t-table was 2,110. With regard to the previous results, it can be concluded that the use of Instagram caption in the teaching and learning process significantly improved the students' ability in writing Descriptive Text. The students made a good improvement on the aspect of organization.

Keywords: Instagram Caption, Student's Ability, Writing Descriptive Text.

ABSTRACT

Daramita Daud, 2018. *Utilizing Instagram Caption to Improve Students Ability in Writing Descriptive Text* SMA Muhammadiyah 9 Makassaran experimental Research in the academic year of 2018/2019. Skripsi, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University Of Makassar. Guided by Ummi Khaerati Syam and Maharida.

Penelitian ini menggunakan bentuk penelitian eksperimen. Populasi pada penelitian ini adalah siswa kelas XI SMA Muhammadiyah 9 Makassar tahun ajaran 2018/2019. Jumlah sampel sama dengan jumlah populasi dimana ada 18 siswa yang berpartisipasi dalam proses penelitian. Masalah yang dibahas dalam penelitian ini adalah untuk menemukan peningkatan kemampuan siswa dalam menulis paragraph deskriptif dengan memanfaatkan instagram caption

Teknik yang digunakan untuk mendapatkan data adalah: pertama, siswa mengerjakan pre-test dengan menulis paragraf deskriptif tentang rumah mereka. kedua, peneliti memberikan perlakuan kepada siswa selama 4 pertemuan tentang menulis paragraf deskriptif dengan instagram caption. Ketiga, peneliti memberi post-test kepada siswa untuk menulis paragraf deskriptif tentang rumah mereka. Terakhir, membuat kesimpulan berdasarkan data yang ada.

Hasil akhir menunjukkan bahwa nilai rata-rata pre-test 50. Dimana ada empat (22%) siswa mendapatkan nilai bagus, sepuluh (56%) siswa mendapatkan nilai buruk, dan empat (22%) siswa mendapatkan nilai sangat buruk. Sementara itu, nilai rata-rata post-test 76.3. Dimana ada tiga (17%) siswa mendapatkan nilai sangat bagus, tigabelas (72%) siswa mendapatkan nilai bagus dan dua (11%) siswa mendapatkan nilai buruk. Setelah menghitung nilai signifikan tes, hasil t-test adalah 7.96 dan t-table adalah 2.110. sehingga dapat disimpulkan bahwa penggunaan instagram caption dalam proses belajar mengajar meningkatkan kemampuan siswa dalam menulis descriptive text. Siswa menunjukkan peningkatan yang bagus dalam segi organisasi paragraph deskriptif.

Keywords: Instagram Caption, kemampuan siswa, paragraph descriptif.

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Makassar, December 2018

The researcher

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CHAPTER I

INTRODUCTION

A. Background

In this era, the development of technology is growing very rapidly. It could be proved by the large number of innovations that have been made in this world. One of the improvements of technology that is very influential is the internet. Generally, the internet is a global communication network which open and connect millions or even billions of computer networks of various types, by using type of communication such as telephone, satellites, etc. the development of internet affect social life and also the way to communicate with someone.

One of the new forms of communicating that are offered by internet is social media. Social media are generally defined as forms of electronic communication which dedicated to interact, share content, and collaboration-based society. Social media also can define as a group of internet based applications that build on the ideological and technological foundations of web 2.0, and allow the creation and exchange of user generated content (Kaplan and Haenlein, 2010:61)

Social media has been broadly defined to refer to ‘the much relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort, or build relationships’” (Murthy, 2013:7). So far, the majority of the

students already used the internet through smartphone to access the social media such as Facebook, Twitter, Instagram, WhatsApp, Wechat, etc. However, the application is often used by them is Instagram.

Instagram is currently one of the most popular Social Networking Sites (SNS) in the world with over 300 million active users (Instagram Press, 2015). It is a social media application that allows people to share with others about their daily activities, lifestyles, habits, and interests through pictures or videos. The focus of Instagram is for user to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily (Instagram Press, 2015).

Instagram is easy to operate, and it only requires downloading, Choosing a username and password, and finally the user can post pictures or videos with her/his account through smartphone. Therefore, The students are able to use Instagram because most of them already use smartphone. This social media is not only give function to make the user have fun, but it is also profitable for education especially in educate students in writing descriptive text.

Descriptive text is a kind of text which use to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone. According to Evawina (2010:7) descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience.

Based on the researcher experience when magang 3 that in teaching and learning process, students often found difficulties in digging their ideas in writing descriptive text. Beside lack of knowledge of vocabulary and grammar patterns, the way of teaching and learning also have a significant role. In teaching and learning process, the teacher merely uses a whiteboard, marker, and a duster, so it makes the student difficult to express their idea and imagination. Meanwhile in descriptive writing, the imagination of the students is totally needed in order to make colorful and vivid writing.

Instagram allows users to add caption, Caption in instagram is some sentences for clarifying the images or videos that want to post. On instagram, caption turns into extensive thing because the users want to give informations or messages about what users' feeling and doing. The users feel free to express their idea about their picture or video in this instagram caption.

Considering the problems of writing descriptive text that is need new way in teaching and learning to make the students feel free to express their idea and imagination in writing descriptive text, instagram caption was an ideal place to solve that problem. The function of instagram caption to describe the images or videos on instagram related to the aim of descriptive text to describe a thing, person, and place. The researcher concluded that the students could write their descriptive text in instagram caption. The reasons of choosing instagram caption rather than the other

social media to improve the students' descriptive writing is that Instagram is the most popular social media used by the students of SMA Muhammadiyah 9 Makassar. Next reason is that social media focuses on photography. When the students use that social media, the students only can post on that media when they have at least a picture or video. Therefore, they can use the picture to help them in writing on the media. This idea is supported by Harmer's statement (2007:118) that picture is excellent stimuli for writing. As a result, their problems in getting ideas can be reduced.

Referring on the researcher observation above, the researcher was intended to conduct a research entitle "*Utilizing Instagram Caption to Improve Students ability in Writing Descriptive Text*".

B. Problem statement

Based on the background above, the problem statement of this study was that "How is the improvement of the students' ability in writing descriptive text by utilizing Instagram caption?"

C. Objective of the Research

This study objective was to find out the improvement of students' ability in writing Descriptive Text by utilizing Instagram caption.

D. Significance of the Research

The results of this research were expected to be valuable input in learning and teaching process of English both theoretically and practically. Theoretically, the result of this study could be a document of research that

proved whether this study works or not and also as a reference for other teacher so it would be improved their capability in teaching in the classroom. Practically, for the teachers the result of this study could give contribution to enrich their ways in teaching writing specially descriptive text, for the students this study could gave them information on how they can deploy social media to improve their writing specially descriptive text, for other researcher this study will give them information regarding to the use of social media in the classroom.

E. Scope of the Reasearch

The object of this study focused on second grade students of SMA Muhammadiyah 9 Makassar. This study only focused on students' ability in writing Descriptive Text. This study only used Instagram as one of the social media networks.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Listiani (2016) conducted a study about " The Effectiveness of Instagram writing compared to teacher centered writing to teach recount text to students with high and low motivation " at the eight grade students kesatrian 1 Semarang. Based on these findings, the researcher found that there was an obvious effect of using Instagram on improving the students' progress in writing recount text rather than using teacher centered writing. The researcher concluded from the sharp improvement of students' ability which was explained by the scoring system of rubric brown and bailey.

Alshohry (2014) conducted a study about " The Effects of Using Electronic Social Networks on Social Relationships "Facebook and Twitter as Example" at King Abdul Aziz University, Jeda h. The study showed that using facebook and twitter have many positive effects such as cultural exchange and intellectual openness while lack of family reaction came as one of the most significant effects. In addition, the results indicated the existence of inverse relationship among age and academic level variables and causes of use and social relationships 25 nature, merits and demerits.

Renaldy (2017) did a research on " using Instagram to improve students' ability and interest in writing at twelfth grade students of SMA

Muhammadiyah 1 Unismuh Makassar. The study showed that there is an effect of using instagram of the students' writing skills and also Instagram is able to improve the students' interest in writing. From the information, it proved that the actions were successful to improve the students' writing skill and the students' interest in writing.

Zidny (2017) did a research on " improving students' writing skill using instagram in grade X of science 5 at SMAN 5 Yogyakarta ". The study was implementing the planned actions, the material and the tasked that were designed using Genre based Approach were provided through Instagram. After all of actions had been implemented, any information related to the effect of the implementation was collected. From the information, it proved that the actions were successful to improve the students' writing skill.

Those previous research findings above and this research is using social media to improve writing skill. They are successful in apply social media in their research. But, there is previous research used facebook and twitter as the media of their research, while this research is going to focus on Instagram. this research is going to concern on writing descriptive text.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of writing

According to Oxford Learner's Pocket Dictionary (2005:5002) the definition of writing is produce something in

written from so that people can read. Meyers (2005:2) states that writing is a way to produce language we do naturally when we speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing our ideas, putting them on a paper and reshaping and revising them

On the other hand, Reinking, Hard and Osten (1993:188) state that writing is a way of communication and of course communicates all the time. And then Deporter and Heracki (2002:179) explain that writing is a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has a big position because it is a place which appears new ideas and emotion.

Based on the various definition of writing above, we concluded that writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

b. Component of Writing

Oshima & Hogue (1997: 65) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics.

1) Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unify and complete.

- a) Unity in writing means that each sentence must relate each other and support the main idea.
- b) Completeness means that the main idea has been explained and develop fully completeness as Byrne (1986: 96) comments that controlling idea with is developed thoroughly by these of particular information.

2) Language Use

Cole, et al in Yakkop (2006: 67) state that language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary or thesaurus.

c. The principle of writing

There are some characteristics of a good writing as Adelstein and Pival, (1984: 198) state as follow:

- a) Good writing reflects the writer's ability to use the appropriate voice. Even through all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of the occasion.
- b) Good writing reflects the writers' ability to organize the material into a coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to a consistent entry, conveying to the reader a sense of a well thought outplay.
- c) Good writing reflects the writers' abidingly to write clearly and ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writers' intend one.
- d) Good writing reflects the writers' ability to write convincingly to interest readers in the subject and to demonstrate a thought and sound understanding of it.
- e) Good writing reflects the writers' ability to criticize the first draft and revise it. Good writing reflects the writers pride in manuscript the willingness to spell and punctuate accurately and to check word meanings and grammatical relationship

within the sentence before submitting the finished predict to the security of an audience.

2. The Concept of Descriptive text

a. Definition of descriptive text

Hyland (2004:214) defined descriptive text is a text which has social purpose to give an account of imagined or factual events. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or nonliving things) and it has the aim that is giving description of the object to the reader clearly.

b. Types of descriptive text

The two types of descriptive text you will find most useful are :

a) Description of a place

For descriptive text, it is best to limit the description to a small place-a room, a house instead of something as large as

a city or a country. You want to create such a vivid impression of the place to make the reader see what you see. In order to show that place to the reader, you have to provide vivid, concrete details.

There are two ways in writing a text about description of place : start from overall impression and break it down into details, or start from the details and build up toward an overall impression.

b) Description of a person

The same strategies you use for description of a place can be used to describe a person. You may choose a general feeling first and then find details to back it up, or you may find plenty of details and work toward a general feeling that seem to sum them up. But whichever path you choose, the fact to keep in mind is the need to relate your details to the person's character. You want to describe what make this person tick, so every detail you include has to work toward illustrating some side of the personality.

You must be selective in describing a person. You cannot write a biography or tell everything you know, that would take far too long. Instead you must work toward creating a single, dominant impression. This impression is a kind of thumbnail sketch that will become the main idea of the

description. Choose details to support this impression, and leave out any details that are too general.

Finally you should try to describe the dominant impression gradually. It is no need to tell as much as you can all at once. Readers need to be shown characteristics slowly; telling them gradually, lets the readers find out about the person, as they would do is they were to meet him or her face to face.

After all, no one learns everything about another person at a first meeting, and even first impressions may change in time.

c. Generic structure of descriptive text

a) Identification

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

b) Description

1. Giving description about the object that we described
2. Describing the phenomenon in parts, qualities, or/and characteristics

3. Using good 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.

3. The Concept of Social Media

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

Social media are generally defined as forms of electronic communication as web sites for social networking and microblogging through which users create online communities to share information, ideas, personal messages, 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 socialize with each other by creating sharing and commenting among themselves in different networks.

Defining social media by exemplars limits our ability to develop broad, robust theories, as a theory of interaction on Twitter remains utile only as long as Twitter remains stable, both in technology and how users

communicate through tweets, and cannot be extended beyond Twitter to other media, further limiting the utility of the theory.

Now, educators can provide content which engage students meets learning objectives the way students want to learn. By reviewing social media networks: Facebook, Instagram, Blogs, Twitter, and Evernote. Educators can position themselves to be as technology-savvy as today's students.

4. The Concept of Instagram

Instagram is one of the most popular Social Networking Sites (SNS) in the world with over 300 million active users (Instagram Press, 2015). The focus of Instagram is for users to post individual images or videos with a description on their profile, some 70 million images and videos are posted daily (Instagram Press, 2015). Therefore, Instagram seems to provide an ideal environment for foreign language learners to produce descriptive writing.

Users form connections by 'following' each other's profiles which enables them to view the content posted on these profiles and respond in the form of comments or 'likes'. A 'like' is a tag users can place on images to indicate they view them favourably. Once a user follows other users, all postings from these users will be collected and presented on the user's 'News Feed'. Instagram members also have the ability to message each other privately using 'Direct message'. These facilities

allow users to engage in synchronous and asynchronous communication, both publicly and privately.

Instagram profiles with default settings can be viewed publicly by anyone who visits the site; there are also privacy settings which can restrict the access to one's profile to approved followers only.

Benefit of peer review, repetition strengthens their memory, and social learning with the available technology makes needed information easier to access. Our current learners do not use printed materials (I.e. a book, newspaper, or printed journal) as their starting point for information and engagement, but instead seek out online social platforms.

Students' learning English can utilize this new form of literacy to assist in developing writing skills. It is important to apply these strategies and keep practicing outside of class in a medium which further engages the students and prepares them for the constantly growing mobile and social web technologies.

Instagram primarily provides learners with the opportunities to read and write through photo descriptions, comments and direct messages. A study by Kabilan, Ahmad and Abidin (2010) states that learners found FB, a similar SNS, to afford opportunities for writing practice and noted increased motivation to post using English. Learners writing in this public setting may feel their text has greater authenticity and purpose in comparison to traditional writing which may only be viewed by a teacher.

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

Instagram has a lot of features and functions to support students' interest in writing. One of the benefits of using Instagram as social networking is to help students to improve their ability in describing and gathering ideas to become a good descriptive paragraph.

5. The Use of Social Media Instagram Related to Writing Skill

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 skills in terms of quality and quantity (Ibrahim, 2013).

Students need to express their idea and imagination in order to produce a vivid and clear writing. Meanwhile, stimulating their brain to produce the idea and imagination cannot use merely a whiteboard and marker as the teaching aid.

By utilizing instagram caption in teaching EFL writing, the students will have fun to learn it. Based on the colourful picture of instagram, and also their own experience. In the psychological side, the students are more interest and comfortable to write in instagram caption rather than the other media, paper for example.

Most of the students write unrelated caption with the picture that they posted. They just take from the book then put it in their caption. The students rarely make caption by their self. Therefor the researcher wants to direct the students to write their caption by describing the picture that they posted. Below is the examples of descriptive text which are educate for the students:

1. LAKE TOBA



Lake Toba is an area of 1,707 km², we can say that this is 1,000 km² bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on Earth. Pulau Samosir or Samosir Island, The island in the middle, was joined to the caldera wall by a narrow isthmus, which was cut through to enable

boats to pass; a road bridge crosses the cutting. Samosir island is the cultural centre of the Batak tribe, the indigenous from North Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species of living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start into the ice age that affects the world civilization.

Lake Toba is actually more like a sea than a lake considering its size. Therefore, the Lake placed as the largest lake in Southeast Asia and the second largest in the world after Lake Victoria in Africa. Lake Toba is also includes the deepest lake in the world, which is approximately 450 meters.

2. JOKO WIDODO



IR. h. Joko Widodo or the more familiar greeted Jokowi (born in Surakarta, Central Java, 21 June 1961; age 54 years) was the 7th President of Indonesia who took office on October 20, 2014. He was elected along with Vice President Jusuf Kalla in the 2014 presidential election. Jokowi served as the Governor of DKI Jakarta since 15 October 2012 up to 16 October 2014 accompanied Basuki Tjahaja full moon as Deputy Governor. Previously, he was the Mayor of Surakarta (Solo), since July 28, 2005 and

ended on October 1, 2012 accompanied F.X. Hadi Rudyatmo as Deputy Mayor. the two years of his second period became the Mayor of Solo, Jokowi was appointed by his party, the Indonesia Democratic Party of struggle (PDI-P), to fight in the election of the Governor of DKI Jakarta to pair with Basuki Tjahaja full moon (Ahok).

Joko Widodo came from a simple family. In fact, his home was once condemned as much as three times, when he was a child, but he was able to complete his studies in the Faculty of forestry University of Gajah Mada. After graduation, he was practicing his profession as a furniture businessman. his political career began with being Mayor of Surakarta in 2005. he is best known is considered successful after changing the face of Surakarta city became a city of tourism, city of culture, and the city of batik. on September 20, 2012, Jokowi won the election in Jakarta. His victory reflects popular support for was considered a leader of the “young” and “clean“, although he was more than fifty years.

Since being elected as Governor, his popularity continued to soar and became the spotlight of the media. as a result, emerging discourse to make a presidential candidate for the general election of the President of Indonesia, 2014. in addition, the survey results indicate, the name Jokowi continues to Excel. at first, the General Chairman of the PDI-P, Megawati Sukarnoputri declared that he would not announce a presidential candidate of the PDI Perjuangan until after the legislative elections of 9 April 2014. However, on March 14, 2014, Jokowi received a mandate from Megawati

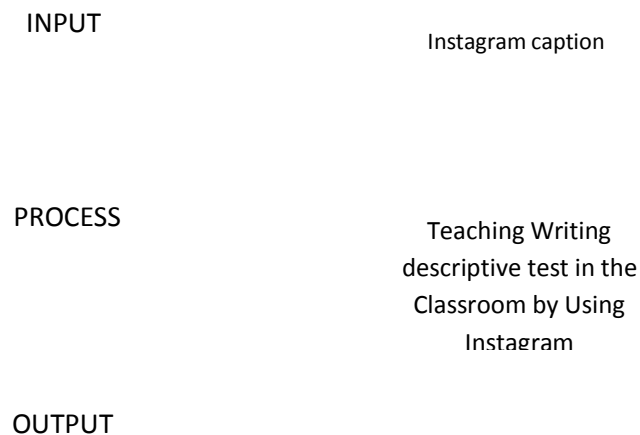
to advance as a presidential candidate, three weeks before the legislative elections and two days before the campaign.

Those are the examples of descriptive text about place and person.

Using social media instagram to teach EFL writing brings a lot of benefits. For example, students with lower language skills could interact with the other students with less stress. Using social networking services such as facebook, instagram etc. to teach EFL, writing could trigger students' creative thinking skills. However, there are some weaknesses to integrate social networking tools into EFL writing classroom for instance, internet distraction and informal writing habit such as using short forms are regarded as the main challenges. About the activity, most of the participants like using facebook, instagram etc, to create virtual classroom to cultivate students' brainstorming ability as well as thinking skills.

C. Conceptual Framework

The conceptual framework underlying in this research was given below:



(Figure: 2.1. Conceptual Framework)

The input of this research was how the students could write descriptive text by utilizing instagram caption. Descriptive text was a text that describe the features of someone, or certain place. In writing descriptive text would be more effective to use picture. It was suitable with the concept of instagram, where we could posted a picture and then described the picture on the caption. the students needed to broaden their ideas and imagination in order to produce a vivid and clear descriptive writing. Meanwhile, stimulating their brain to produce the idea and imagination could not used merely a whiteboard and marker as the

teaching aid. Therefore, the researcher got new motivation to utilize instagram caption in writing descriptive text.

The process of learning was to overcome this problem. The teacher needed to use another teaching aid to arouse the students' imagination. In this case the researcher proposed instagram caption in teaching descriptive text. First of all the students should download instagram application and have their own account and then the researcher would taught the students all about descriptive text. Then, the researcher provided theme for the students in terms of the kind of picture that the students should describe. The theme was my best friend. After the researcher explained the theme to the students, the researcher asked the students to find a picture which was related to the theme. And then the students described the picture that they chose in instagram caption. The students described it based on the explanation from the researcher at the first time about descriptive text.

The output was the result of this learning. The improvement of the students' ability in writing descriptive text through instagram caption. The researcher gave text to the students in measuring the improvement of the students' writing descriptive text.

D. Research Hypothesis

Null Hypothesis (Ho) : "There is no significant difference between the ability in writing descriptive text before and after treatment by utilizing instagram caption".

Alternative Hypothesis (H1) : "There is a significant difference students writing ability in writing descriptive text before and after treatment by utilizing instagram caption".

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used pre-experimental research, which used one group pre-test and post-test design. In one group pre-test and post-test design, that was used a single group to measured or observed.it was not only after being exposed to a treatment of some sort, but also before a treatment. A pre-test provided a measure on some attribute or characteristic that was assessed in an experiment before the group got a treatment, while a post-test measuredon some attribute or characteristics that was assessed for participants in an experiment after a treatment.

The researcher used quantitative approach in this research to analyze data. Creswell (2003:18) states as “A quantitative approach is one in which the investigator primarily uses post positivist claims fordeveloping knowledge (i.e., cause and effect thinking, reduction tospecific variables and hypotheses and question, use of measurement andobservation, and the test of theories), employs strategies of inquiry such asexperiments and surveys, and collects data on predetermined instrumentsthat yield statistical data”.

B. Population and Sample

1. Population

Population is the group to which the researcher would like the result of a study to be generalize able (Gay, 1992:124).

In this study the population was all second grade students of SMA Muhammadiyah 9 Makassar in academic year 2018-2019, which consisted of one class. It was XI IPA. The class consisted of 30 students, so the total students of the second grade students of SMA Muhammadiyah 9 Makassar were 30 students.

2. Sample

The researcher used total sampling in determine the sample. According to Arikunto (2006:120) total sampling is the same sampling as the number of population. The total populations in this research were 30 students of XI IPA, so the sample in this research was class XI IPA which consisted of 30 students. But unfortunately, when the researcher gained the data there were only 18 students participated in the process of the research, so the researcher only took 18 students as the sample in this research.

C. Research Instrument

As an experimental research, the instrument that used in this research was tests. Considering that writing was a productive skill, it meant that this activity showed the students ability to produce (writing) something. So, the researcher decided to use essay test in this research.

D. Variables and Indicators

1. Variables

There were two variables in this research namely independent and dependent variable:

a) Independent Variable (X)

Independent variables were the variable that was the consequence of or upon antecedent variable. In the field of education were identified as independent variables of which included methods of teaching, miscellaneous frequency (reinforcements), learning materials, etc.

This variable was often called as stimulus, predictor, and antecedent. Independent variable was a variable which influenced and gave good effects in dependent variable. Independent variable could not stand by itself without dependent variable. Independent variable in this study was the use of Instagram caption.

b) Dependent variable (Y)

Dependent variable was a response of variable that was presumed to be caused by the independent treatment or other independent variable. Called the dependent variable because they were dependent function of the independent variable. Were classified as independent variables in education were students learning outcomes of students, students learning readiness, students independence, etc.

It was often called as output variable, criteria and consequent. Dependent variable was a variable that emerged in function relationship influenced by independent variable. Dependent variable in this research was the students' writing which was seen from their score.

2. Indicators

The indicator of this research was generic structure/organization.

The indicators of generic structure were identification and description.

E. Data Collecting Method

Data collecting method was a systematical and standard procedure used to collect the data. A method of collecting data used in this research stated writing test was a set of exercise or other instruments. The researcher used two kinds of test, those were pretest and posttest. The researcher subjected both pre-test and post-test as follows:

a. Pre-test

The researcher came to the class, and told the students what they have to do. The pretest in writing ability the researcher asked the students to write paragraphs in descriptive about their home. The aimed of administering pre-test was to get initial information of the groups before the experimental was conducted.

b. Treatment

After administering the pre-test, the writer gave the treatment to the students. The researcher applied the treatment by showing Instagram pictures which have good descriptive caption. Then the material gave to the students in the form of printed pictures, in other words, after that the students described what they thought. The students wrote in a paragraph in the form of descriptive text. The steps of the treatment could be classified into three phases:

1. Pre-writing Activity

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

2. Whilst-writing Activity

First of all the students download 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 should describe. After that the researcher guided the students to discuss the theme. After the students understood the theme, the researcher asked the students to find a picture which was related to the theme. The students built their ideas to be some paragraph and expressed their ideas in the caption of their Instagram. The students were able to use the dictionary to find 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 takes place. In this step, post question, feedback and whole discussion were conducted. The researcher did it by giving quiz around the material as evaluation and reinforcement.

c. Post-test

The last method used to collect the data was administering post-test. Post-test was administered to the students after being exposed with Instagram caption as the treatment. The post-test in writing ability, the researcher did it after gave the treatment in experimental research or after taught writing on Instagram caption. The purpose of administering post-test in this study to observed and measured any changes of the students in writing descriptive text after being taught by Instagram caption. The post-test would be done to get writing score of students after doing the treatment.

F. Technique of Data Analysis

Data analysis was the way data analyzed by the researcher. In managed and analyzed the data collected, the 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 descriptive text ability before and after the used of using Instagram caption as a media.

1. Calculate the students' scoring test

The component of writing descriptive text as concerned in this research namely organization is showed in to the following table:

Table 3.1 Analytic scoring rubric of writing descriptive text

Aspect	Score	Performance description
Organization - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives

Adopted from brown (2007:46)

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

Adopted from brown (2007:46)

2. Calculating the mean score of the students' writing test by using the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N = Total number of students Gay (2006:320)

3. Finding the improvement's percentage of students' writing achievement after utilized instagram caption. The formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = percentage

F = frequency

N = total of number of sample.

4. To find out the significant different between the pre-test and post-test by calculating the value of the test using formula:

$$\bar{D} = \frac{\sum D}{N}$$

5. To know the significant difference between the score of the pre-test and post-test. The researcher calculated the value of the test by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance

\bar{D} = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.

Gay (2006: 356)

The formula explained about the significance difference between pre-test and post-test would found by calculation the value of the t-test. The aim of the formula was to know the instagram caption effective or not in improving the students' ability in writing descriptive text of second grade of SMA Muhammadiyah 9 Makassar.

6. Testing hypothesis

After got the students' significance scores (value of t) it was compared with the value of t-table. When it was found that the value of t-test was equal or greater than the value of t-table, it meant that Null Hypothesis (H0) was rejected and Alternative Hypothesis (H1) was accepted because there was significance difference between pre-test and post-test and after taught writing by using social media. The criteria for the hypothesis testing as follows:

Table 3.2 Criteria for the hypothesis testing

Testing	Hypothesis	
	Ho	H1
$t\text{-test} > t\text{-table}$	Rejected	Accepted
$t\text{-call} < t\text{-table}$	Accepted	Rejected

(Gay, 2006:56)

To find out the social media effective or not in improving students' ability in writing descriptive text of second grade students of SMA Muhammadiyah 9 Makassar

CHAPTER IV

FINDING AND DISCUSSION

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

A. Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher administered a test that was given twice. A pre-test was given before treatment which is knowing the students' ability in writing descriptive text before doing the treatment, while post-test was given after treatment that is knowing the students' writing skills after doing treatment and the result of the post-test of this research can answer the first question of this research that aims to find out the improvement of students ability in writing descriptive text by utilizing instagram caption at second grade of SMA Muhammadiyah 9 Makassar.

1. The Improvement of Students' Writing Ability in Writing Descriptive Text

a. The Mean Score of The Pre-Test And Post-Test

The mean score of the pre-test and post-test were presented in the following table:

Table 4.1 the mean score of the pre-test and post-test in writing
descriptive text

Variable	Mean score		Percent Improvement
	Pre-test	Post-test	
Organization	50	76.3	52.6%

Table 4.1 shows that the mean score of the pre-test was 50 (X1) while the mean score of the post-test increased 76.3 (X2). The improvement of the students' mean score of writing in pre-test and post-test was 52.6%. In the other words we can say that, the improvement was significantly different and the students' ability progressed, as the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' writing skills has improved after doing the learning process that used Instagram.

b. The Rate Percentage of The Frequency Of The Pre-Test And Post-Test

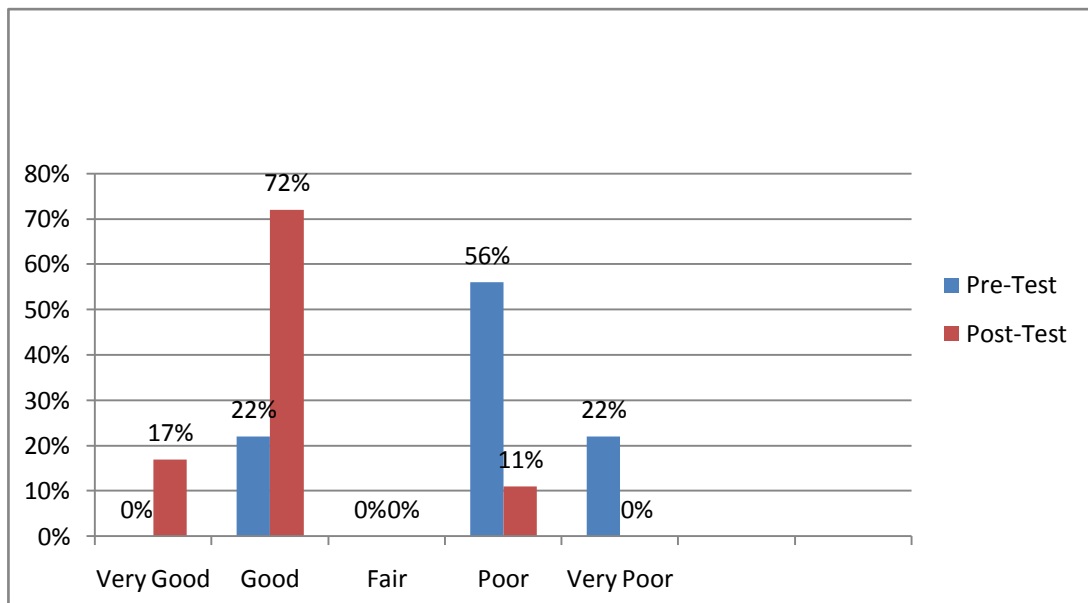
The following table shows the percentage of the frequency in pre-test and post-test.

Table 4.2 the rate percentage of the frequency of the pre-test and post-test

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80 – 100	0	3	0	17
2.	Good	66 – 79	4	13	22	72
3.	Fair	56 – 65	0	0	0	0
4.	Poor	40 – 55	10	2	56	11
5.	Very Poor	≤ 39	4	0	22	0
Total			18	18	100 %	100 %

The data of the table above indicated that the rate percentage of the pre-test four (22%) student got good score, ten (56%) students got poor score and four (22%) students got very poor score while the rate percentage of the post-test, three (17%) students got very good score, thirteen (72%) students got good score and two (11%) students got poor score. The percentage in post-test that students got very good score was higher than percentage in pre-test. It shows that students were able to improve their writing descriptive text after treatment that using Instagram Caption.

For clear explanation about the count above, here is the chart:



(Figure: 4.1. chart percentage of the frequency of the pre-test and post-test)

c. The Value of T-test

This part presents the result of data analysis about impact of Instagram caption which is able to improve the students' ability in writing descriptive text at the Twelfth Grade of SMA Muhammadiyah 9 Makassar.

Table 4.3 the test of significance

Variable	T-test	T-table value
Pre-test – post-test	7.96	2.110

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

d. Hypothesis Testing

For the level, significant (p) 5% and Df = 17 , and the value of the table is 2.110, while the value of t-test is 7.96. It means that the t-test value is greater than t-table ($7.96 \geq 2.110$).thus, it can be concluded that the students' writing skills in descriptive text is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It has been found that there is an impact of using Instagram in students' writing skills in descriptive text.

B. Discussion

1. The Improvement of Students' Ability in Writing Descriptive Text Through Instagram Caption

To know the improvement of students' ability in writing descriptive text by utilizing Instagram Caption, the researcher calculated the mean score of the students' writing skill was indicated from two tests namely pre-test and post-test.

The researcher used Instagram caption as media to improve students ability in writing descriptive text. The researcher corrected the students error of writing by focusing on the aspect of writing which is organization. Based on the aspect of writing, the researcher corrected the students' error by guiding of them. This aspect also were a guideline of researcher in scoring the students' writing descriptive text test. The students' writing skill increased after the treatment. Because from the students' score in the pre-test before that was 50 and categorized as poor classification and after giving treatment that was 76.3 and categorized as good classification.

In addition, to know what was the hypothesis receipt between null hypothesis (H_0) and alternative hypothesis (H_a), the researcher used t-test to calculating result showed that on the t-test value 7.96 was greater than t-table value 2.110 table ($.96 \geq 2.110$) with Degree of freedom (Df) 17. It means alternative hypothesis (H_a) was concluded that the using of Instagram was able to improve the students' ability in writing descriptive text at the twelfth grade of SMA Muhammadiyah 9 Makassar. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the findings above, the researcher concluded that there was an impact of utilizing Instagram Caption in students' ability in writing descriptive text of SMA Muhammadiyah 9Makassar.

2. The Ways of Utilizing Instagram Caption in Improving the Students' Ability in Writing Descriptive Text

The Utilizing of Instagram caption has impact in improving the students' ability in writing descriptive text. As a fact, based on the finding, most students have a good score in post-test. It meant that, the treatment succeeded in improving the students' ability in writing descriptive text. In this case, the researcher used this Instagram caption by combining with practiced writing descriptive text in classroom. In practice writing, the students used writing activity based on the organization of the text as well as final version.

Writing descriptive text by utilizing instagram caption made the learning process in practice writing descriptive text became more effective. The students easy to express their idea and imagination in order to produce a vivid and clear writing in instagram caption rather than merely use a whiteboard and marker as

the teaching aid. It is similar with the statement on chapter two that “the students need to express their idea and imagination in order to produce a vivid and clear writing. Meanwhile, stimulating their brain to produce the idea and imagination cannot use merely a whiteboard and marker as the teaching aid”.

The utilizing of Instagram Caption in teaching EFL writing descriptive text, the students have fun to learn it. Based on the colorful picture of instagram caption and also the existence of instagram. The students have fun to express their idea on instagram caption to make a good descriptive text as the statement on chapter two.

The use of Instagram Caption improved the students ability in writing descriptive text, because the use of picture on instagram. As the statement on chapter two that picture is excellent stimuli for writing (Harmer, 2007:118). The students were taught descriptive text on instagram caption related to the picture that they posted.

To find out how the Instagram Caption is able to improve the students’ ability in writing descriptive text, the researcher got some pieces of information from the students’ activities in learning process.

There were three meetings for doing the treatment of this research. At the first meeting, the students did the pre-test on Monday, October 29th, 2018. It aimed to know students’ skills before getting the treatment. The step of this test was the researcher start to do brainstorming to take the students attention and it made the students interest to do the next instruction of the researcher. After that, the researcher asked the students to write a descriptive paragraphs by their own knowledge based on the topic they given then they collected their paper to the researcher. It aimed to know the students’ ability in writing descriptive text before

got the treatment. In this case, the researcher checked the students' work at home. The researcher gave some correction based on the aspect which is organization.

In the second meeting on Thursday, November 1st, 2018, first the researcher gave motivation about the easy to study English then the researcher gave back the students' paper that have been corrected in it. The researcher had conclusion after checked the students' paper then the researcher explained to the students' what was wrong in students' writing descriptive text. Most students had some error in organization. In this method, the researcher explained to the students' the correct of their errors they have made so that the students were not doing the same error in next writing. The students have a chance to give some question based on their writing.

On Friday, November 2nd, 2018 was the third meeting, the researcher showed a text of descriptive text as an example of a good descriptive writing to students. It made the students easy to write for next writing, because it will motivate them to write better. While before meeting, Most of students had some error in organization. In the next step, the students practiced to write descriptive text again by doing the writing activity on instagram caption

On Sunday, November 5th, 2018 the researcher finally showed instagram posts of people in describing things or place. The posts shown are in good content and organisation based on the assessment in this research. In this step, students realise that their writing will be seen by many people on Instagram. This exactly drove them to write better on instagram.

On Thursday, November 8th, 2018. the students practiced to write descriptive text again by doing the writing activity on instagram caption. The students wrote descriptive text about their best friend. After wrote on their

instagram caption, the students posted and tag the researcher instagram, so the researcher was easy to check the students writing.

In the last, the researcher gave a post-test on friday, November 9th, 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The students wrote a descriptive text by their knowledge about their home. In this, the researcher did not give back the students' paper again. It aimed to know whether this treatment has an impact or not.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the Impact of using Instagram Caption in students' ability in writing descriptive text.

A. Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that there is a significant difference of the students' ability in writing descriptive text before and after treatment. The following is the description of the conclusion based on the problem statement of this research:

1. Students ability in writing descriptive text improved by utilizing Instagram Caption

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (50) is lower than the mean score of post-test (76.3). Then, the t-test (7.96) was greater than t-table (2.110). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

B. Suggestion

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

1. In teaching writing skill, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process.

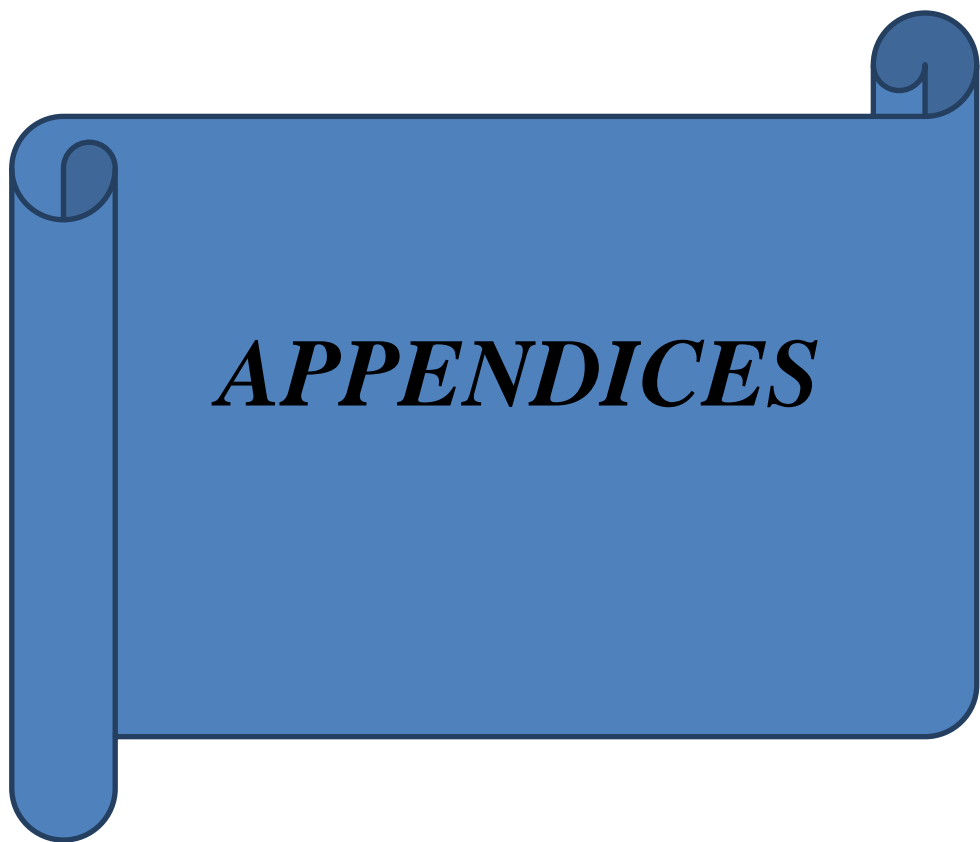
2. The teacher should be active in giving the material to involve the students in teaching learning process.
3. Using instagram caption as media in learning can be applied in English teaching learning process, particularly the attempt of improving the students' ability in writing descriptive text.

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APPENDICES

Appendix 1. Instrument

PRE-TEST

Name :

NIS :

Number :

Write down three short paragraph of descriptive text about your own home in which every paragraph consist of 5 sentences. Text should be at least 80 words and at most 120 words!

My Home

POST-TEST

Name :

NIS :

Number :

Write down three short paragraph of descriptive text about your own home in which every paragraph consist of 5 sentences. Text should be at least 80 words and at most 120 words!

My Home

Appendix 2. Sample of Test

PRE-TEST

Name : FEBRIATYA S
NIS : _____
Number : _____

Write down three short paragraph of descriptive text about your own home in which every paragraph consist of 5 sentences. Text should be at least 80 words and at most 120 words!

My Home

I live in Toddopuli 1. I live with my aunty house. My home is very simple but comfortable home. Paint of my home are yellow and brown. My home have 5 rooms.

I go to school riding a vehicle with my twin. I am very comfortable living with my Aunt. My home not too far from school. I am very close to my aunt from Makassar 2 junior high school. I am very happy to attend Muhammadiyah High School.

I live with my aunty and grand mother. I like all side of my home. The most favorite is my room. It is not big. but it is comfortable for me.

0:250

POST-TEST

Name : FEBRIANA SUHERMANI

NIS : _____

Number : _____

Write down three short paragraph of descriptive text about your own home in which every paragraph consist of 5 sentences. Text should be at least 80 words and at most 120 words!

My Home

I am happy to be able to stay at home. My aunt's home. My home is my palace. My home is actually not my home but that's my aunt's home. My home on the street Toddopuli 1. I am not alone. I am living with my aunt and my grand mother. I also have talent for maunty, not with my mom and dad.

I have 4 room at my home. I also have my own room. I am happy to have room even though my room is small and cramped but I am grateful for what I have. I rarely go out to my mama's house because it is very far.

The colour of my home is yellow, brown, and white. My room colour is yellow and blue. I like the colour of my home because it is comfortable. My kitchen is small. My home also have guest room that use when my friends come to my home.

03

75

Appendix 3. Documentation



09.20



darma.dar18



1 suka

darma.dar18 Darna Is my friend. We are so closed. We are friend since in elementary school. We always in the same school. We already know well each other. She is beautiful girl. I like her style. She have tall body. She is always jogging every week, so she have good body. She have white color and Sharp nose. She always come to my home. She already know my family because we are friend since childhood. She know my characteristics well. I also like that. I love her 🇮🇩Bhs inggris @daramita.daud

09.26



trisultan14



trisultan14 She is my beloved friend. Her name ia Gita Utami She always with me when I am happy or sad. We always together. She is not like the other friends, she is special friend for me. She is a humble person. Therefore I like to be her friends. She is rarely angry to me, but it because my false. She always help her friends. She not too tall and small. She have white skin color. She have Sharp nose. She also have long and black hair. She is beautiful girl. I am lucky to have friend like her.





2 suka

alifa163 *I introduced a friend of mine name gita rahma utami from the XI class and at the school in muhammadiyah 9 and she is very kind to me. She cares about his friend she's very studious come to school.

*And she's very studious in the classroom and she's fat and she's always like to eat lombok.

*she could be at the same discussion as her friends she's very beautiful and she always listens to her friends.

Lihat 1 komentar

27 MENIT YANG LALU • LIHAT TERJEMAHAN



2 suka

utami.g My beautiful friend. My partner in the school. Her name is Ratna . She is a strong girl. She live in jalan Toddopuli 2 . I always go there in the afternoon. She is a beautiful friend. She have good body. She have tall body. She have straight hair. She have white body color. Her nose is also sharp. She is perfect She is a good friend. She always help me when I have problem. She never left me like my other friends. She is different. She is my best friend.



Appendix 4. The List Name of The Students

No.	Students Name	Initial
1.	Aldi	A
2.	Ummu Kalsum	UK
3.	Darmawati	D
4.	Febrianti	F
5.	Zaki Akbar. R	ZA
6.	Nur Alifiah. SN	NA
7.	Amelia	A
8.	Imam Khoiri	IK
9.	Sultan	S
10.	St. Nurul Azisah	NA
11.	Naimah	N
12.	Renaldi	R
13.	Gita Rahma Utami	GRU
14.	Febriana. S	F
15.	Tina	T
16.	Almi Papinian Tandi Lawa	APTL
17.	Rifaldi	R
18.	St. Khaerunnisa	SK

Appendix 5. The students' score in pre-test and post-test based on aspects of writing Descriptive Text

a. the students' score in pre-test based on aspects of writing descriptive text

O= Organization

No.	Students Name	Aspects	Score
		O	
1.	A	2	50
2.	UK	3	75
3.	D	1	25
4.	F	1	25
5.	ZA	2	50
6.	NA	2	50
7.	A	2	50
8.	IK	1	25
9.	S	1	25
10.	NA	2	50
11.	N	2	50
12.	R	2	50
13.	GRU	3	75
14.	F	2	50
15.	T	2	50
16.	APTL	3	75
17.	R	2	50
18.	SK	3	75

b. the students' score in post-test based on aspects of writing

O= Organization

No.	Students Name	Aspects	Score
		O	
1.	A	3	75
2.	UK	4	100
3.	D	3	75
4.	F	3	75
5.	ZA	3	75
6.	NA	3	75
7.	A	3	75
8.	IK	3	75
9.	S	2	50
10.	NA	2	50
11.	N	4	100
12.	R	3	75
13.	GRU	3	75
14.	F	3	75
15.	T	3	75
16.	APTL	3	75
17.	R	3	75
18.	SK	4	100

Appendix 6. Students' Score and Mean Score of Pre-test.

a. students' score in pre-test

No.	Students Name	Pre-test of the students (X_1)			
		Max Score	Score (X)	X^2	Classification
1.	A	4	50	2500	Poor
2.	UK	4	75	5625	Good
3.	D	4	25	625	Very poor
4.	F	4	25	625	Very Poor
5.	ZA	4	50	2500	Poor
6.	NA	4	50	2500	Poor
7.	A	4	50	2500	Poor
8.	IK	4	25	625	Very Poor
9.	S	4	25	625	Very Poor
10.	NA	4	50	2500	Poor
11.	N	4	50	2500	Poor
12.	R	4	50	2500	Poor
13.	GRU	4	75	5625	Good
14.	F	4	50	2500	Poor
15.	T	4	50	2500	Poor
16.	APTL	4	75	5625	Good
17.	R	4	50	2500	Poor
18.	SK	4	75	5625	Good
			$\sum X_1 = 900$	$\sum X_1^2 = 50.000$	

b. Mean score of the pre-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{900}{18}$$

$$x = 50$$

The mean score (X_1) of pre-test is 50

Appendix 7. Students' Score and Mean Score of Post-test.

a. students' score in post-test

No.	Students Name	Pre-test of the students (X_1)			
		Max Score	Score (X_2)	X_2^2	Classification
1.	A	4	75	5625	Good
2.	UK	4	100	10000	Very Good
3.	D	4	75	5625	Good
4.	F	4	75	5625	Good
5.	ZA	4	75	5625	Good
6.	NA	4	75	5625	Good
7.	A	4	75	5625	Good
8.	IK	4	75	5625	Good
9.	S	4	50	2500	Poor
10.	NA	4	50	2500	Poor
11.	N	4	100	10000	Very Good
12.	R	4	75	5625	Good
13.	GRU	4	75	5625	Good
14.	F	4	75	5625	Good
15.	T	4	75	5625	Good
16.	APTL	4	75	5625	Good
17.	R	4	75	5625	Good
18.	SK	4	100	10000	Very Good
			$\sum X_2 = 1.375$	$\sum X_2^2 = 108.125$	

b. Mean score of the post-test:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1.375}{18}$$

$$x = 76.3$$

The mean score (X_1) of post-test is 76.3

Appendix 8. students improvement in writing descriptive text

$$P = \frac{X2-X1}{X1} \times 100\%$$

$$P = \frac{76.3 - 50}{50} \times 100\%$$

$$P = 26.3 \times 100\%$$

The students' improvement = 52.6%

Where :

P : The percentage of the students' improvement

X1 : The mean score of pre-test

X2 : The mean score of post-test

Appendix 9. The rate percentage of the frequency of the pre-test and post-test.

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80 – 100	0	3	0	17
2.	Good	66 – 79	4	13	22	72
3.	Fair	56 – 65	0	0	0	0
4.	Poor	40 – 55	10	2	56	11
5.	Very Poor	≤ 39	4	0	22	0
Total			18	18	100 %	100 %

Following the formula below:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.

Appendix 10. the worksheet of the calculation of the score on pre-test and post-test on the students' writing skill in descriptive text.

No.	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	D(X ₂ -X ₁) ²
1.	50	75	2500	5625	25	625
2.	75	100	5625	10000	25	625
3.	25	75	625	5625	50	2500
4.	25	75	625	5625	50	2500
5.	50	75	2500	5625	25	625
6.	50	75	2500	5625	25	625
7.	50	75	2500	5625	25	625
8.	25	75	625	5625	50	2500
9.	25	50	625	2500	25	625
10.	50	50	2500	2500	0	0
11.	50	100	2500	10000	50	2500
12.	50	75	2500	5625	25	625
13.	75	75	5625	5625	0	0
14.	50	75	2500	5625	25	625
15.	50	75	2500	5625	25	625
16.	75	75	5625	5625	0	0
17.	50	75	2500	5625	25	625
18.	75	100	5625	10000	25	625
Total	900	1.375	50.000	108.125	475	16.875

In the other to see the students' score, the following is t-test was statistically applied:

Find out \bar{D}

$$\bar{D} = \frac{\sum D}{N} = \frac{475}{18} = 26,3$$

The calculation the t-test value

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{26.3}{\sqrt{\frac{16.875 - \frac{475^2}{18}}{18(18-1)}}$$

$$t = \frac{26.3}{\sqrt{\frac{16.875 - \frac{225.625}{18}}{18(17)}}$$

$$t = \frac{26.3}{\sqrt{\frac{16.875 - 13.535}{306}}}$$

$$t = \frac{26.3}{\sqrt{\frac{3.340}{306}}}$$

$$t = \frac{26.3}{\sqrt{10.91}}$$

$$t = \frac{26.3}{3.3}$$

$$t = 7.96$$

Thus, the t-test value is 7, 96.

Appendix 11. Distribution of T-Table

P (Level of Significance) (One Tailed Test)				
Df	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.05	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

(Sugiyono, 2014:332)

Df = N-1

Df = 18-1

Df = 17

t-table for $(\alpha) = 0.05 = 2.110$

CURRICULUM VITAE



Daramita Daud, was born in Sinjai, South Sulawesi on July, 23rd 1997. She is the first child of Daud and Raiya and has one brother. Then she is a student of the English Department in Muhammadiyah University of Makassar.

In 2003 she started her elementary school at SD 165 Bolaromang, Sinjai Selatan and graduated in 2008. Then she continued her study in SMP Negeri 6 Sinjai Selatan, and finished in 2011. She continued her study in SMA Negeri 3 Sinjai Selatan, she finished in 2014 and was accepted in Muhammadiyah University of Makassar as a student of the English Department, Faculty of Teacher Training and Education. At the end of her study, she could finish her thesis in 2018 entitled "Utilizing Instagram Caption to Improve Students Ability In Writing Descriptive Text."