USING INSTAGRAM TO IMPROVE STUDENTS' ABILITY AND INTEREST IN WRITING DESCRIPTIVE PARAGRAPHS

(A Pre Experimental Study at Eleventh Grade Students Of SMA Muhammadiyah 1 Unismuh Makassar)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of The Requirement for Degree of Education in English Department

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ABSTRACT

Saipul Renaldi, 2017. *Using Instagram to Improve Students' Ability and Interest In Writing Descriptive Paragraph (A Pre Experimental Study at Twelfth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar),* under the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, supervised by Syamsiarna Nappu and Nunung Anugrawati.

This research aimed at finding out the improvement of the students' writing ability and interest by using Instagram as media at Twelfth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar.

To find out the improvements, the writer used Pre-experimental Design with one group pre-test and post-test design and questionairre. The population of this research was the eleventh grade students' at SMA Muhammadiyah 1 Unismuh Makassar, academic year 2017/2018. The sample was class XI IPA taken by purposive sampling technique which consisted of 10 students.

It was consisted of five meetings (one meeting for pre-test, three meetings for treatment, and one meeting for post-test and questionairre). The research findings indicated that the application of using Instagram was effective in improving the students' writing skill in term of content and organization. It was proved by the value of the total t-test was 6.30, which was higher than the value of t-table (1.833). This indicated that (H_1) was accepted, and (H_0) was rejected. It means that there was a significant difference of the students' writing skill before and after using Instagram in classroom. The students' interest in writing also improved after the treatment. It was shown by students' answers in questionairre. Most students gave positive respons toward the use of instagram to improve their interst in writing, even they think that this method can be applied in classroom to attract their attention and interest. Therefore, this research is very useful for learning process as a reference for teachers to teach in classroom.

Keywords: *The Use of Instagram, Writing Skill, Students' Interest.*

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Alhamdulillahi Rabbil Alamin, The writer would like to express his profound gratitude to the almighty God Allah SWT, the most compassionate and merciful, the cherisher and sustainer of the world. Shalawat and Salam are addressed to the beloved and chosen messenger, the prophet Muhammad SAW, peace be upon him.

Many problems and difficulties had been encountered in finishing this thesis. He do realize that in conducting the research and writing this report, he got invaluable contribution and assistance from a great number of people. Therefore, he would like to express his deep appreciation and sincere thanks to all of them particularly:

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Writer

Saipul Renaldi

MOTTO

" There is no Success without Struggle"

TABLE OF CONTENTS

List of Table

List of Figures

List of Appendices

1. The Students' Score in Pre-test and Post-test Based on Aspects of Writing
2. Students' Answers in Pre-test and Post-test
3. Students' Answers in Questionairre
4. Lesson Plan
5. Learning Material
6. Documentations

CHAPTER I

INTRODUCTION

A. **Background**

English is taught as foreign language in Indonesia. Teaching English in Indonesia has many challenges because it is the native language. It is not commonly used in our everyday life. Furthermore, English is rather difficult because we do not recognize it since we were born. It is commonly taught firstly at school, which is in elementary or even junior high school. In this case, the role of teacher in teaching that language to children must be reliable.

Basically, one of the targets of teaching and learning English at school is to make the students able to communicate in English both in spoken and in written language. To achieve this, there are four language skills have to be taught; they are listening, speaking, reading, and writing. Listening and reading are passive or receptive skills, while speaking and writing are active or productive skills (Harmer, 2001:199, 246). All of the skills are important. However, one of language skills that encourages students to be more productive and creative is writing skill.

To write is not merely about write something on blank paper; it is more complex yet meticulous. Writing is a combination of process and product. We need a quite long process starting from planning, drafting, editing, and   final drafting to produce a piece of writing (Harmer, 2004:4). Moreover, in writing,

a writer will need to express his/her ideas, experiences, thoughts, and feelings so that he/she has to be supported by sufficient language components such as grammar, vocabulary, and spelling (Harmer, 2001:255)

The students' problem in writing is also caused by the difficulty of expressing ideas in writing. It is caused by their insufficient knowledge of language components such as vocabulary and grammar. They also found difficulty in organizing their ideas and sentences in writing. Besides the difficulties in writing itself, writing problems also exist because of the students" reluctance in writing. Harmer (2004:61) states that "the students are reluctant to write because they rarely write, even in their own language". The lack of writing practice makes students perform poorly in writing. Many of them were also reluctant to write because they are bored and uninterested with the use of conventional media in the learning process.

As the improvement of technology, today it becomes easier to help students in engaging their objectives in learning whether in classroom or at the outside. This changes make students can get the education efficiently without wasting much time and money. Social media networks as the impact of the enhancement of technology will not just give the function as the technology itself, but it is also profitable for education. The use of social media intensify students' interest because almost all of students has an account at each of the popular social media networks such as Facebook, Instagram, Twitter and etc. This should be recognized by the educators as the big opportunities againts

students to engage their interest in enhancing their understanding in learning EFL.

A writing ability must be focused on the understanding of the students on how to make good writing. In this case, to make writing in social media it should be based on the right words to use according to the object or picture about it. This study observed what social media improved students writing skill in writing subject. Students' interest should be proved here whether social media raised their interest to learning writing subject in order to gain writing skill or was it just a place for showing out their emotions.

Based on the observation the writer did to the writing classroom students of the Eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar, most of the students had less interest in writing. It was because they considered writing as a difficult thing to do. Most of the students stated that it was difficult to start writing. The students found it hard to start writing because they had no idea about what to write. This was in line with Harmer's statement (2004:61): "a common response of many students when they are asked to write is that they have nothing to say. On the other hand, there were also students who had million thoughts and feelings to be written; however, they cannot write it because they do not know how to start it.

Dealing with those problems, the teacher should more motivate the students to write as motivation could push them to achieve more. Moreover, it was one of teacher"s roles to motivate the students. As stated by Harmer (2001: 261), "One of teachers in writing tasks will be to motivate the students,

creating the right conditions for the generation of ideas, persuading them to the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit." One of the ways to motivate the students was by creating enjoyable and comfortable learning atmosphere so that students felt fun to write. The feeling of fun in writing could motivate students to write more and more so that their writing skill improved. Moreover, practice writing regularly would build the student" writing habit. This writing habit was very important because when it had been built, students would get used to write without spending many efforts either thinking writing as a burdensome activity. Considering those conditions, The writer was interested in conducting an experimental study at Eleventh Grade students of SMA Muhammadiyah 1 Unismuh Makassar Entittled *"Using Instagram to Improve Students' Ability and Interest in Writing Descriptive Paragraphs"* to help the students improving their writing skill and interest.

B. Problem Statements

In writing class, students often felt bored in learning writing subject, it might be because of the way of teaching or the subject itself. Educators, in this case teacher, should find out an attractive way to gain their interest in learning writing subject. This study answered the following research questions:

1. Does the students' writing ability on descriptive paragraph improve in terms of content and organization by using Instagram at Eleventh Grade Students of SMA Muhammadiyah 1 Unismuh Makassar?

2. Are the students interested in learning descriptive writing by using instagram at Eleventh Grade Students of SMA Muhammadiyah 1 Unismuh Makassar?

C. Objectives of the Research

This study objective are to find out:

1. The improvement of students' writing ability in terms of content and organization by using Instagram

2. The students' interest in learning writing by using instagram

D. Significance of the Research

The significant of the study was classified into two – theoretically and practically. Theoretically, the result of this study could be as a document of research that proved whether this study works or not and also as a reference for other teacher so it could improve their teaching way in the classroom. Practically, for the teachers the result of this study could give contribution to enrich their ways in teaching writing, for the students this study can give them information how they can deploy social media to improve their writing, for other writer this study gave them information regarding to the use of social media in the classroom.

E. Scope of the Research

The object of this study focused on Eleventh Grade students of SMA Muhammadiyah 1 Unismuh Makassar. This study only used Instagram as one of the social media networks. This study's scope relied on students' ability and

interest which was the main ability concern in writing such us content/ideas which focuses on unity and language use which focuses on point of grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. **Previous Related Research Findings**

Ibrahim (2013) conducted a study about "*The Effect of Using Facebook on Improving Students' Writing Skills in English*" at the Latin Patriarchate school in Zebabdeh. Based on these findings, the writer found that there was an obvious effect of using facebook on improving the students' writing skill. The writer concluded from the Local Studies which are related to the effect of using social media on improving the students' writing and the positive relationship between teaching and learning English writing skill through social media.

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, Jedah. The study showed that using facebook and twitter have many positive effects including 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.

Bin Tahir and Aminah (2014) did a research on "*Improving Students'*
Writing Skill Through Facebook" at the University of Iqra Buru which found that
learning writing through Facebook can improve the students' writing skill. Bin
Tahir (2015) in his study on the use of voice chat in teaching speaking found the
improvement of students' speaking skill and suggested for the further teachers and
writers to be more attention to the internet connection and the students' boredom
or saturation when conducting English learning through Voice chat and Yahoo
Messenger.

The similiarities between those previous research findings mentioned
previously and this research is the using of social media to improve writing.
Moreover, there are some differences between this research and previous
researches. While previous research used facebook and twitter as the media, this
research is going to focus on Instagram. Previous research did not focus on certain
type of writing while this research is going to concern on descriptive text.

B. **Some Pertinent Ideas**

1. **The Concept of Writing**

a. Definition of Writing

According to Harmer (2004: 86) writing is a process and the
influence of genre forces. It is a form of thinking, but it is thinking for
a particular audience and a particular occasion. It is different from
Yakkop, (2006: 34) defines that writing is a communicative activity
and so is carried out in accordance with certain general principles in
which underline the use of language in communication.

The statements above are different from Meyers (2002: 2) states that writing is an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. This is almost similar to Richard, (2013: 98) states that writing is a way of expressing thought from mind to print materials. We can state that writing is a kind of activity where the writer puts all the ideas in his mind on the paper from words to sentences, sentences to paragraph and paragraph to essay.

Another statement about writing comes from Good in Yakkop (2006: 47) states that writing is the graphic representation of a language that follows some systematic orders, pictures, or graphics symbols are not considered a form of writing unless they form part system that can be grasped by the readers' familiar with the system.

Based on statements above, the writer concludes that writing is a means of communication which is used to transmit messages or ideas in our mind in written materials.

b. Component of Writing

Oshima & Hogue (2007: 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 fullycompleteness 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. Characteristic of a Good 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. Some Concepts of Instagram

a. Instagram as One of Social Media

Several nascent definitions of social media have been offered, both within the communication discipline and across related disciplines such as public relations, information science, and mass media. Definitions typically converge around the notion social media refer to digital technologies emphasizing user-generated content or interaction. Often social media are referred to by channel characteristics, identifying either directionality of messages or using specific tools like Facebook or Twitter to exemplify modes of interaction (e.g., Howard & Parks, 2012). Though several definitions exist, there remains a lack of a formal, concise, and mutually-agreed upon definition of social media, particularly across disciplines. The lack of a common definition can result in multiple connotations of a concept, making it difficult to create a shared understanding to guide theory and research. Indeed, extant social media definitions vary widely in their complexity, focus, and applicability outside their home discipline.

Some extant definitions are relatively simple, focusing on the nature of message construction in social media. For example, Blattner, et. al (2009:22) defined social media as, "those that facilitate online communication, networking, and collaboration". These definitions are problematic in that they could easily be applied to other communication

technologies such as email, missing the unique technological and social affordances that distinguish social media.

Kessler (2013:362) proffers a more complex definition of social media as consisting of three parts: "(a) the information infrastructure and tools used to produce and distribute content; (b) the content that takes the digital form of personal messages, news, ideas, and cultural products; and (c) the people, organizations, and industries that produce and consume digital content". They further specify social media are frequently denoted in the literature, not by their traits and characteristics, but by merely invoking specific applications such as Facebook or YouTube. Though a more robust definition, this focus on specific tools can be problematic as it misses the actual and potential social impacts of those tools and limits possible contributions to theory building, restricting applicability to descriptive studies.

Additional definitions of social media have been offered from beyond communication science. Within public relations, Leach (2013:645) broadly defined social media as, "any interactive communication channel that allows for two-way interaction and feedback," further specifying modern social media are characterized by their, "potential for real-time interaction, reduced anonymity, a sense of propinquity, short response times, and the ability to 'time shift,' or engage the social network whenever suits each particular member". Yet it is notable that fledgling online tools such as Whisper (whisper.sh) and Ask.fm are reversing earlier

trends by re-embracing anonymous online communication, albeit at the cost of interactivity. Within medicine, social media has been, "loosely defined as user-generated content utilizing Internet-based publishing technologies, distinct from traditional print and broadcast media," (Richard, 2013) and distinguished from traditional media by user-generated content creation. It is of interest to note both of these definitions partially define social media by differentiating between social and traditional (either print or online) media, but do not clearly exclude other 'new media,' such as email and text messaging, which are not typically included in typological lists of social media.

In short, while we know what social media are, we are not necessarily able to articulate why they are what they are, and various disciplines address social media disparately. Moreover, 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, Pinterest, Instagram, Blogs, Twitter, and Evernote. Educators can position themselves to be as technology-savvy as today's students.

b. Social Learning Model

The quality of learning depends on the usability of the device, social technology, and interaction to allow students to absorb information. Developing a social community is important to mobile learning, as illustrated below in Figure 2.1.

Figure 2.1: Model for Evaluating Social Learning Impact on Educational Achievement. (Leach, 2013)

What is social learning? It is a method of learning using "mobile devices (smart phones, tablets, or computers) to enable peer review through social media technology in eLearning. Social media engages Internet users and social learning uses the power for education." (Leach, 2013) Today's learners embrace this method of learning because they are highly motivated to interact socially with their peers. As a new generation of learners, overlooks printed materials (I.e. books, newspapers, or magazines) and instead seeks online social platforms for learning this paradigm-shift seems natural. As of June 2014, the top three social media sites with active users are Facebook (1.28billion+ users), Twitter (1 billion users), and Google+ (1.6 billion users). So, being innovative in our approach to learning by incorporating some of these key social media sites in the classroom can leverage the engagement naturally seen by current users of this media.

The proliferation of social media users shows that young people around the world are eager to connect with their peers and are highly proficient at doing so in personal contexts. These developments in web technology can be used for educational purposes, particularly peer review; students can engage and develop a sense of community with each other while reflecting on the key learning points in their courses. (Leach, 2013).

c. The Utilisation of Instagram

Students see the Instagram is currently 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. (Leach, 2013).

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. Leaners 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 (Prichard, 2013; Blattner and Fiori, 2009).

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.

3. The Use of Instagram Related to Writing Skill

Research on the use of (Information and Communication Technology) ICT tools in ESL 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). On the other hand, the literature suggests that there are some disadvantages in terms of using ICT in the teaching of writing skills (Selwyn, 2012). The use of computer technology could cause the lackadaisical attitude among students whereby they will not take their work seriously. Moreover, ICT tools distract students' attention in the classroom and provide a tendency for the students to use short forms and informal abbreviations in their writing tasks (Madge et al, 2009). The presence of ICT tools in the classroom makes the students negatively involved during the class time and makes the class control difficult for the teachers (Madge et al, 2009).

Another research also showed how social media integrated with education. Without a doubt, writing classrooms of the future will involve writing with social media. The challenge will be to make sure that these classrooms achieve the best integration of new learning paradigms with traditional practice (Kabilan, 2010).

Based on the opinion by the experts above, improving students' writing skill by printed paper sometimes couldn't work properly, it is caused by the changing of era. Most of students believe that using social networking services 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 distruction 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.

4. The Concept of Interest

1.   Definition of Interest

Colloquially, being interested in something can mean that we care about it, that it is important to us, and that we have (mostly) positive feelings towards it. We often say things like, ''I'm interested in the well-being of my child,'' ''I'm interested in playing football this fall,'' and ''I have a research interest in social psychology.'' However, interest can also be more fleeting, such as when we see an interesting TV program, or an unexpected noise arouses our curiosity. John Dewey once described interest as ''being engaged, engrossed, or entirely taken up with'' an activity, object, or topic (Dewey,

1913, p. 17). More contemporary interest theorists have divided interest into two components: individual interest and situational interest (Hidi & Baird, 1988; Renninger, 2000). Individual interest is more enduring, and trait-like, and endures over time. It can be considered a disposition that individuals take with them from one context to the next. In the opening example, Sandy's interest in basketball and Jean's interest in science have developed such that they take these interests with them from place to place. In contrast, situational interest is more momentary and situational bound; in other words, it can be a specific reaction to something in a situation such as a funny video clip, humorous conversation, or colorful objects.

2. How Does Interest Develop?

A primary question in interest research is how situational interest, such as that prompted by watching a movie about the Civil War, can develop into an enduring interest in a topic or activity, such as American history. Hidi & Renninger (2006) have recently outlined a model of interest development detailing the conditions under which situational interest can be transformed over time into individual interest. Their approach contains an element of classic Lewian social psychology in that interest develops as a function of both the person and the situation. In their model, it is the interaction between the person and the object that determines the extent of interest development. Thus, personal characteristics and social contexts both contribute to the experience of interest when engaging in an activity.

According to Hidi and Renninger (2006: 57), three factors contribute to the development of interest: knowledge, positive emotion, and personal value. As individuals learn more about a topic, they become more skilled and knowledgeable. An increase in knowledge can bring about positive affect as individuals feel more competent and skilled through task engagement. In addition, as they spend more time with the activity, they may find personal meaning and relevance in the activity, such as when a high school student discovers that an understanding of biology can help her pursue her dream of becoming doctor. An individual's goals can also contribute to the development of interest by leading him/her to become more engaged in his/her learning, develop competence, and to further explore the topic. For example, Sandy's goals for basketball include becoming a starter on her high school team and playing in college. These goals encourage her to practice on her own, seek out coaches to help her improve her game, and try her best during practices and games. As she develops her competence, her knowledge increases and the positive affect she gets from playing volleyball also increases.

C. Conceptual Framework
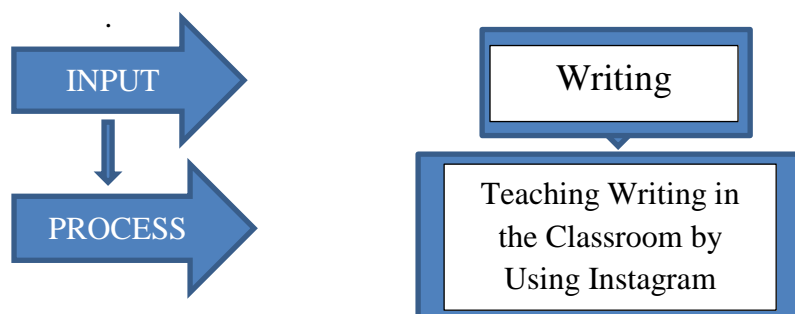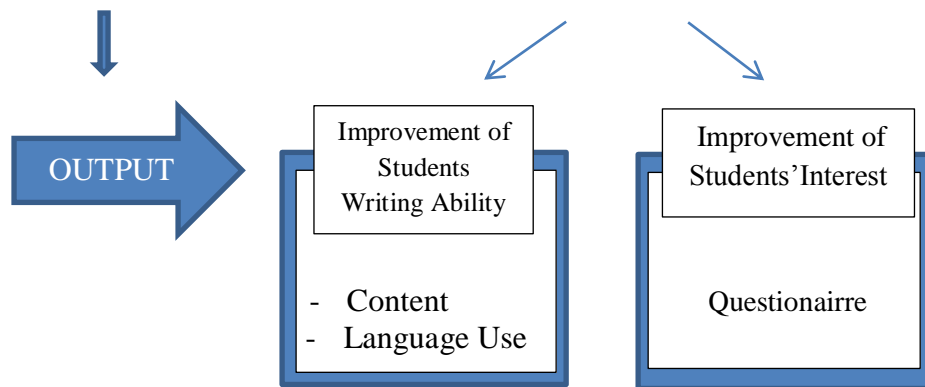
(Figure: 2.2 Conceptual Framework)

INPUT   : The writer gives a writing test to every student in the

                             classroom.

PROCESS   : The writer teaches how to make a good writing through

                             Instagram.

OUTPUT   : At the end of the learning, the improvement of students'

                             ability and interest in writing descriptive paragraph

                             were improved through Instagram.

D. Research Hypothesis

1. Null Hypothesis (Ho) : ''There is no significant difference between the
    students' writing ability before and after treatment by using Instagram''.

2. Alternative Hypothesis (H1) : ''There is a significant difference between
    students' writing ability before and after treatment by using Instagram''.

CHAPTER III

RESEARCH METHOD

A. **Research Design**

This research was classified into pre-experimental research that used one group pre-test and post-test design. In one group pre-test and post-test design, that was a single group was measured or observed 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 gets a treatment, while a post-test measured on some attribute or characteristics that was assessed for participants in an experiment after a treatment.

Creswell (2004:20) states as follows; "An experimental design is used in which attitude are assessed both before and after an experimental treatment. The data are collected on an instrument that measure attitude, and the information collected is analyzed using statistical procedures and hypothesis testing".

In addition, Creswell (2003: 18) states as "A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data". The illustration of the research design in this study is as a table below.

Table 3.1 The Illustration of Research Design

Pre-test	Independent Variable	Post-test
Y1	X	Y2

(Creswell, 2003:18)

Where:

Y1 : Students' achievement on writing descriptive text before teaching by using Instagram pictures

X : Instagram pictures treatment

Y2 : Students' achievement on writing descriptive text after teaching by using Instagram pictures

The procedures of pre-experimental research that used one group pre-test and post-test design in this study were described:

1. Administering pre-test (Y1) with a purpose of measuring students' writing descriptive text ability before applying treatment.

2. Applying experimental treatment teaching writing descriptive text by using Instagram pictures (X).

3. Administering post-test (Y2) with a purpose of measuring students' writing descriptive text ability after applying treatment.

In this study the writer found the effectiveness of using social media to engage student interest in learning writing subject of SMA Muhammadiyah 1 Unismuh Makassar. The effectiveness was known after finding out the significant

difference between the students' achievement before being taught by using Instagram and those were taught after using Instagram by comparing pre-test and post-test score.

B. Population and Sample/Subject of the Study

The writer defined the population before collecting the sample, including the description of the member to be included. Population is all members of well-defined class of people, events, or objects (Ary et al, 2010:148). In this study the population was all eleventh grade students of SMA Muhammadiyah 1 Unismuh Makassar in academic year 2017-2018, which consists of two classes. The quantity of students in each class of the population as follow:

Table 3.2 Population of the Research

Class	Major	Total Students (X)
XI	IPA	10
XI	IPS	10

Since the barriers that often appeared in term of time, capability and cost to take all members of population, so the writer could take a portion of population which is known as sample. Sampling is as a way the writer select number of individuals as a sample which present the population.

The writer used non-probability sampling type purposive sampling technique. In purposive sampling, also referred to as judgment sampling, sample

elements judged to be typical or representative are chosen from the population (Ary et al, 2010: 156). In other words, the writer should be sure that the sample will be representative and suitable with the purpose of research since it is impossible to take the sample randomly in case of the design and the agreement. As the process of sampling, the writer finally decided to choose XI IPA class that consists of 32 students by considering some factors:

1. XI IPA class was assumed to be homogeneous based on the recommendation of an English teacher that handles Eleventh Grade Student of SMA Muhammadiyah 1 Unismuh Makassar.

2. In order to apply the experimental stage, the samples must not be too good and too bad in their English achievement, especially writing descriptive text. In other words, the writer took the typical sample. It was intended to reduce the extraneous variable may appears since the design was pre-experimental research without control group.

3. This class was considered as a class which has good students behaviour and highly atrrected to the modern things such as technology and social media.

C. Research Instrument

1. Test

As an experimental research, the instrument that was used in this research were tests and questionairre. According to Ary et al (2010:201) test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. There were two

kinds of test in this study, those were pre-test and post-test. Pre-test was intended to measure the students ability in writing ability before the treatment given, while post-test was to measure students' writing ability after the treatment given.

2. Questionairre

A questionnaire is specifically designed by the research team in order to obtain the best possible output. In this research, writer used close-ended question. This kind of questions only need 'yes' or 'no' answer for each question. The answers were collected and measured the significant different before and after the treatment by seeing their responses.

D. Variables and Indicators

1. Variables

A variable is everything that become that object of research or the influencing. Variable is everything to which the writer expects to find the answer and that become point of research. Based on the title of the thesis, it has two variables;

a) Independent Variable (X)

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

This variable is often called as stimulus, predictor, and antecedent. Independent variable is a variable which influences and give good effects in dependent variable. Independent variable cannot stand by itself without dependent variable. Independent variable in this study is the use of Instagram pictures.

b) Dependent variable (Y)

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

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

2. Indicators

The indicators of this research are content/ideas, organization and vocabulary/word choices. The indicators of content are coherence and spatial order. The indicators of organization are unity and arrangement of sentence or paragraphs. The indicators of vocabulary is word choices, It is clear now that we cannot write or express our ideas if we do not have

vocabularies. Therefore, we cannot understand the writing passage without having a lot of vocabularies.

E. Data Collecting Method

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

a. Pre-test

The writer came to the class, and explains the material also tell to the students what they have to do. The pretest in writing ability the writer asked the students to write paragraphs in descriptive text based on the topic have been learn (describes the picture about the dream in the future). The aim of administering pre-test is to get initial information of the groups before the experimental is conducted.

b. Treatment

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

1. Pre-writing Activity

In this phase, the writer 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 writer gave a pre-vocabulary teaching by showing the pictures and explains about the tenses that used in descriptive text. The teacher 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

In this step, the picture were showed to the students. The writer only used one picture in this study that picture was appropriate to the topic and the meaning of the pictures could build the imagination of the students in writing. After that the writer guided the students to discuss the pictures and built the theme to write. The writer helped the students to find out what the theme or the title to make a paragraph descriptive. The students must build their ideas to be some paragraph and express their ideas in a paper. The students could use the dictionary to find the word or new vocabulary in their write.

3. Post-writing Activity

Post writing activity is instructional activity that the students and teacher do after writing takes place. In this step, post question, feedback and whole discussion were conducted. The writer did it by giving quiz around the material as evaluation and reeinforcement.

c. Post-test

The last method use to collect the data is administering post-test. Post-test is administered to the group after being exposed with Instagram pictures as the treatment. The post-test in writing ability, the writer did it after giving the treatment in experimental research or after teaching writing by using Instagram. The purpose of administering post-test in this study to observe and measure any changes of the students writing ability after being taught by Instagram pictures. The post-test was done to get writing score of students after doing the treatment.

F. Technique of Data Analysis

Data analysis is the way data analyzed by the writer. In managing and analyzing the data collected, the writer used quantitative data analysis so the writer analyzed the data by using formula. The analysis was used to find the significant difference of the students' writing descriptive text ability before and after the use of using Instagram as a media. O'Malley and Pierce (1996: 82) state that <u>writing, assessment</u> should evaluate more aspects of writing than just mechanic and grammar, and should capture some of the processes and complexity involved in writing so that the teacher can know in which aspects of the writing process students are having different. Two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. O'Malley and Pierce (1996: 47) states that a writing prompt defines the task for the students' writing assessment. Furthermore, writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the students and when the students see an obvious relationship between what they have written and the scores they have received.

The following is the example of rubric on assessing the students' writing. It focus on the students' ability in writing descriptive text.

Aspect	Score	Performance Description	Weighting
Content (C) (Unity)	4	The topic is complete and clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Language Use (L) (Point of Grammar)	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numoerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	

Adopted from Brown (2017: 46)

In giving score the students' ability in writing some categories the writer used the formula follows:

1. Calculate the students' scoring test

	Students' correct	
Score =	The total item	x 100

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

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

Note :

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

Σx = The sum of all score

N = Total number of students

Gay (2006: 320)

3. Finding the improvement's percentage of students' writing achievement after using social media. The formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

Where :

P : The percentage of the students' improvement

X_1 : The mean score of pre-test

X_2 : The mean score of post-test

(Arikunto, 2006:23)

4. Finding the rate percentage of the frequency of the pre-test and post-test

The formula as follows:

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

Where:

P = percentage

F = frequency

N = total of number of sample.

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

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

Where:

T = test of significance

D = the mean score of difference (X1-X2)

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

$\sum$D2 = 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 were found by calculation the value of the t-test. The aim of the formula wass to know the social media effective or not in improving students' interest in learning writing at eleventh Grade students of SMA Muhammadiyah 1 Unismuh Makassar.

5. Testing Hypothesis

After get the students' significance scores (value of t) it is compare with the value of t-table. When it is find that the value of t-test is equal or greater than the value of t-table, it means that Null Hypothesis (H0) is rejected and Alternative Hypothesis (H1) is accepted because there is significance difference between student' writing ability before and after treatment by using Instagram. The criteria for the hypothesis testing as follows:

Table 3.5 Criteria for the hypothesis testing

Testing	Hypothesis	
	Ho	**H1**
t-test > t-table	Rejected	Accepted
t-call < t-table	Accepted	Rejected

(Gay, 2006:56)

To find out degree of freedom (df) the writer used the following formula:

$$Df \quad = N\text{-}1$$

$$= 10\text{-}1$$

$$= 9$$

To find out the social media effective or not in improving students' interest in learning writing at eleventh Grade students of SMA Muhammadiyah 1 Unismuh 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 writer administered a test that was given twice. A pre-test was given before treatment which is knowing the students' writing skills in 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 students ability in writing through instagram at eleventh Grade of SMA Muhammadiyah 1 Unismuh Makassar.

1. The Improvement of Students' Writing Ability in Writing

This part presents the result of data analysis about students' writing skills in descriptive text of SMA Muhammadiyah 1 Unismuh Makassar. This research

indicates positive improvement of students ability which is shown by the following explanation.

a. Mean Score

Table 4.1 The Mean Score of the Students' Skill in Writing Descriptive Text

Variables	Mean score		Percent Improvement
	Pre-test	Post-test	
Content	47.3	78.6	66.17%
Organization			

Table 4.1 shows that the mean score of the pre-test was 47.3 (X_1) while the mean score of the post-test increased 78.6 (X_2). The improvement of the students' mean score of writing in pre-test and post-test was 66.17%. 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 of Frequency

Table 4.2 shows the percentage of the frequency in pre-test and post-test. The frequency guided us to the improvement of the students writing by

providing the number of students correct writing based on the paragraph they wrote 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	5	0	50
2.	Good	66 – 79	1	2	10	20
3.	Fair	56 – 65	2	3	20	30
4.	Poor	40 – 55	3	0	30	0
5.	Very Poor	≤ 39	4	0	40	0
	Total		10	10	100 %	100 %

The data in the Table 4.2 indicated that the rate percentage of the pre-test one (10%) student got good score, two (20%) students got fair score, three (30%) students got poor score and four (40%) students got very poor score while the rate percentage of the post-test, five (50%) students got very good score, two (20%) students got good score and three (30%) students got fair 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 skills after treatment that using Instagram.

c. The Value of T-test

This part presents the result of data analysis about impact of Instagram which is able to improve the students' writing skills in descriptive text at the Eleventh Grade of SMA Muhammadiyah 1 UNISMUH Makassar.

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table 4.4 The Test of Significance

Variable	T-test	T-table value
Pre-test – post-test	6.30	1.833

Table 4.4 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 = 9, and the value of the table is 1.833, while the value of t-test is 6.30. It means that the t-test value is greater than t-table $(6.30 \geq 1.833)$. In addition, to know what was the hypothesis receipt between null hypothesis (H_0) and alternative hypothesis (H_1), the writer used t-test to calculating result showed that on the t-test value 6,30 was greater than t-table value 1.833 table $(6.30 \geq$

1.833) with degree of freedom (df) 9. It means alternative hypothesis (H_1) was concluded that the using of Instagram was able to improve the students writing skill in descriptive text at the eleventh grade of SMA Muhammadiyah 1 Unismuh Makassar. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

2. Students' Interest in Learning Writing through Instagram

The second objective of this research is to find out whether students are interested in learning descriptive writing by using instagram. The result showed that Instagram had made students become more interested in writing descriptive paragraphs. It is shown by the questionairre that was addressed to the students to answer.

The result of the questionairre shows how instagram can positively make students become more interested in learning descriptive writing. It has been already mentioned in Bakar (2013) reports that Instagram use has been credited with developing student communication and interaction with their peers and the wider community, raised language awareness and development and also encouraged the use of different language patterns. He further indicates Instagram is individual and had been used to provide students with a personal writing space, Instagram was able to increase student motivation and engagement, which in effect, expanded their critical thinking ability. The explanation above obviously supports the finding of this research which has shown positive impact of students' interest in learning descriptive writing.

The type of questionairre was close-ended which was consisted on 11 questions. The following explanation shows in table :

Table 4.5 Social Media which is Used by Students

No	Kinds of Social Media	Frequency (n)	Percentage (%)
1.	Facebook	1	10
2.	Instagram	9	90
3.	Twitter	-	-
4.	BBM	-	-
5.	Others	-	-

Table 4.5 is the first question in questionairre which asked social media that students mostly use. The result shows that 90% students mostly use Instagram as social media to connect with people. While only 10% student chose facebook and the rest was none. The following table shows more detail about students' interest in english writing.

Table 4.6 Students' Answers Based on the Questionairre

Number of	Frequency	Percentage (%)

Question	Yes	No	
2	10	-	100
4	1	9	10 / 90
7	4	6	40 / 60
8	9	1	90 / 10
9	10	-	100
10	10	-	100
11	10	-	100

Table 4.5 shows students feedback after they got treatment in classroom by using Instagram. As the result of table 4.4 shows that most students use Instagram then Table 4.6 as the elaboration of the previous question. For question number two (appendix 3) shows 100% student have an Instagram account. While question number four (appendix 3) shows only 10% student like Instagram better than real life. As Bikowski and Kissler (2002) reports using computer saves time and work and that saved time can be used for more creative aspects of language teaching. This finding implies that students prefer Instagram writing because it saves time and also the teacher uses the time to make the lesson more exciting using other creative aspects of teaching. This shows that most students like having interraction directly than by social media. Question number seven (appendix 3) shows 40% student often use dictionary

before writing caption in english on Instagram. This shows that their vocabulary is quiet better, it is shown by how they answer question number eight (appendix 3) which shows 90% student think that their writing has been improved over years using Instagram. The second objective of this research is answered by question number 10 (appendix 3) which 100% student think that aftert treatment their interest in english writing has been improved. And also 100% student think that this method can be a platform for teacher in learning english writing.

The result above, shows that all students participated in this questionairre session. From all questions, it can be concluded that students' interest in learning writing in descriptive paragraphs had been improved. Students also think that this kind of method in learning writing in english can be a platform in learning process.

B. Discussion

1. The Improvement of Students' Writing Ability Through Instagram

The Using of Instagram has impacted in improving the students' writing ability. 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' writing skill. Even, this method actually able to make the learning process became more interesting in learning process in the class. In this case, the writer used this Instagram 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.

In connection with the finding in every meeting on treatment, the writer concluded that the students enjoyed the class and they felt at ease to write their experience because they have known their errors before that. They could be writing well because they write a descriptive text by their own knowledge. Regular verbs and irregular verbs helped the students easy to write and the correction of the writer helped the students did not do the same errors they have made.

Writing activity made the learning process in practice writing descriptive text became interesting, because the writer directly also used the direct classroom correction in correcting the students' error in writing they have made at the time. The writer also showed some good instagram posts with suitable and good caption to help students to get deeper understanding on how to write a good descriptive paragraphs.

To find out how the Instagram is able to improve the students writing skills in descriptive text, the writer 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, before giving the treatment, the students did the pre-test. It aimed to know students' skills before getting the treatment. The step of this test was the writer start to do brainstorming to take the students attention and it made the students interest to do the next instruction of the writer. After that, the writer 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 writer. It aimed to know the students' ability in writing descriptive text before got the treatment. In this case, the writer checked the students' work at home. The writer gave some correction on the students' paper by insert a missing word, phrase and sentences as well crossing the errors word, phrase, and sentence, especially in grammar. The writer gave some correction based on the aspect of writing.

From the first meeting until the last meeting, the students write a different thing to practice their writing. It was hoped to attract the students' ideas and inspiration when writing a new story. Writing activity was able to help the students to make a good writing in practice and Using Instagram is able to improve the students writing. As conclusion, the use of Instagram has an impact in improving the students' writing skill in descriptive text.

To know the improvement of students' writing skill in descriptive text by using Instagram, the writer calculated the mean score of the students' writing skill was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 47.3 and the mean score of post-test was 78.6 after treatment.

The writer used Instagram as media to improve students' ability in writing descriptive text. The writer corrected the students' error of writing by focusing on the aspect of writing which are content and organization. Based on the aspects of writing, the writer corrected the students' error by guiding of them. These aspects also were a guideline of writer in scoring the students' writing test. The students'

writing skill increased after the treatment. Because from the students' score in the pre-test before that was 47.3 and categorized as very poor classification and after giving treatment that was 78.6 and categorized as very good classification.

By looking at the test finding, from the data provided in classification table based on the aspects of writing, clearly to see that one (10%) student got good score, two (20%) students got fair score, three (30%) students got poor score and four (40%) students got very poor score while the rate percentage of the post-test, five (50%) students got very good score, two (20%) students got good score and three (30%) students got fair score. From the result, the writer concluded that the students' writing skills improved from very poor to very good classification.

It means that, the using of Instagram in students' writing skill in descriptive text has an impact in improving the students' writing skill. It showed that from students' score which very poor classification to very good classification. This findings related to Ibrahim (2003) who proved that social media increased students writing skills in terms of quality and quantity. By seeing this findings, we can't deny that social media in this case is Instagram can improve students' writing skills.

Based on the findings above, the writer concluded that there was an impact of using Instagram in students' writing skill in descriptive text of SMA Muhammadiyah 1 Unismuh Makassar.

2. The Students' Interest in Learning Descriptive Writing Through Instagram

In another part of the aims of this research which observed the improvement of using Instagram as media to improve students interest in writing showing a positive improvement. It was shown by how writer managed the questions in questionairre.

Generally, this findings related to Leach (2003: 67) said that social media engages internet users and social learning uses the power for education. These developments in web technology can be used for educational purposes, particularly peer review; students can engage and develop a sense of community with each other while reflecting on the key learning points in the courses. This study proved that social media in this case is Instagram can be as a platform for education by also seeing the previous findings related to this research.

Students mostly think that their interest in learning writing improved since the treatment applied in the classroom. The way of teaching method that applied in classroom took big opportunity in attracting students attention and interest in learning descriptive writing. This was as the result of the three factors contribute to the development of students' interest : knowledge, positive emotion, and personal value as what Hidi and Reningger (2006) explained before. The writer caught students attention by explaining the materialls by Instagram. The students were shown some pictures with caption on Instagram to increase the way they think in writing that writing is not hard as what they think, but it can be something joyful for them to be easier to do, and after three times treatment meeting, they become interested in learning descriptive paragraph. This showed

that instagram brought positive impact for students writing skill or even their interest.

On several results of study which related to this study shows the same improvement. (Ferlazzo, 2014) Another way is by having students create photo essays based upon a list of themes or concepts from the curriculum, using 'photo prompts' to engage students in writing responses based upon the photos, or for taking pictures of a "stepby- step process" while adding a caption to each photo. Instagram is really a good alternative for teacher to apply in the classroom, while it is easier to get students attention, it also gives some beneficial such as to improve their knowledge and writing ability. It is in line with (Laponsie, 2013) The way Instagram becomes integrated into course content remains limited by instructor's imagination, but provides a medium for students to connect and engage with course concepts.

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusions

1. The students' writing ability on descriptive paragraph improved in terms of content and organization by using Instagram at Twelfth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar, it is proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (47.3) is lower than the mean score of post-test

(78.6). The score above indicates that this method has worked well and very useful to apply in classroom.

2. The students' interest in learning descriptive writing by using instagram at Twelfth Grade Students of SMA Muhammadiyah 1 Unismuh Makassar has positively given a good impact for students' interest in learning writing either. It is shown by 100% students answered question number 10 (appendix 3) which indeed shows that their interest in learning writing improved after the treatment. Also, 100% students agree that this kind of method is applied in learning process to attract students attention in classroom.

B. Suggestion

Based on the research, the writer 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 and does not make the students to be bored.

2. The teacher should be active in giving the material to involve the students in teaching learning process.

3. Using instagram as media in learning can be applied in English teaching learning process, particularly the attempt of improving the students' writing skill in descriptive text.

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APPENDICES

Appendix 1. The students' score in pre-test and post-test based on aspects of writing.

a. The students' score in pre-test based on aspects of writing

C= Content and O= Organization

No.	Students Code	Aspects		Total
		C	**O**	
1.	AR	3	3	6
2.	RS	2	1	3
3.	NO	2	2	4
4.	NF	2	1	3
5.	MR	1	1	2
6.	MS	1	1	2
7.	DF	2	2	4
8.	AA	2	2	4
9.	NI	2	3	5
10.	NL	2	3	5

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

C= Content and O= Organization

No.	Students Code	Aspects	Total

		C	**O**	
1.	AR	4	3	7
2.	RS	3	2	5
3.	NO	4	3	7
4.	NF	4	3	7
5.	MR	3	2	5
6.	MS	4	3	7
7.	DF	3	3	6
8.	AA	3	3	6
9.	NI	3	3	6
10.	NL	4	3	7

Appendix 2. Students' Score and Mean Score of Pre-test.

a. students' score in pre-test

No.	Students Code	Pre-test of the students (X_1)			
		Max Score	Score (X)	X^2	Classification
1.	AR	8	75	5625	Good
2.	RS	8	37	1369	Very Poor
3.	NO	8	50	2500	Poor
4.	NF	8	37	1369	Very Poor
5.	MR	8	25	625	Very Poor
6.	MS	8	25	625	Very Poor

No.					
7.	DF	8	50	2500	Poor
8.	AA	8	50	2500	Poor
9.	NI	8	62	3844	Fair
10.	NL	8	62	3844	Fair
			$\sum X_1 = 473$	$\sum X_1^2 = 24.801$	

b. The mean score of the pre-test:

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

$$X = \frac{473}{10}$$

$$x = 47.3$$

Appendix 3. Students' Score and Mean Score of Post-test.

a. The students' score in post-test

No.	Students	Post-test of the students (X_1)			
	Code	Max Score	Score (X)	X^2	Classification
1.	AR	8	87	7569	Very Good
2.	RS	8	63	3969	Fair

3.	NO	8	87	7569	Very Good
4.	NF	8	87	7569	Very Good
5.	MR	8	63	3969	Fair
6.	MS	8	87	7569	Very Good
7.	DF	8	75	5625	Good
8.	AA	8	75	5625	Good
9.	NI	8	75	5625	Good
10.	NL	8	87	7569	Very Good
			$\sum X_1 = 786$	$\sum X_1^2 = 62.658$	

b. Mean score of the post-test:

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

$$X = \frac{786}{10}$$

$$x = 78.6$$

Appendix 4: Improvement students in writing:

$$P = \frac{X_2\text{-}X_1}{X_1} \times 100\%$$

$$P = \frac{78.6 - 47.3}{} \times 100\%$$

$$P = \frac{47.3}{\frac{31.3}{47.3}} \times 100\%$$

The students' improvement = **66,17%**

Where :

P : The percentage of the students' improvement

X_1 : The mean score of pre-test

X_2 : The mean score of post-test

Appendix 5. 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

No.		Category	Score	X₁	X₂	(X₁)²	(X₂)²
1.		Very Good	80 – 100	0	5	0	50
2.		Good	66 – 79	1	2	10	20
3.		Fair	56 – 65	2	3	20	30
4.		Poor	40 – 55	3	0	30	0
5.		Very Poor	≤ 39	4	0	40	0
		Total		10	10	100 %	100 %

Following the formula below:

$$P = \frac{F}{N} \text{ x 100}$$

P = Percentage

F = Frequency

N = Total of students

Appendix 6. The worksheet of the calculation of the score on pre-test and post-test on the students' writing skill in descriptive text.

No.	X₁	X₂	(X₁)²	(X₂)²	D(X₂-X₁)	D(X₂-X₁)²

1.	75	87	5625	7569	12	144
2.	37	63	1369	3969	26	676
3.	50	87	2500	7569	37	1369
4.	37	87	1369	7569	50	2500
5.	25	63	625	3969	38	1444
6.	25	87	625	7569	62	3844
7.	50	75	2500	5625	25	625
8.	50	75	2500	5625	25	625
9.	62	75	3844	5625	13	169
10.	62	87	3844	7569	25	625
Total	**473**	**786**	**24.801**	**62.658**	**313**	**12.024**

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

Find out D

$$D = \frac{\sum D}{N} = \frac{313}{10} = 31.3$$

The calculation the t-test value

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

$$t = \frac{31.3}{\sqrt{\dfrac{12.024 - \dfrac{313^2}{10}}{10(10-1)}}}$$

$$t = \frac{31.3}{\sqrt{\dfrac{12.024 - \dfrac{97.969}{10}}{10(9)}}}$$

$$t = \frac{31.3}{\sqrt{\dfrac{12.024 - 9.797}{90}}}$$

$$t = \frac{31.3}{\sqrt{\dfrac{2.227}{90}}}$$

$$t = \frac{31,3}{\sqrt{24.74}}$$

$$t = \frac{31.3}{4.97}$$

$$t = \mathbf{6,30}$$

Thus, the t-test value is 6,30

Appendix 7. Distribution of t-table

1. Critical value of t-table

Level of significance for one-tailed test

Df	α (level of significance) (*one-tailed test*)					
	0.25	**0.10**	**0.05**	**0.025**	**0.01**	**0.005**
1	1.000	3.078	6.314	12.706	31.821	63.657
2	0.816	1.886	2.920	4.303	6.965	9.925
3	0.765	1.638	2.353	3.182	4.541	5.841
4	0.741	1.533	2.132	2.776	3.747	4.604
5	0.727	1.476	2.015	2.571	3.365	4.032
6	0.718	1.440	1.943	2.447	3.143	3.707
7	0.711	1.415	1.895	2.365	2.998	3.499
8	0.706	1.397	1.860	2.306	2.896	3.355
9	0.703	1.383	**1.833**	2.262	2.821	3.250
10	0.700	1.372	1.812	2.228	2.764	3.169
11	0.697	1.363	1.796	2.201	2.718	3.106
12	0.695	1.356	1.782	2.179	2.681	3.055
13	0.692	1.350	1.771	2.160	2.650	3.012
14	0.691	1.345	1.761	2.145	2.624	2.977
15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.567	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.687	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.7798
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617

(Sugiyono, 2014:332)

Df = N-1

Df = 10-1

Df = 9 $\longrightarrow$ t-table for (**α**) = **0.05** = **1.833**

POST-TEST

(Pre-Writing before posting on Instagram)

Name   :

Class   :

School   :

Write down a description or your experience about "Pantai Losari"

_____
_____
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Thank You

Survey Questionnaire (Students)

1. Which Social Media do you use the most? (If other, please mention it)

    1. Facebook   2. Twitter
    3. Instagram   4. BBM

2. Do you have an Instagram account?
    a. Yes
    b. No
3. Do you frequently post on instagram?
    a. Yes   c. Not too often
    b. No
4. Do you like Instagram better than real life?
    a. Yes
    b. No
5. If yes, is it because it.............
    a.Saves time   b. Is more exciting   c. Not applicable
6. Which helps you more?
    a.   Online correction   b. Classroom correction
7. Do you often use a dictionary before writing a caption on Instagram?
    a.   Yes
    b.   No
8. Do you think very carefully before posting a caption in English on Instagram?
    a.   Yes
    b.   No
9. If yes, do you think it has improved your English writing over years?
    a.   Yes
    b.   No
10. Do you think your interest in learning writing English improved by writing on Instagram?
    a.   Yes
    b.   No
11. Do you think social media such as Instagram can be a platform for learning writing English?
    a.   Yes
    b.   No

Bahan Ajar

Report Text

1. Pengertian

   "A report text is a type of text that announce the result of an investigation or announce something. The information given in a report text is very general information."

2. **Tujuan**

   "Social function of report text is to present information about something generally to the reader."

3. **Generic Structure**

   General Classification

   berisi pernyataan umum tentang subject yang dibicarakan atau dibahas.

   Description

   merupakan bagian yang memberikan gambaran secara detail mengenai subject yang dibahas pada bagian general classification.

4. Contoh

   General Classification :

   Venice is a city in northern Italy. It is the capital of region Veneto. Together with Padua, the city is included in the Padua-Venice Metropolitan Area. Venice has been known as the "Queen of the Adriatic", "City of Water", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

   Description:

   Venice is world-famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In

the old center, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or for weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses ("vaporetti") which ply regular routes along the major canals and between the city's islands. The city also has many private boats. The only gondolas still in common use by Venetians are the traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

You can see the amusing city's landmarks such as Piazza San Marco, Palazzo Contarini del Bovolo, Saint Mark's Cathedral or villas of the Veneto. The villas of the Veneto, rural residences for nobles during the Republic, are one of the most interesting aspects of Venetian countryside. They are surrounded by elegant gardens, suitable for fashionable parties of high society. The city is also well known for its beautiful and romantic view, especially at night.

DOCUMENTATIONS

CURRICULUM VITAE

Saipul Renaldi was born on August 05, 1993 in Malili from the marriage of his parents Muh. Nur and Hadesia. He is the youngest child from two brothers and one sister in his family. In 2003 he started his elementary school at SDN 232 Wulasi and graduated in 2008. Then, he continued his study at SMPN 3 Malili, East Luwu and graduated in 2010. After that, he continued his Senior High School at SMAN 1 Malili, East Luwu and graduated in 2012. At the next year he was accepted as English Department student of Faculty of Teacher Training and Education, Makassar Muhammadiyah University. He got achievements from some volunteering events in national or even in international events. He had been a Liaison Officer for Darmasiswa Students who were coming from several countries in 2014-216. He also had been Liaison Officer in International Seminar Mathematics in 2017. Also, he had been a Liaison Officer in NUDC (National University Debating Championship) in 2015-2017. He was also active in some organizations such as, UKM BAHASA, SAHABAT SEKOLAH, and IPASS. At the end of his study , he could finish his thesis in 2017 entitle *Using Instagram to Improve Students' Ability and Interest in Writing Descriptive Paragraph (A Pre-experimental Study at Twelfth Grade students' of SMA Muhammadiyah 1 Unismuh Makassar).*